

My World

Pre-Formal [P1-3]

MAPP PLIs- all 4 areas

Key learning intentions for this area will be taken from 'My Cognition', 'My Care & Independence' and 'My Physical'. Pupils will begin to develop early conceptual awareness of their immediate environment and changes to their environment i.e. still to changes in ambience, lighting or music, turn towards somebody who enters the room. Pupils will also begin to understand that they can effect a change in their environment and begin to develop environmental control i.e. cause and effect, hitting a switch in the sensory room will turn on the bubble tube. Pupils will explore their environment through sensory modes. Developing their experiential learning through concrete investigation and discovery. Pupils will passively accept care routines and postural management programmes developing anticipation and moving towards some active engagement. They will participate in activities to develop body awareness and begin to actively move and explore their body in space - rolling from prone to supine, commando crawling, spinning on bottom.

Semi-Formal [P4-8]

MAPP PLIs- all 4 areas

Pupils will begin to anticipate and predict familiar routines in their environment and increasingly recognise changes in their environments. They explore the wider environment and local community engaging in and recognising key features and aspects of these environments. Pupils will develop symbolic understanding and begin to make connections between objects/function and place or person i.e. will sign 'home' when shown photo of pet dog. Pupils will begin to develop an awareness of past and present i.e. recognising birthday or holiday photographs or signing and indicating symbols of what they did at the weekend. They may begin to anticipate and talk about what they will be doing at the weekend or indicate what they are having at home for tea. 'All About Me': Pupils will recognise and identify key and significant people in their lives [family and friends], may begin to make links between people and their relationship ie John- drive bus, signs Mummy when it's time to go home ; consistently make choices about what they like and dislike and may begin to indicate why; identify face and body parts; recognise themselves in a reflection/mirror or photograph and identify themselves from a selection of photos or group picture. Pupils will develop increasing independence and confidence in their self-care skills: access the toilet when given symbol prompt; remove and hang coat up on own peg on arrival; choose a drink and snack, drink with decreasing prompts. Pupils will be able to increasingly negotiate routes and school routines independently- collecting the register, go to the hall.

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

It's All About Me: 'Home' project- who are the key people I live or stay with, who are important to me- collect photos/symbols or objects of reference for pupils to distinguish, recognise and select or identify from a choice. Create 3D homes from box modelling, open them out and add the photos/symbols or objects. Add a talking switch to support the learning. Have as a free standing display or interactive wall display. Coffee morning with families/carers- home/CRC/extended family- family album workshop, talking books to add pictures to and record into, quotes from family/friends about their child to add to display/album as 'shout outs'. Launch of 'Tapestry' to share with home. A school quilt project- cut out assorted fabric quilt pieces and ask pupils/staff to mark make/sign/comment/date it- collect together with quilt fabric pieces from across school to create a 'school quilt' for the main reception area.

Play provision: role play- home corner; small world- dolls house, construction; treasure baskets- reflective surfaces/mirrors.

My body- Gross motor and physical sessions that develop body and spatial awareness: massage; TacPac; MATP; rebound; MOVE; swimming; postural management and physio programmes; floor based developmental movement sessions; kinaesthetic big body movements; dance.

Gross motor and physical sensory processing sessions: sensory circuits; large equipment- swings, hammock, slides, rockers, spinners, bikes; small equipment- bilbo, skateboards, floor scooters, wheel on castors, lycra drags, lycra enveloping, rockers.

My needs- Personal care routines: hand washing; teeth and hair brushing; dressing/undressing; eating/drinking; toileting.