

My World

	Pre-Formal [P1-3]
Learning Intentions	<p>MAPP PLIs- all 4 areas</p> <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>Cherry Garden Understanding The World</p> <p>Colour My World: A particular focus for this theme will be on visual awareness and responses/preferences for colour and light e.g. UV work, tracking to moving lights and colours, LED lights and static location and fixation, wake up and alert colours like orange, colour and impact on mood and environmental ambience.</p>
	Semi-Formal [P4-8]
	<p>MAPP PLIs- all 4 areas</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>Cherry Garden- 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. 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. 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. 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>Colour My World: A focus on developing colour concepts and identifying & recognising colour in the environment both immediate and in our world. Developing colour preferences and matching the same colours - understanding that the same colour may have different shades and hues. Begin to mix primary colours and make new and recognisable common colours e.g. yellow & blue = green.</p>

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



Colour My World: Links to the other curriculum areas will support this area of learning-

Pre-formal learners Colours around me- will explore colours in their immediate environment and begin to show emerging preferences: painting and mark making to music and an associated colour e.g. Debussy La Mer with shades of blue. Sensory room and sensory tent colour themed each week with fabrics, lights and objects e.g. purple-fabric, lycra, sequined fabric, tinsel, clothing box, tinsel or bead curtain, fibre optic. Sensory tubs/boxes that are colour themed each week- pasta, rice, ice, gloop etc.

Semi-formal learners Colours in our world- exploring the colours of nature, oceans and seas, deserts, forests/woodlands, flowers and plants, fruits & vegetables. Pressing flowers and leaves in rainbow colours to dry and make into pictures. Animals with colours and patterns. Create colour zone lands/sea and add animals [pictures or miniatures] e.g. white arctic regions with polar bears & seals, green amazon rainforest monkeys, jaguar, parrots etc. Explore making rainbows with crystals and sunlight to create a spectrum. Fruit kebabs colour sequencing and threading. Colour themed snack day each week. Colour themed baking/cooking projects e.g. purple lavender shortbread, yellow lemon cupcakes, red fruit smoothies.

Play provision: Book cosy corner with colour themed books, garden centre with artificial coloured flowers and plants, construction play with different coloured blocks and bricks, ball play [ball pool/pit], Noah's Ark, sensory boxes/treasure baskets with themed colour or reflective properties.