

EYFS-Primary Pre-Formal and Semi-Formal Curriculum
Scheme of Work: Cycle C- Colour My World

My Communication

	Pre-Formal [P1-3]	Pre-Intentional Communication
Learning Intentions MAPP PLIs- Communication/ Language. Cherry Garden Communication, Language & Literacy	<p>MAPP PLIs- Communication/Language.</p> <p>Expressive Language/Choice Making: to consistently display a preference for people; activity; objects; sensory mode- texture, sound, smell, taste. Consistency of responses may be intermittent moving to regularity [CSD]. To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person. 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>Receptive Language/Understanding: 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>Cherry Garden- Language and Communication: Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes.</p> <p>Attention and Understanding: Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine. Children will begin to recognise and use real objects or symbols in order to make choices. Develops object permanence and simple cause and effect on immediate environment to increase their independence. Reading: Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. Pupils will start to engage with simple stories and the sounds that adults make to promote active learning. Writing: Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.</p>	
	<p>Semi-Formal [P4-8]</p> <p>MAPP PLIs- Communication/Language.</p> <p>Expressive Language/Choice Making: 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. 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. Child may begin to use key words/vocabulary that maybe descriptive or narrative based to support play i.e. "blue car, brum brum" or instructional "bag on floor". Vocabulary may have a range nouns, prepositions, adjectives, verbs and pronouns. Child routinely initiates contact and communication with adult or peer. Receptive Language/Understanding: 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>Cherry Garden- Language and Communication: Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions. Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense. Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. Pupils can plan, question, negotiate, make predictions and reason. Attention and Understanding: Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation. Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3. Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts. Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts. Reading: Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters.</p>	Intentional Communication

Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems. Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments. Pupils can read from left to right and top to bottom and read and match CVC and familiar words without visual support. Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter. **Writing:** To be able to hold a writing tool with a tripod grip in order to hold a writing tool with better control. Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing. Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer. Pupils can hold a writing tool between their thumb and two fingers to develop their control. Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.

Suggested Teaching & Learning Activities
[small group 1:1]
and Tool Kits



Intensive Interaction Sessions: known kinaesthetic preferences, sensory, play provision resources known to engage and interest the individual child i.e. bubbles, lycra, rockers, swing, parachute, balls, music, percussion. **Story Massage [themed to colour].**

Play Provision facilitation: colour themed treasure baskets; story themed sensory bags; mirrors/reflective surfaces/prisms treasure baskets; play areas that meet individual preferences and schemas i.e. cars/moving parts; pouring/emptying- sand/water; transporting- containers and objects; rainbow story book corner.

Key vocabulary: individualised, functional or themed: Makaton, Symbols/PECS, Photos, VOCA, TASSELS, SCERTS, Objects of and Olfactory Reference. Colourful Semantics.

Cross Curricular Links: to My Cognition- identifying primary colours and developing to wider colour spectrum, matching, sorting, reading, naming and labelling. Links to My Care & Independence- Colour zones of emotions and self-regulation- recognising and identifying, matching colour to feeling.

Rainbow themed stories both sensory and with concepts that can be explored further. Stories that can be supported with singing and action rhymes, sensory drama/music activities: Elmer and Elmer and the Rainbow, David McKee ; Rainbow Fish [and stories], Marcus Pfister; Over the Rainbow [with CD], Judy Collins; How the Crayons saved the Rainbow, Monica Sweeney; Rainbow Bear, Michael Morpurgo; The Day the Crayons Quit [and series], Oliver Jeffers.