

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

**My Communication**

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|  | <p>Pre-Formal [P1-3] <span style="float: right;">Pre-Intentional Communication</span></p>   |
| <p><b>Learning Intentions</b></p>  | <p style="text-align: center;">MAPP PLIs- Communication/Language.</p> <p><b>Expressive Language/Choice Making:</b> to consistently display a preference for people; activity; objects; sensory mode- texture, sound, smell, taste. Consistency of responses maybe be intermittent moving to regularity [CSD].<br/>To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person.<br/>To indicate 'yes' and 'no' via body language, gesture or activity i.e. turning away, pushing object/person away, screwing face up or tongue thrusting, eye avoidance.</p> <p><b>Receptive Language/Understanding:</b> to have a growing awareness of environment and changes in the environment i.e. quizzical expression to a new sound, turning to locate a voice. To have emerging anticipation of routines supported by key objects of reference and Tassels i.e. smiling at a familiar greeting; stilling to the 'alert' Tassels sign. Engagement is generally initiated by adult- does the child tolerate, are they receptive and do they intimate more?</p> <p>Semi-Formal [P4-8] <span style="float: right;">Intentional Communication</span></p> <p style="text-align: center;">MAPP PLIs- Communication/Language.</p> <p><b>Expressive Language/Choice Making:</b> to voice/indicate/choose activity, person and know/say why it's your choice i.e. leading an adult to the activity/object needed, sign or use symbol choice for an object at snack or play time.<br/>To indicate 'yes' and 'no' i.e. by shaking head or vocalising, sign/symbol, using a switch consistently and meaningfully. Accessing technology to support choice making and identification i.e. Eye Gaze.<br/>Child may begin to use key words/vocabulary that maybe descriptive or narrative based to support play i.e. "big car, brum brum" or instructional " bag on floor".<br/>Vocabulary may have a range nouns, prepositions, adjectives, verbs and pronouns. Child routinely initiates contact and communication with adult or peer.</p> <p><b>Receptive Language/Understanding:</b> to consistently anticipate and predict everyday familiar routines i.e. using a symbol timetable, symbol now and next board. Respond to 2-4 part key word instructions within context and developing to non-contextual direction [DLS]. Developing an awareness and understanding of written instruction i.e. picture/photograph to symbol text or supported written text within the environment and in literature.</p> |
| <p><b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b></p> | <p>Intensive Interaction Sessions: 'All About Me'; known kinaesthetic, sensory, play provision resources known to engage and interest the individual child i.e. bubbles, lycra, rockers, swing, parachute, balls, music, percussion.</p> <p>Sensory Stories: 'All About Me' themes could be; home/daily routines, bodies/faces, likes/dislikes, other cultures, poems, individualised photo books.</p> <p>Singing and Action Rhymes: themes as above, favourite rhymes and action songs- record and replay, video and watch together, class based photo/symbol book for group choice making supported by sensory props/puppets i.e. circle time activity turn taking to choose.</p> <p>Sensory Drama/Music: Can be based on the story themes, chosen from below or linked to the action rhymes.</p> <p>Play Provision facilitation: home role play area; mirrors/reflective surfaces treasure baskets; play areas that meet individual preferences and schemas i.e. cars/moving parts; pouring/emptying- sand/water; transporting- containers and objects.</p> <p>Makaton Symbols/PECS Photos VOCA TASSELS SCERTS Objects of and Olfactory Reference</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Key vocabulary:<br/>individualised, functional or<br/>themed.</p> </div>   |