

My World

Pre-Formal [P1-3]

MAPP PLIs- all 4 areas

Learning Intentions

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.

'Tell Me a Story': Pupils will respond to stories and books in increasingly proactive ways; orientating a book the right way; choosing a favourite book from a choice of 2-4; turning pages one at a time; choose to look at a book as a free choice option; may begin to make links between pictures in story ie look Chip [points at image] football; consistently make choices about what they like and dislike and may begin to indicate why; identify key characters in s book/story.

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

Tell Me a Story 'Books' project- Outing to the library at Catterick or Northallerton, they often have story telling sessions. Access the library in school and have a librarian for the week who will role play and scan and stamp the books in and out. Create a cosy book corner/area in the classroom with a range of themed books each week- board books, music books, non-fiction photo books, a book bag story etc. Suitcase for Life activity- invite a professional storyteller into school to deliver an exciting sensory based story. Create a class book based on a favourite story- using symbols, photos, art work or use ICT to create an electronic book, Facebook the story or develop a signing story, each day add a new element of the story to the FB page to engage our families and wider community. Invite families into school for a book share morning or afternoon. Organise a book swap session across all classes and hold it as an activity in the small hall. Ask the library service if the travelling library can come to school and park in the carpark for all the access. World Book Day event- dress up and celebrate!