

Secondary Pre-Formal and Semi-Formal Curriculum
Scheme of Work: Cycle B- My Sensory Planet

My Communication

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| | Pre-Formal [P1-3] | Pre-Intentional Communication |
| Learning Intentions | <p>MAPP PLIs- Communication/Language.</p> <p>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].</p> <p>To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person.</p> <p>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.</p> <p>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?</p> | |
| | Semi-Formal [P4-8] | Intentional Communication |
| | <p>MAPP PLIs- Communication/Language.</p> <p>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.</p> <p>To indicate 'yes' and 'no' i.e. by shaking head or vocalising, sign/symbol, using a switch consistently and meaningfully. Accessing technology to support choice making and identification i.e. Eye Gaze.</p> <p>Child may begin to use key words/vocabulary that maybe descriptive or narrative based to support play i.e. "big rocket, zoom" or instructional " bag on floor".</p> <p>Vocabulary may have a range nouns, prepositions, adjectives, verbs and pronouns. Child routinely initiates contact and communication with adult or peer.</p> <p>Receptive Language/Understanding: to consistently anticipate and predict everyday familiar routines i.e. using a symbol timetable, symbol now and next board.</p> <p>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.</p> | |
| Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits | <p>Intensive Interaction Sessions: 'My Sensory Planet'; known kinaesthetic, sensory, play provision resources known to engage and interest the individual child i.e. bubbles, lycra, rockers, swing, parachute, balls, music, percussion.</p> <p>Sensory Stories: 'My Sensory Planet' themes could be: stars/planets/space, night sky, space travel, aliens, the beauty of our Earth, other cultures, poems, photo and electronic books, create a powerpoint class book.</p> <p>Singing and Action Rhymes: themes as above, favourite rhymes and action songs- record and replay, video and watch together,</p> <p>Sensory Drama/Music: Can be based on the story themes, chosen from below or linked to the action rhymes.</p> <p>Makaton</p> <p>Symbols/PECS/Photos</p> <p>VOCA</p> <p>TASSELS</p> <p>SCERTS</p> <p>Objects of and Olfactory Reference</p> | |
| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <p>Key vocabulary: individualised, functional or themed.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Create a total sensory experience of travelling into space: music, movement, lights, narrative, actions, props. Repeat each week.</p> </div> </div> | |