

My World

Pre-Formal [P1-3]

Learning Intentions

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]

Cherry Garden Understanding The World

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 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.

Old McDonald/Mini Beasts/Spring: *Pupils will develop symbolic understanding and begin to make connections between objects/function and place or animal i.e. will sign 'Farmer' when shown picture of a tractor, match animals to sound or animals to habitats e.g. cow to barn, bird to nest/tree. Identify key characteristics of animals and plants e.g. legs or wings, leaf/flower/stalk. Identify what key elements are needed for animals and plants- all concepts are to be supported with concrete learning opportunities. Comparing urban areas to the countryside and their features. Farming over the ages and how it has changed.*

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. **ICT** Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions. Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard. Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text. Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions. Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing*

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

Old McDonald/Mini Beasts/Spring: Off site and outdoor learning opportunities will support the concept development from 'My Cognition' and 'My Communication'. Pre-formal learners will explore the multi-sensory features of farm life, mini creatures and Spring e.g. Foxglove Covert to listen to the sounds of Spring and observe the birds nesting on the lake or budding woodland; visit a farm e.g. Mowbray School or Monk Park Farm to participate in feeding the lambs or listening to the pigs. A tractor to visit school.

Semi-formal learners may extend this learning and identify key concepts about farm life, mini beasts and Spring e.g. animal life cycles, plant care, differences and changes in environments; animals and their habitats- visit to Butterfly World/Leeds Tropical World. Rural life and rural area- countryside features and farms/fields compare to town living and urban landscapes. Farming over the ages and changes to machinery, visit to countryside museum at Kirbymoorside.

Cross-Curricular- Egg Project: Farm animals that produce eggs e.g. chickens, ducks, quail. Compare sizes and cook to taste the difference. Living eggs project- have incubator in school and observe eggs hatching and chicks & keep a basic chart of how long, how many etc. [link to numeracy]. Cress heads- growing cress in egg shells. Cooking with eggs- baking, scrambled on crumpet, pickled eggs etc. Decorating eggs for Easter- school and home competition, egg rolling and Easter egg hunt.

Play provision: Role play with farmhouse kitchen, garden centre, dressing up for Chinese New Year/Holi, Easter bonnets and hat shop. Small world play with tractors, farms, Noah's Ark. Forest School exploration with compost, mud kitchen, Spring trails.