

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

My World

Pre-Formal [P1-3]

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.

MAPP PLIs- all 4 areas

Semi-Formal [P4-8]

Cherry Garden

Understanding the World

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. 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 in a book of trees and pointing outside to the garden area and trees/shrubs.

*Cherry Garden- **The World** Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately. Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences. Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently. Pupils will be able to move around their environment confidently, naming different places in their home, school and community. Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time. Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world. Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes. Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties. **People & Communities** Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families. Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique. Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea. Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective. Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest. **ICT** Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions. Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard. Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text. 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>Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits</p>	<p>To participate, anticipate and communicate both growing awareness and preferences of the following: <i>Farm to Fork! Links to the activities in 'My Independence and Care' and 'My Cognition'</i> <i>Accessing the immediate environment and community: Visiting farms and preparing for a visit i.e. self organisation, bag, wellies, appropriate outdoor clothing, packed lunch, have a symbolised check list that the pupils can access and use. Discussion about what we might see and how we must act - gentle, listen to instruction, no sudden movements/loud noises. Emphasis on hand washing and it's importance after handling animals. Looking at fruit and vegetable produce from farms - what constitutes a healthy diet, design a menu that offers a balanced diet and prepare and make. Shopping trip to greengrocers and supermarket to buy items for our menu. Visit to Herbs Limited at Sandhutton, Wensleydale Creamery/Shepherd's Purse or visit an allotment or market garden to look at produce being made or planted and grown. Rural life and rural area - countryside features and farms/fields compare to town living and urban landscapes. Farming over the ages and changes to machinery, visit to countryside museum at Kirbymoorside.</i> <i>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 Limited 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.</i></p>
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