

EYFS-Primary Pre-Formal and Semi-Formal Curriculum  
Scheme of Work: Cycle B- It's All About Me

**My Cognition**

	Pre-Formal [P1-3]	Sensori-Motor Stage
<b>Learning Intentions</b>	<p>MAPP PLIs-Thinking Skills.</p> <p>Child explores their immediate environment through their senses and motor contact. Increasing awareness of changes to their environment: visual location on a disco light ; turning or stilling to sound; reaching to feel an object; stilling and lifting face to a scent.</p> <p>Vision: fleeting location; fixation of gaze; increasing distance; size; moving/static; tracking horizontally, vertically, irregular pathways; transference of gaze from one source to another; repeated transference; colour preference and development B/W, red, yellow etc.</p> <p>Hearing/Auditory: still to a sound; locate and turn to sound; search to source of sound; response to familiar voices; making sounds intentionally with body or objects; response and preferences to music: tempo, timbre, beat/rhythm, volume; genres of music.</p> <p>Tactile: responses and preferences to: smooth; rough; spikey; wet; dry textures. To explore by: place and feel; palmar grasp; move hand and fingers; finger isolation; primitive pincer to pincer grip; reach; grasp/release; retrieve. To use other body parts to explore- orally, feet, elbows. Some pupils may be tactile defensive and prefer hand under hand/elbow and non-directed approaches to exploration.</p> <p>Taste/Olfactory: still and lift face or screw up eyes, turn away, actively sniff or sneeze to specific scents; tastes that are citrus, tangy, acerbic, bitter, sharp, spicy, hot, sweet.</p> <p><b>Key Schemas: Cause and Effect; Emerging Object Permanence.</b> Environmental control: using single switches to directly impact the environment i.e. Big Mack to activate voice/sound/music; Single switch to activate lights/fan; iPad to swipe or touch to cause moving image/sound. As an adult goes from view the pupil begins to actively look for them, as a ball rolls under the cloth the pupil keeps their attention fixed waiting for it to reappear.</p>	
	<p>Semi-Formal [P4-8]</p> <p>Pre-Operational Stage</p> <p>MAPP PLIs-Thinking Skills.</p> <p>Symbolic thinking is developing: beginning to use symbols and words/signs to represent objects. Pupils begin to use photo/picture/symbol to identify and sort or to make choices from an identified selection. Early mathematical concepts: 1:1 correspondence and collecting, sorting familiar objects, stacking and nesting, emerging positional/spatial concepts, numeral recognition, object/picture matching, forming number groups, 2 and 3 criteria sorting- colour, shape and size.</p> <p>To respond to, anticipate or predict familiar routines of the day using supported contextual clues or symbol/speech/sign out of context.</p> <p>To engage with motivating activities, objects, people in more complex and sustained ways. Developing and embedding schematic learning: rotational; enveloping; transporting; connecting; disconnecting; positioning and orientation.</p> <p><b>Key Schemas: Symbolic Understanding; Established Object Permanence; Pretend Play.</b> Pupil actively searches for objects/people that have gone from view; pupils engage in role play and small world imaginative play</p>	
<b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b>	<p>School and Classroom routines including olfactory/Tassels/OoR, photo/symbol timetables or now/next boards.</p> <p>Differentiated 1:1, group/paired activity with for object permanence concept focus time: Pop up puppet fun, ball runs, outdoor play tube/drain pipe runs, car/ball tracks, fabric peepo game, cardboard tubes and posting objects.</p> <p>Maths time, differentiated 1:1 or small group/pair: songs and rhymes; sensory props; shape, colour and size activities; posting and sorting; puzzles and orientation; sequencing and patterns - 'what comes next game' with actions and snap cards or bead threading.</p> <p>Visual memory games- What's missing from the tray? Physical prepositional maths concepts sessions: climbing frame; activity hall circuits, parachute games.</p> <p>Interactive technology: Sensory room session- switch work; music trolley; iPad; Eye-gaze; touch screen PC.</p> <p>Technology in a daily routine: Single switch latched, timed, switch timing for everyday electrical items in sessions i.e. personal care equipment, kitchen utensils, leisure technology.</p> <p>Play Provision facilitation for early schematic developmental learning: Resources for enclosure/enveloping- fabrics, lycra, tents, big boxes. Connecting treasure baskets- stickle bricks, magnetic bricks, Velcro, Popoids, Octons, links. Resources for transporting- baskets, bags, trolleys, wheelbarrows, buggy.</p>	