

Secondary Pre-Formal and Semi-Formal/Enhanced Bridging Curriculum  
Scheme of Work: Cycle C- Fiesta!

## My Cognition

	Pre-Formal [P1-3]	Sensori-Motor Stage
<p><b>Curriculum Intent</b></p> <p><b>Learning Intentions</b></p> <p>MAPP PLIs-Thinking Skills.</p>	<p>Student 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. songs, in order to develop their awareness of numbers in context.</p> <p><b>Number/SSM:</b> Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of sensory play. Pupils will start to engage in simple construction activities in order to develop their spatial awareness.</p> <p><b>Key Schemas: Cause and Effect; Emerging Object Permanence.</b> 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. Pupils will be able to actively explore their immediate environment through making purposeful actions with a range of objects/stimulus. Pupils will be able to engage in early problem solving and have a consistent understanding of cause and effect, in order to exert autonomy over their immediate environment</p>	
	Semi-Formal [P4-7/8]	Pre-Operational Stage
	<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. 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><b>Number/SSM:</b> Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., "Do we need more cups?" Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem. Pupils will have an understanding of numbers in sequence to 10. Pupils use a wider range of construction activities to create their own designs and can follow a given design. They are able to construct within horizontal and vertical space at the same time. Pupils will be able to sort a range of familiar objects according to shape, size or type to support tidying and problem-solving activities. Pupils will be able to identify differences in size, grouping similar sizes and finding the biggest or smallest. Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities.</p> <p><b>Scientific Enquiry:</b> Pupils will explore simple scientific equipment in order to use them for a specific planned effect. Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing/ repeating these actions to increase their problem-solving skills. Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.</p>	

	<p><b>Key Schemas: Symbolic Understanding; Established Object Permanence; Pretend Play.</b> Pupil actively searches for objects/people that have gone from view; pupils engage in role play and small world imaginative play.</p>
	<p>Semi-Formal-Formal [P8-NC1] <span style="float: right;">Pre Operational-Operational Stage</span></p>
<p>MAPP PLIs-Thinking Skills.</p>	<p><b>Maths-</b> focus on Number and Measurement, Yr.1 White Rose Maths SOW, <i>Length and Height</i>: Children use and understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing. Children understand that height is a type of length. They should also be exposed to lengths that are equal to one another. <i>Weight and Volume</i>: Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier and this misconception should be explored.</p> <p><b>Scientific Enquiry:</b> Pupils will be able to carry out a simple science investigation to find something out, choosing and collecting appropriate tools, collecting and recording data and saying what they might do differently next time. Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. Pupils will begin to experiment with electrical components, developing their understanding of electricity in order to build a simple working circuit. Pupils will begin to sort objects according to specific scientific attributes to help them in understanding scientific properties.</p> <p><b>Science-</b> Changing states- solids, liquids and gases. Identify, sort and create/change. Explore and investigate in practical and concrete ways how materials can change their state i.e., from water to ice, liquid to solid- apply to everyday thematic sessions, making ice cream and jelly for a birthday party, observing steam from the kettle when making a cup of tea, and discussing why this is, simplified version of molecules moving faster and escaping. Consider application to the weather as winter begins and the we have ice or snow.</p> <p><b>D&amp;T-Fiesta!</b> Link design and making of party food to scientific cooking! Link to Science/RE- as above designing party food from all cultures and celebrations, investigate the science in making the food as ingredients turn from liquid to solid, liquid to gas</p> <p><b>ICT:</b> 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</p> <p><b>Computing-</b>Link to KS1, Digital communication- develop to email and constructing and sending email. <i>Using word and developing keyboard skills.</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p><b>Curriculum Implementation</b></p> <p><b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b></p>	<p><i>Fiesta! Sensory exploration and investigation of mystery parcels- wrapped with visually and auditory exciting paper and filled with objects with different weights and sounds. Wrapping obvious shaped objects and matching to a corresponding unwrapped object. Identifying and labelling 3D shaped parcels, predicting weight/size- does it always correspond that size=increased weight? Investigating objects and props linked to celebrations and parties: hats, masks, streamers and party poppers, decorations. Choosing a fiesta and carnival mask that matches the student and anticipating/identifying and linking mask to themselves i.e pink and feathery, purple and glittery, rainbow with bells, cartoon character. Be a virtual party planner- choose a theme, how many people=how many chairs, tables, plates, glasses. If it's a party bus how many people can match the amount of seats 1:1 correspondence.</i></p> <p>School and Classroom routines including olfactory/Tassels/OoR, photo/symbol timetables or now/next boards.</p> <p>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.</p> <p>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.</p> <p>Visual memory games- What's missing from the tray? Physical prepositional maths concepts sessions: climbing frame; activity hall circuits, parachute games.</p> <p>Interactive technology: Sensory room session- switch work, 'Fiesta' opti-kinetic wheel with fireworks wheel, star projector; music trolley; iPad; Eye-gaze; touch screen PC.</p> <p>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.</p> <p>Provision and facilitation for early schematic developmental learning: Resources for enclosure/enveloping- paper and boxes, fabrics, lycra, tents, big boxes. Connecting treasure baskets- stickle bricks, magnetic bricks, Velcro, Popoids, Octons, links. Resources for transporting- baskets, bags, trolleys, wheelbarrows, buggy.</p>