

EYFS/Primary/Secondary Pre-Formal and Semi-Formal Curriculum
Scheme of Work: **Cycle A- Vroom! / I like to Move it, Move it!**

My Communication

Pre-Formal [P1-3]

Pre-Intentional Communication

Learning Intentions

MAPP PLIs- Communication/Language.

Expressive Language/Choice Making: to consistently display a preference for people; activity; objects; sensory mode- texture, sound, smell, taste. Consistency of responses maybe be intermittent moving to regularity [CSD].

To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person. Development of 'voice'.

To indicate 'yes' and 'no' via body language, gesture or activity i.e. turning away, pushing object/person away, screwing face up or tongue thrusting, eye avoidance.

Receptive Language/Understanding: to have a growing awareness of environment and changes in the environment i.e. quizzical expression to a new sound, turning to locate a voice. To have emerging anticipation of routines supported by key objects of reference and Tassels i.e. smiling at a familiar greeting; stilling to the 'alert' Tassels sign. Engagement is generally initiated by adult- does the child tolerate, are they receptive and do they intimate more?

Semi-Formal [P4-8]

Intentional Communication & Language

MAPP PLIs- Communication/Language.

Expressive Language/Choice Making: to voice/indicate/choose activity, person and know/say why it's your choice i.e. leading an adult to the activity/object needed, sign or use symbol choice for an object at snack or play time.

To indicate 'yes' and 'no' i.e. by shaking head or vocalising, sign/symbol, using a switch consistently and meaningfully. Accessing AAC to support choice making and identification i.e. Eye Gaze.

Child may begin to use key words/vocabulary that maybe descriptive or narrative based to support play i.e. "splashing water" or instructional "Dinner time now, go". Vocabulary may have a range nouns, prepositions, adjectives, verbs and pronouns. Child routinely initiates contact and communication with adult or peer. Language begins to be used for different functions: instructional, social, to explain and reason/negotiate.

Receptive Language/Understanding: to consistently anticipate and predict everyday familiar routines i.e. using a symbol timetable, symbol now and next board. Respond to 2-4 part key word instructions within context and developing to non-contextual direction [DLS]. Developing an awareness and understanding of written instruction i.e. picture/photograph to symbol text or supported written text within the environment and in literature. To identify between non fiction and fiction. To begin to write text for functional use. Different research based strategies can be used to support/develop reading/writing skills e.g. phonics, look and say, colourful semantics.

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

Intensive Interaction Sessions: kinaesthetic, sensory, play provision resources known to engage and interest the individual child i.e. bubbles, lycra, rockers, swing, parachute, balls, music, and percussion. Sensory Stories: non- fiction books about transport and vehicles, our bodies, poetry and rhymes, stories from other cultures, poems. See below.
Singing and Action Rhymes: themes as above- Wheels on the bus, Down at the station [EYFS KS1] adapted contemporary music for sing & sign M People Moving On Up, 5ive Keep on Movin' [KS2/Secondary]. Sensory Drama/Music: Can be based on the story themes, chosen from below or linked to the action rhymes.
Play Provision facilitation: Small world- Railway sets, Thomas the Tank, Canal Set, Farm vehicles and set, garages/cars; construction; treasure basket with wheels and cogs; schemas for transportation and rotation; large apparatus- bikes, trikes, ride on pedal vehicles, scooters.

Makaton Symbols/PECS AAC TASSELS SCERTS Objects of and Olfactory Reference Massage Story [Approach and principles- write/create your

Key vocabulary: individualised, functional or themed.

Transport/Vehicle Theme/Projects: Farm vehicles- *Little Red Tractor series, Tractor Ted series, Usborne Farmyard Tales, Goodnight Tractor* Michelle Robinson [EYFS/Primary].
Trains/Railways- *Thomas The Tank books, Steam Train Dream Train Sherri Duskey, The Cat and The Mouse and The Runaway Train Peter Bently* [EYFS/Primary] *Katrina Charman series Whales on the bus, Go go pirate boat, Car car truck jeep. Jez Alborough Duck in a Truck, Captain Duck series* [EYFS/Primary]. *You can't take an elephant on the bus Patricia Cleveland Peck, The Flying Bath Julia Donaldson The Railway Children E Nesbit, The Real Boat Marina Aromshtan, Sail Dorian Browers, The Hundred Decker Bus Mike Smith* [Secondary]