

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

**My World**

Pre-Formal [P1-3]

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. Experiencing large kinaesthetic movement and developing vestibular and proprioceptive awareness - moving our body through space on cycles, swing, hammock to swing and rock.

Semi-Formal [P4-8]

MAPP PLIs- all 4 areas

Pupils will begin to anticipate and predict familiar routines in their immediate environment and increasingly recognise changes in their environments. They explore the wider environment within the school grounds and immediate context [Covid] 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 signing and indicating symbols of what they did at the weekend or talking/writing about it in a diary. 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. Pupils will recognise and identify key and significant people in their lives [family and friends], may begin to make links between people and their relationship ie John- drive bus, signs Mummy when it's time to go home ; consistently make choices about what they like and dislike and may begin to indicate why. Pupils will develop an understanding of time and key phases of the day: morning, afternoon and evening making links to where they are and what they do at these times. 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. Pupils will know what key transport is important in their lives e.g., taxi to school, home car, family bikes. Some pupils will develop a growing understanding of the wider world beyond their home and locality recognising different types of transport in their locality and how this may differ to transport in cities and other countries. They may consider the benefits of transport and why it's needed, pollution and the impact on our world.  
 Elements of starting to consider vehicles and transport from other eras and the past e.g., steam engines.

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

**Transport Project:** Geography both locally, nationally and internationally- looking at transport within our immediate community. Cycling and the adapted cycles and cycle path at school- cycling safety, cycling proficiency, starting, stopping, negotiating obstacles, turning and reversing. Our own wheels- a celebration of our wheels, on wheelchairs, buggys and walkers- decorate them, listen to them, make paint and water marks with them, make tracks in mud and sand, compare your wheels and tracks with your peers. Introduction to travel training and PfA, local bus routes outside school gate- what buses are they, what route number is it, where does it go, where does it stop, go for a bus ride and pay a fare- what and who can you see on the journey? Transport outside our immediate environment e.g., city transport and underground train systems [creative 3D art project], boats by the seaside/coast. Wet Wheels Whitby, accessible boat for trip out to sea- how our bodies move onboard a boat, rolling and listing! What forms of transport are there in other countries and continents e.g., Asia - foot, Tuk Tuk, rickshaw, Japanese high tech. bullet train; Animals that transport people and goods, huskie sled teams, camels, llamas, donkey/horse, carriages/waggon. Transport from the past, some exploration and investigating past and present and basic concepts of historical time: the Age of Steam and railways- scientific concepts of steam and how it can power machinery e.g., Mamod steam vehicles, Wensleydale and North Yorkshire Moors Railway trips, National Railway Museum at York. Water wheels and mills- water play with wheels and canal play system with locks and wheels.

Play Provision: Wheels, cogs and rotational schemas. Buggys, wheelbarrows, trolleys and transporting schemas. Vehicle small world play- farm yard and tractors; garages, road mats and cars; road and airport table with vehicles.