

My Cognition

	Pre-Formal [P1-3] Sensori-Motor Stage
Learning Intentions	<p style="text-align: center;">MAPP PLIs-Thinking Skills.</p> <p>Child explores their immediate environment through their senses and motor contact. Increasing awareness of changes to their environment: visual location on a disco light ; turning or stilling to sound; reaching to feel an object; stilling and lifting face to a scent.</p> <p>Vision: fleeting location; fixation of gaze; increasing distance; size; moving/static; tracking horizontally, vertically, irregular pathways; transference of gaze from one source to another; repeated transference; colour preference and development B/W, red, yellow etc.</p> <p>Hearing/Auditory: still to a sound; locate and turn to sound; search to source of sound; response to familiar voices; making sounds intentionally with body or objects; response and preferences to music: tempo, timbre, beat/rhythm, volume; genres of music.</p> <p>Tactile: responses and preferences to: smooth; rough; spikey; wet; dry textures. To explore by: place and feel; palmar grasp; move hand and fingers; finger isolation; primitive pincer to pincer grip; reach; grasp/release; retrieve. To use other body parts to explore- orally, feet, elbows. Some pupils may be tactile defensive and prefer hand under hand/elbow and non-directed approaches to exploration.</p> <p>Taste/Olfactory: still and lift face or screw up eyes, turn away, actively sniff or sneeze to specific scents; tastes that are citrus, tangy, acerbic, bitter, sharp, spicy, hot, sweet.</p> <p>Key Schemas: Cause and Effect; Emerging Object Permanence. Environmental control: using single switches to directly impact the environment i.e. Big Mack to activate voice/sound/music; Single switch to activate lights/fan; iPad to swipe or touch to cause moving image/sound. As an adult goes from view the pupil begins to actively look for them, as a ball rolls under the cloth the pupil keeps their attention fixed waiting for it to reappear.</p>
	Semi-Formal [P4-8] Pre- Operational moving to Operational Stage
	<p style="text-align: center;">MAPP PLIs-Thinking Skills.</p> <p>Symbolic thinking is developing: beginning to use symbols and words/signs to represent objects. Pupils begin to use photo/picture/symbol to identify and sort or to make choices from an identified selection. Early mathematical concepts: 1:1 correspondence and collecting, sorting familiar objects, stacking and nesting, emerging positional/spatial concepts, numeral recognition, object/picture matching, forming number groups, 2 and 3 criteria sorting- colour, shape and size, concepts of more/less. To respond to, anticipate or predict familiar routines of the day using supported contextual clues or symbol/speech/sign out of context.</p> <p>To engage with motivating activities, objects, people in more complex and sustained ways. Developing and embedding schematic learning: rotational; enveloping; transporting; connecting; disconnecting; positioning and orientation.</p> <p>Developing mathematical concepts- using numerals as symbols to support simple equations- addition and subtraction, to use and apply and generalise number to everyday scenario, to have early awareness of time and link key routines to clock time, seasons and the cycle of time linked to key annual events, to manipulate large number groups, to develop concepts of weight and measure using non and standard measures. To begin to make comparisons and estimations.</p> <p>Key Schemas: Symbolic Understanding- application and generalisation; Pretend Play. Pupils engage in role play and small world imaginative play</p>

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

School and Classroom routines including olfactory/Tassels/OoR, photo/symbol timetables or now/next boards. Differentiated 1:1, group/paired activity with for object permanence concept focus time: Pop up puppet fun, ball runs, outdoor play tube/drain pipe runs, car/ball tracks, fabric peepo game, cardboard tubes and posting objects. Maths time, differentiated 1:1 or small group/pair: songs and rhymes; sensory props; shape, colour and size activities; posting and sorting; puzzles and orientation; sequencing and patterns - 'what comes next game' with actions and snap cards or bead threading. Maths schemes to support learning e.g. 'White Rose Maths', maths activity sheets to introduce and develop symbolic numerical calculations, time and measurement, weight. Numicon. Visual memory games- What's missing from the tray? Physical prepositional maths concepts sessions: climbing frame; activity hall circuits, parachute games. Interactive technology: Sensory room session- switch work; music trolley; iPad; Eye-gaze; touch screen PC, maths apps. Technology in a daily routine: Single switch latched, timed, switch timing for everyday electrical items in sessions i.e. personal care equipment, kitchen utensils, leisure technology. Applying number and maths skills to everyday activities e.g. lunch orders, counting and weighing in cookery, measuring time and distances in PE- introduction of recording methods. Play Provision facilitation for early schematic developmental learning: Resources for enclosure/enveloping- fabrics, lycra, tents, big boxes. Connecting treasure baskets- stickle bricks, magnetic bricks, Velcro, Popoids, Octons, links. Resources for transporting- baskets, bags, trolleys, wheelbarrows.

Transport Project: *The following cross curricular activities can be differentiated to meet pre, semi and formal developmental learning needs. Identifying, matching, sorting types of transport using 2D/3D criteria of size and colour or using more complex sorting using vehicle type e.g. aeroplane, emergency vehicle, farm vehicle, vans, lorries, cars, motorbikes. To explore how different modes of transport move e.g., wings/fly; sails/float; wheels/road; tracks and rails; engines. School traffic surveys- using recording sheets to tally and chart basic information and data based upon- numbers, types, colour. Number calculations to compare amounts and numbers of vehicles that pass school on the main road, how many within a timeframe- how to time a set period. Distance and measuring- rolling cars/vehicles down ramps to observe and measure how far they go, raise the ramp, change the angles, does the weight of the vehicle make a difference? The key parts of everyday vehicles that we use e.g., door, seat, steering wheel, wiper blade, horn, wheels, seatbelt. Create a personalised transport portfolio with OoR, photographs, symbols and names of key vehicles and people. Auditory discrimination work on listening and locating on traffic and vehicle sounds, responding to and identifying/matching sound to vehicle. Wheels and rotational schemas.*