

Secondary Pre-Formal and Semi-Formal Curriculum
Scheme of Work: Cycle C- Farm to Fork!

My Cognition

	Pre-Formal [P1-3]	Sensori-Motor Stage
<p>Learning Intentions</p> <p><i>MAPP PLIs- Thinking Skills.</i></p> <p><i>Cherry Garden- Mathematical Development</i></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.</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> <p><i>Cherry Garden-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.</i></p>	
	Semi-Formal [P4-8]	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.</p> <p>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>Key Schemas: Symbolic Understanding; Established Object Permanence; identifying and sorting animals/plants and their key features. Pupil actively searches for objects/people that have gone from view; pupils engage in role play and small world imaginative play</p> <p><i>Cherry Garden- Scientific Enquiry 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. 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. Number: Pupils will have an awareness of object permanence. Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. 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 will be able to count objects or actions accurately to 20, to respond to a simple question or solve an everyday problem. Pupils will be able to count out objects from a larger group up to 6, in order to solve an everyday problem. Pupils will be able to recognise small number of objects or estimate a larger number in order to make quick decisions or calculations. Pupils understand how to add and subtract to engage in real world calculations such as shopping activities. Pupils will be able to complete simple sharing, division and doubling in order to solve simple everyday problems and engage in social activities. Pupils will have a consistent understanding of number order to 20, in order to support their ability to carry out simple calculations. Pupils can sequence events using ordinal numbers to support their understanding. Shape, space and measure: 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. Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities. 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 are able to name 2D and 3D shapes and recognise them in the environment. Pupils will be able to tell the time to the nearest hour and use simple language related to the time in order to develop their independence in understanding their daily routines. Pupils will be able to measure by size, weight and volume, comparing these measures in order to solve simple everyday problems. Pupils will be able to describe and understand a range of positional language, including relative position, in order to describe their environment or follow instructions. Pupils will be able to talk about money and recognise the value of coins (to 10p) in order to more independently take part in shopping activities. Pupils will be able to creatively construct and reconstruct using patterns and familiar 3D shapes to create a self-chosen object of their own design.</i></p>	

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

Farm to Fork! Farm animal exploration, sessions to support proactive investigation of animal textures, pattern and sound e.g. farm animal patterns [vision] comparing pink spotty pig, grey striped farm cat, brown patchy horse; farm animal textures [tactile] feathers, fur and leather hide; sounds of the farm [auditory] recorded sounds, sound books, single switches. Cause effect activities related to farms and animals: optokinetic wheel with farm images, touch talk farm sounds, farm lotto. Outing to farm environments to have concrete immersive experience; Big Sheep Little Cow, Monk Park Farm, Mowbray school farm, Herbs Limited. To observe tractors ploughing fields & moving produce, handle/feed new-born lambs, observe and listen to hatching chicks. Visit to a farm shop/greengrocer/Herbs Unlimited to look at food items and to plan a menu that includes items from the farm i.e. eggs and omelettes, herby pesto using blender and pestle mortar, apple pie, cheese and potato bake - using kitchen utensils and equipment. Growing our own food produce- potatoes, carrots in the raised beds, windowsill tomatoes, cress heads for egg and cress sandwiches. Mini enterprise veg box scheme.

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.

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, 'Farm/animal' opti-kinetic wheel; music trolley; iPad; Eye-gaze; touch screen PC.

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.

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.