

My Cognition

	Pre-Formal [P1-3]	Sensori-Motor Stage
<p>Curriculum Intent</p> <p>Learning Intentions</p> <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. songs, in order to develop their awareness of numbers in context.</p> <p>Number/SSM: Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of sensory play. Pupils will start to engage in simple construction activities in order to develop their spatial awareness.</p> <p>Key Schemas: Cause and Effect; Emerging Object Permanence. 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. Pupils will be able to actively explore their immediate environment through making purposeful actions with a range of objects/stimulus. Pupils will be able to engage in early problem solving and have a consistent understanding of cause and effect, in order to exert autonomy over their immediate environment</p>	
	Semi-Formal [P4-7/8]	Pre-Operational Stage
	<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. Pupil actively searches for objects/people that have gone from view; pupils engage in role play and small world imaginative play.</p> <p>Number/SSM: Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., "Do we need more cups?" Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem. Pupils will have an understanding of numbers in sequence to 10. Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities. Pupils use a wider range of construction activities to create their own designs and can follow a given design. They are able to construct within horizontal and vertical space at the same time. Pupils will be able to sort a range of familiar objects according to shape, size or type to support tidying and problem-solving activities. Pupils will be able to identify differences in size, grouping similar sizes and finding the biggest or smallest.</p>	

	<p>Scientific Enquiry: Pupils will explore simple scientific equipment in order to use them for a specific planned effect. Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing/ repeating these actions to increase their problem-solving skills. Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.</p> <p>Key Schemas: Concepts of time, developing prompted and supported recall for short and long term memory using key routine events.</p> <p>Symbolic Understanding; Established Object Permanence; Pretend Play.</p>
	<p>Semi-Formal-Formal [P8-NC1] Pre-Operational-Operational</p>
<p>MAPP PLIs- Thinking Skills</p>	<p>Maths- focus on Number and Measurement, Yr.1 White Rose Maths SOW, <i>Length and Height:</i> Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. They should also be exposed to lengths that are equal to one another. <i>Weight and Volume:</i> Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier and this misconception should be explored. Pupils will be able to count objects or actions accurately to 20, to respond to a simple question or solve an everyday problem. Pupils will be able to count out objects from a larger group up to 6, in order to solve an everyday problem. Pupils will be able to recognise small number of objects or estimate a larger number in order to make quick decisions or calculations. Pupils understand how to add and subtract to engage in real world calculations such as shopping activities. Pupils will be able to complete simple sharing, division and doubling in order to solve simple everyday problems and engage in social activities. Pupils will have a consistent understanding of number order to 20, in order to support their ability to carry out simple calculations. Pupils can sequence events using ordinal numbers to support their understanding.</p> <p>Scientific Enquiry: Pupils will be able to carry out a simple science investigation to find something out, choosing and collecting appropriate tools, collecting and recording data and saying what they might do differently next time. Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. Pupils will begin to experiment with electrical components, developing their understanding of electricity in order to build a simple working circuit. Pupils will begin to sort objects according to specific scientific attributes to help them in understanding scientific properties.</p> <p>Science-Everyday Materials- distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>Clothing, different fabric and materials for warmth and to keep cool. Party clothing!</i></p> <p>D&T- As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <i>Party food and celebration meal. Design and bake a birthday or Christmas cake.</i></p> <p>ICT: Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions. Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing</p> <p>Computing- <i>Using word and developing keyboard skills.</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p><u>Curriculum Implementation</u></p> <p>Suggested Teaching &</p>	<p>Pre-formal activities will relate to celebrations that are immediate and within a contextual time frame i.e. November for bonfire night. Semi-formal/Formal activities can cover celebrations within a wider time frame and enable pupils to recall and predict.</p> <p>Celebrations that happen through the year or within the term and key personal events: Birthdays, when is your birthday? Create a birthday board with birthday props- streamers, cards, invites and birthday paper. Prepare for a birthday party- what do we have at a party? Baking a cake and weighing out ingredients, counting out the candles for the top- matching to numeral. Wrapping presents- sensory presents to explore and investigate, different shaped presents- what's inside? Compare materials used for wrapping paper- shiny foil, cloth Japanese wrapping, paper. Celebration greetings cards- matching cards to the events and identifying. Role play a party- set the table 1:1 correspondence</p>

Learning Activities [small group 1:1] and Tool Kits	place settings, matching place setting shapes, send invites, how many guests are attending, calculate amounts for the party and how much to order, e.g., 5 guests and 2 sandwiches, how many altogether. Party clothes- different materials and sizes, compare length/height and measure. Games- musical chairs and 1:1 correspondence. Seasons- when do key celebrations happen in the year i.e. Winter- Christmas, Spring- Easter, Autumn- Halloween, Harvest Festival. Christmas grotto- multi sensory immersive area with lights and sensory props to visually locate on, single switch operation, investigation and exploration.
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