

EYFS-Primary Pre-Formal and Semi-Formal/Enhanced Bridging Curriculum
Scheme of Work: Cycle C- Time to Celebrate & Party

My World

	Pre-Formal [P1-3]
Curriculum Intent Learning Intentions MAPP PLIs- all 4 areas	<p>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.</p>
	<p>Semi-Formal [P4-8]</p> <p>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 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.</p> <p>The World: Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately. Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences. Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.</p> <p>People & Communities: Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families. Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique. Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea</p>
	<p>Semi-Formal-Formal [P7-NC1]</p> <p>History: our personal history and key celebrations in our lives and of others. RE: Festivals and celebrations in different faiths.</p> <p>People and Communities: Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective. Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.</p> <p>The World: Pupils will be able to move around their environment confidently, naming different places in their home, school and community. Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time. Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world. Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes. Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.</p>

**Curriculum
Implementation**

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

Pre-formal learners: will explore festivals/celebration and key events within an immediate time frame and context i.e. Christmas, Halloween, Christingle, Hannukah, Bonfire Night, Remembrance Day, Diwali.

Semi-formal learners: may extend this learning to key events and festivals across the year and a wider time frame linking to seasons/months i.e. Holi and Easter in Spring.

Celebrations: Pupils will develop symbolic understanding and begin to make connections between objects/function and place or person i.e. will sign 'Christmas' when shown picture of Santa. Pupils will begin to develop an awareness of past and present i.e. recognising birthday or celebration 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 may get for Christmas. Celebrations: Pupils will recognise and identify key and significant events in their lives; may begin to predict up and coming festivals i.e. Halloween; make links between people, objects and events; consistently make choices about what they like and dislike and may begin to indicate why; identify and recognise key celebrations in the annual calendar; begin to understand seasons and when key events happen i.e. Christmas and winter. Within this curriculum area other cultures and faiths can be explored and expanded further.

Diwali Project: *Cooking sessions exploring spice tins and making lentil dhal, layering up a tiffin tin, handmade roti bread, flavoured lassi drink, pastry samosas to roll and fold. Visit to the Sikh temple/Gurdwara at Thornaby. Make diya thumb pots from clay, rangoli patterns from coloured sand and chalks. Story focus and drama session 'The runaway chapati'. Sensory story of Sita and Rama in the sensory room. Indian dancing and bhangra.*

Play provision: role play-celebratory dress up clothing and accessories, party corner with table and props, party music; construction, bead/bauble threading and sequencing; treasure baskets-tinsel, baubles, wrapping paper, sensory presents; Santa's grotto immersive sensory environment.