|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Personal Education Plan (PEP)**  **Specialist Provision: Primary and Secondary (Year 1 to Year 11)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Autumn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | | | **Johnson** | | | | | | | | | | | Given Names | | | | | | | | | **Maxwell** | | | | | |
| Actual DOB | | | | | | | **08/02/14** | | | | | | | | | | | Likes to be known as | | | | | | | | | **Max** | | | | | |
| Ethnicity | | | | | | | **White British** | | | | | | | | | | | Gender I identify as | | | | | | | | | **Male** | | | | | |
| Age | | | | | | | **11** | | | | | | | | | | | Primary Language | | | | | | | | | **English** | | | | | |
| UPN | | | | | | | **M1234567** | | | | | | | | | | | ULN (once acquired – secondary only) | | | | | | | | | **N/A** | | | | | |
| School Year | | | | | | | **7** | | | | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | | | **22/09/2025** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | | | **11/01/2026** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | | | **Yes** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | | | **N/A** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP/IDP review? | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | | | **Tall Trees School** | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | | | **Paul Smith** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | | | | | **12324 458146**  **p.smith@talltrees.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | | | **Jennifer Newton** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | **j.newton@talltrees.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | | | **Anna Harrison** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | **a.harrison@talltrees.sch.uk** | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | | | **Mike Yates** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | | | **02324 389655** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | | | Their Role | | | | | | | | | | | | How to contact them | | | | | | | | | | | | | | |
| **Max Johnson** | | | | | | **You, the Young Person** | | | | | | | | | | | | **Through your social worker, Mike** | | | | | | | | | | | | | | |
| **Paul Smith** | | | | | | **Your Designated Teacher in school** | | | | | | | | | | | | **p.smith@talltrees.sch.uk** | | | | | | | | | | | | | | |
| **Mike Yates** | | | | | | **Your Social Worker** | | | | | | | | | | | | **Mike.Yates@cheshirewestandchester.gov.uk** | | | | | | | | | | | | | | |
| **Lyndsey Fisher** | | | | | | **Your Foster Carer** | | | | | | | | | | | | **Through your social worker, Mike** | | | | | | | | | | | | | | |
| **Helen Pender** | | | | | | **PEP Co-ordinator, Virtual School** | | | | | | | | | | | | [**Helen.Pender@cheshirewestand**](mailto:Helen.Pender@cheshirewestand)**chester.gov.uk** | | | | | | | | | | | | | | |
| **About Me - How am I doing now?**  E.g. How am I feeling? What do I enjoy and dislike? How do I let you know I am happy? How do I let you know if I am worried or if I need help with something? What am I interested in right now and next? What would help me? What might be preventing me? What am I proud of at home and at school? What would I like to do or try at home and at school? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  Max, you shared your views with Mr Smith and you told him that school is good. You shared that you enjoy playing with your friends and that you have two special friends in your class who you like to spend time with.  You told Mr Smith that lessons are fun and you like them all, in fact you say that you enjoy everything about school which is great! You especially like swimming on Fridays.  This term, you have shared that you would like to take more responsibility for your personal appearance. You would especially like to practice putting your tie on so that, eventually, you can do it yourself. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Future Aspirations (Year 9 onwards)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *What are your current career aspirations? What careers advice, support and opportunities have you accessed and are planned? Have any other agencies been involved?*  Max, this is not applicable at this time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND or developmental needs?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  EHCP | | | | | | | | | | | | | | | | | Primary Area of Need  Cognition and Learning  Secondary Area of Need, if applicable  Choose an item. | | | | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  Yes | | | | | | | | | | | | | | | | | I have a diagnosis of ADHD for which I take medication at home. | | | | | | | | | | | | | | | |
| **ALN/SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:**  *Where appropriate, please attach a copy of the Provision Map to accompany the PEP.*  Max, you have now joined Tall Trees School which is a special day school for children who find learning more difficult.  You learn in a class of twelve other pupils and you have lots of adults to support you.  You enjoy lessons in both the core and foundation subjects and you learn through activities which are broken into small, manageable and achievable steps. You are given lots of reminders and extra practice with your learning to support your progress.  You access Speech and Language Therapy.  You are going to start ELSA sessions later in the autumn term to support you to understand your feelings and how you can manage them. You will be able to join a range of lunch-time clubs which we know you will enjoy.  You have learning support in small group activities which are funded by your EHCP and help you achieve your targets.  **Am I being assessed using the Engagement Model?** No  **Date of EHCP/IDP/Top-Up review where applicable:** 20/06/2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | Percentage of absences authorised: | | | | Percentage of absences unauthorised: | | | | | | Are there concerns over my attendance? | | | | | Details of Concerns | | | | | | | Number of fixed term suspensions to date this academic year | | | | | | | Number of internal suspensions to date this academic year | | |
| 100 | 0 | | | | 0 | | | | | | No | | | | | None | | | | | | | 0 | | | | | | | 0 | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | | | | Yes | | | | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced Timetable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person on a reduced timetable?**  No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of hours accessed: | | | | | |  | | | | | | | | | | | Reason for reduction: | | | | | | | | |  | | | | | | |
| Plan to increase provision/ timetable: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start date of reduced timetable: | | | | | | Click here to enter a date. | | | | | | | | | | | Date to be reviewed (6 weeks on): | | | | | | | | | Click here to enter a date. | | | | | | |
| **Has the person with parental responsibility given consent for a Reduced Timetable?**  Choose an item. | | | | | | | | | | | | | | | | | **For CWaC schools, has the Reduced Timetable form been sent directly to the Education Team within CWaC?**  Choose an item.  [school.relationshipteam@cheshirewestandchester.gov.uk](mailto:school.relationshipteam@cheshirewestandchester.gov.uk) | | | | | | | | | | | | | | | |
| *Please make sure a copy of the most up to date Reduced Timetable form is attached to this PEP* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternative Provision | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person accessing alternative provision?** No *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | | | |  | | | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | | | |  | | | | | | |
| Alternative Provision start date: | | | | | | Click here to enter a date. | | | | | | | | | | | Alternative Provision End date | | | | | | | | | Click here to enter a date. | | | | | | |
| What does my week look like? | | | | | |  | | | | **Monday** | | | | **Tuesday** | | | | | | | **Wednesday** | | | | **Thursday** | | | | | | **Friday** | |
| **am** | | | |  | | | |  | | | | | | |  | | | |  | | | | | |  | |
| **pm** | | | |  | | | |  | | | | | | |  | | | |  | | | | | |  | |
| Expected Outcomes: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | | | Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name and contact details of person responsible for quality assurance: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attainment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | **Method of Assessment** *(e.g. Teacher Assessment, Summative Assessment, SATs)* | | | | | | **Previous term assessment** | | | | **Current term assessment** | | | | | | | **Expected End of Key Stage target** | | | | **Am I on track to achieve National Expectations?** | | | | | | **Am I making Expected Progress from my starting point?** | | |
| Reading | | | KS3 Curriculum | | | | | | 45% of P8 | | | | 51.9% of P8 | | | | | | | 71.9% Standard 1 | | | | No | | | | | | Yes | | |
| Writing | | | KS3 Curriculum | | | | | | 20% Standard 1 | | | | 35.2% Standard 1 | | | | | | | 55.3% Standard 2 | | | | No | | | | | | Yes | | |
| Communication and interaction | | | KS3 Curriculum | | | | | | 40% of P8 | | | | 66% of P8 | | | | | | | 86% of Standard 1 | | | | No | | | | | | Yes | | |
| Maths | | | KS3 Curriculum | | | | | | 100% of Standard 1 | | | | 33% of Standard 2 | | | | | | | 53% of Standard 3 | | | | No | | | | | | Yes | | |
| Science  (if applicable) | | | KS3 Curriculum | | | | | | 33% of Standard 2 | | | | 70% of Standard 2 | | | | | | | 90% Standard 3 | | | | No | | | | | | Yes | | |
| Other subjects  (if applicable) | | | N/A | | | | | | N/A | | | | N/A | | | | | | | N/A | | | | N/A | | | | | | Yes | | |
| **Please comment on progress in relation to areas of development linked to EHCP** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Communication and Language:**  ***I will try to always use a more grown-up voice to communicate.***  In the three weeks you have been at Tall Trees, you have shown that you are, usually, able to speak in full sentences. We have noticed that when you feel unsure of yourself you can speak in a voice that sounds younger than your age until you feel safe and secure again. We will support you to feel safe and secure during your time in school and help you when you need it.  ***I will begin to learn ways to help me wait my turn and take turns in conversations for at least 3 minutes.***  You regularly take your turn in conversations with others and you can hold a conversation with both adults and peers for at least five minutes. If you are particularly excited about something you are supported to wait for your turn to speak. This is something we will continue to work on together during this term.  ***I will learn at least one strategy to help me explain one event using three sequential sentences.***  As this is a meeting early in the term, you haven’t had much time to show us if you can do this yet so we will continue to watch and listen to you and we will report on your progress in your spring PEP. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Social and Emotional:**  ***I will develop my self-awareness and self-esteem by knowing about something that I am good at or have done well at the end of each school day.***  ***I will be able to place, recognise and talk about myself as part of a familiar social situation.***  ***I will be able to predict what might happen next in a social situation so that I can begin to know and understand if a situation is safe or dangerous.***  As this is a meeting early in the term, there hasn’t been much time for you to show us if you can use these skills yet, so we will keep giving you opportunities to do so and then we can watch and listen and report on your progress in your spring PEP. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Physical development:**  ***I will be able to record my written work so that other people can read and understand it.***  ***I will develop joined handwriting fluently with letters that join to letters without ascenders.***  ***I will try to always put spaces between the words.***  You have handwriting which is neat and clear to read. We will now work on making sure that each of the letters you write are in the right place on the lines.  ***I will be able to throw and catch a ball.***  You have shown, during PE sessions, that you can catch and throw a ball confidently. We will now develop this skill so that you will be able to throw and catch smaller sized balls.  ***I will be able to go to the chosen safe place to get my medication and find my way back to class on my own.***  At the moment you are taking slow-releasing medication and this means that you do not need to take medication in school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Cognitive learning:**  ***I will be able to work as a part of a group of 3/4 young people on a shared learning task for 10 minutes, with only a little support at least three times a day.***  ***I will complete the Year 2 learning objectives in Reading and Writing and the Year 3 learning objectives for Maths and I will begin working on the Year 3 objectives for Reading and Writing and Year 4 for Maths.***  ***I will begin to learn and use strategies to help me keep my focus on an activity for up to 10 minutes with some support.***  As this is a meeting early in the term, you haven’t had much time to show us if you can use these skills yet, so we will keep giving you opportunities to do so and we will watch and listen so that we can understand your progress and report on it in your spring PEP. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I on track to achieve Age Related Expectations (ARE)?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I making Expected Progress from my starting point:** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my school place**? No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Has the Activity Passport/ Passport to Success been discussed?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Max, you have settled into Tall Trees School very well. You are hardworking, respectful and kind and you always try your best. You are very keen to please and you love to be praised for things that you have done well.  You are really enjoying your lessons and you are joining in well with your learning. You are able to learn independently and you finish all tasks that are given to you. You show that you feel confident about what you are learning by putting up your hand often to answer questions in your lessons - well done!  You have already made some close friends in the few weeks you have been at school and you are beginning to enjoy positive relationships with your teachers too. You can sometimes become upset when people you are friends with have friends other than you, which we will explore in your future ELSA activities and something we will continue to help you understand. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Max, everyone at your meeting heard a lot of information about your home life which you will be able to read in your care planning meeting minutes. Your social worker, Mike, explained that there is a lot of support in place for your family during the difficulties you are, currently, facing. A management meeting is due to take place which will explore any extra support which can be given. Your Family Intervention Worker, John, has begun to work with your family and is delivering the nurture programme.  You had a very positive PEP meeting. Staff from your school celebrated how you have enjoyed a very successful and planned move from primary school and because of this you have settled really well and you are very happy.  You are going to start taking part in ELSA sessions later in the term to help you to understand your own feelings and how you can manage them. Staff in school and adults at home talk to each other, every day, through your home-school book and everyone is supporting you to enjoy happy and safe relationships with others.  Before your meeting, you shared how you would like to join some clubs at Tall Trees so we will explore what you could join. You already enjoy Lego Club and you may wish to attend Buzz Club. You are excited to explore music lessons which can be provided through the local authority. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  *(If first PEP put N/A)* | | | | | | | | Has this been met?  *(If first PEP put N/A)* | | | | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | | | | | | | Was Pupil Premium Plus (PP+) accessed?  *(If first PEP put N/A)* | | | |
| **Wellbeing**  To use ways of managing your feelings that you have learned in school to help you to regulate your feelings in other places and situations. | | | | | | | | No | | | | | | | You are demonstrating progress with this target. You know a range of ways to manage your feelings at school and you are beginning to use these strategies in other places, such as at home.  This is an ongoing target which we will continue to work on. | | | | | | | | | | | | | | No | | | |
| **Reading**  To look for and find answers in a text you are reading. | | | | | | | | Yes | | | | | | | You have shown us that you are able to find the answers to questions from a text. Well done! | | | | | | | | | | | | | | No | | | |
| **Writing**  To say your sentence out loud before you write it so that you can hear if it makes sense.  To re-read your writing to check it is what you wanted to say.  To write sentences that are grammatically correct. | | | | | | | | No | | | | | | | Max, when you practice aloud what it is you want to write, your spoken sentences make sense however, what you then write down is different to what you said so you are now working on writing down what you actually say, so that it always makes sense. This is something we will continue to work on together. | | | | | | | | | | | | | | No | | | |
| **Communication and Interaction**  To be able to pronounce the sounds ‘th’ and ‘v’ clearly. | | | | | | | | Yes | | | | | | | Max, your speech and language sessions have helped you to articulate these sounds more clearly to your listeners | | | | | | | | | | | | | | No | | | |
| **Maths**  To use what you already know about calculations and fractions to solve problems in real life situations, such as shopping with money, telling the time, etc. | | | | | | | | Yes | | | | | | | You can add and subtract two-digit numbers to find the total cost of items in the class shop. You have also been able to give change up to £1.  You can tell the time to the nearest half an hour, and you have ordered the time it takes some activities from shortest to longest. Well done! | | | | | | | | | | | | | | No | | | |
| **Science** (if applicable)  To develop your understanding of how to use scientific equipment in the secondary school science laboratory. | | | | | | | | No | | | | | | | As it is early on in the term, we will continue to work on this understanding and skill to embed it during the term. | | | | | | | | | | | | | | No | | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add a target for **each** subject area, **plus** Wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets are needed for: | | Current SMART target details:  *(These must relate to subjects in first column)* | | | | Details, how will this be achieved?  *(Name of intervention, 1:1 or small group, group size, T/HLTA/TA, when, how often, etc)* | | | | | | Expected outcome  for this  intervention | | | | | | | Is PP+ requested this time? | | | Cost per hour  *(Please only enter figures)* | | | | | | Hours per week  *(Enter part hours in decimal e.g. 15 mins = 0.25)* | | | | Cost per term  *(Please only enter figures)* |
| **Wellbeing** | | Max, we would like you to learn some more strategies that you can use to self-regulate when you feel you need to so that you are more able to manage your emotions. | | | | Your school staff and carers at home will remind you of the strategies you can use to self-regulate.  Staff will ask you to reflect on the strategies you use and think or talk about how useful they were for you. | | | | | | Max, you will know some strategies that you can use for self-regulation.  You will use these strategies to regulate your own emotional wellbeing and understand your feelings. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Reading** | | We would like you to use your phonic skills to sound out words that are new to you or that you are still learning to read. | | | | You will take part in small group reading activities.  You will have help to sound out words to read.  You will have extra support when you need it. | | | | | | You will be able to apply your phonic skills so that you can read more words independently.  You will make progress across the curriculum standard. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Writing** | | We would like for you to be able to hear and know the sounds that make up a word before you write it. | | | | You will take part in small group writing activities.  You will have help to hear sounds, and to know and write the letters to write full words. You will have adult support as needed. | | | | | | You will be able to spell more words correctly.  You will make progress across the curriculum standard. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Communication and Interaction** | | We would like you to plan what you want to say before you speak to ensure that your sentences make sense. | | | | You will take part in small group speaking activities.  You will have help and support from an adult when you need it. | | | | | | You will be able to speak in sentences that make sense.  You will make progress across the curriculum standard. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Maths** | | We would like you to use what you have learned about division to find fractions of numbers, such as ½ of 20, ¼ of 20.  You will be able to apply this skill different situations. | | | | You will take part in small group Maths activities.  You will have help to learn and find fractions using division.  You will have support from an adult when you need it. | | | | | | You will be able to find fractions of numbers.  You will make progress across the curriculum standard. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Science**  (if applicable) | | We would like you to understand the need to work safely in the science laboratory, following the safety rules.  You will be able to name 3 items of science apparatus and use them safely. | | | | You will take part in small group Science activities.  You will have help to understand and stay safe in the lab and when you use equipment.  You will have support from an adult when you need it. | | | | | | You will know how to stay safe in the science laboratory and be able to follow the rules so that this happens.  You will make progress across the curriculum standard. | | | | | | | No | | |  | | | | | |  | | | |  |
| **Other subject**  (if applicable) | |  | | | |  | | | | | |  | | | | | | | Choose an item. | | |  | | | | | |  | | | |  |