

EYFS-Primary Pre-Formal and Semi-Formal Curriculum  
Scheme of Work: Cycle B- Tell Me a Story

**Communication**

	Pre-Formal [P1-3]	Pre-Intentional Communication
<b>Learning Intentions</b>	<p>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].</p> <p>To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person.</p> <p>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? Auditory discrimination and awareness of sound around environment, stilling to name. Still and enjoy sharing a story, emerging preferences to repeated familiar stories and rhymes.</p>	
	<p>Semi-Formal [P4-8]</p> <p>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.</p> <p>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. "big 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.</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. Develop auditory discrimination, recognising, matching and identifying sounds, begin to access and use Sounds and Letters phase 1 [Little Wandle/Big Cat]. Accessing books to browse and share with increasing independence.</p>	Intentional Communication
<b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b>	<p>Sensory Stories: 'Tell Me a Story' themes could be: stories from other cultures 'Give me back my Yam', 'The Runaway Chappati' [a version of The Gingerbread Man]; poems or repeating rhymes; traditional stories and fairy tales i.e. 3 Little Pigs, Goldilocks and the 3 Bears, 3 Billy Goats Gruff, Magic Porridge Pot- link to My World and My Cognition for number work; 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/Forest School: Library or book corner in the classroom; role play bookshop and visit to a bookshop i.e. Whitehorse Bookshop Thirsk [childrens area] play areas that meet individual preferences and schemas i.e. cars/moving parts; pouring/emptying- sand/water; transporting- containers and objects; Story time in the tree house or outside classroom for Forest School.</p> <p>Intensive Interaction Sessions: 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>Makaton Symbols/PECS Photos VOCA TASSELS SCERTS Objects of and Olfactory Reference</p>	

← Key vocabulary: individualised, functional as themed