

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

My World

Pre-Formal [P1-3]

MAPP PLIs- all 4 areas

Learning Intentions

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.

Semi-Formal [P4-8]

MAPP PLIs- all 4 areas

Pupils will begin to anticipate and predict familiar routines in their environment and increasingly recognise changes in their environments. They explore the wider environment and local community 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 i.e. recognising birthday or holiday photographs or signing and indicating symbols of what they did at the weekend. 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. 'My Sensory Planet': Pupils will recognise and identify key features of their everyday environments- school/home/outside areas & gardens. They can identify and link objects/activities and symbols/pictures together to anticipate and predict i.e. weather session with symbol for 'rain' will point outside and choose umbrella from a selection of props/symbols. Pupils will be able to increasingly negotiate routes/school routines independently and will develop increasing independence and confidence in their self-care skills - collecting their coat to go outside to play. Pupils will confidently explore less familiar environments and make connections between familiar and unfamiliar or symbolic and concrete i.e. looking at images of stars in a book and pointing to the sky 'night time'.

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

'My Sensory Planet': 'Stars' project- Focus Story: How to Catch a Star-Oliver Jeffers, Visually locate on book- point/indicate to images. Listen, still and attend as story is read aloud- responses to voice intonation. Anticipation of activities and events in story i.e. twinkling star lights, stretching, waiting/yawn, climbing, rocket-whoosh! Sensory prop exploration- stars, lights, glow in dark stars, starfish. Story sessions in sensory room- UVA light/stars, sea sound effects, star carpet, star projector. Single switch control to operate star light. Symbols- star, sun, night, day. Use within context of story and the boy's daily routine. Match symbol of star to object and picture. Exploration [play] provision: Treasure baskets- reflective surfaces/mirrors and lights/torches. Hire in or visit a Planetarium [joint project with 6th form] to observe the constellations. Decorate the classroom/sensory room or pop up tent/gazebo ceiling with glow in the dark stars and moons. Have a late evening 'star gazing' session- meet up at school in the early evening to watch the night sky, snuggle with blankets and drink hot chocolate [6th form and CRC].