

Secondary Pre-Formal and Semi-Formal Curriculum  
Scheme of Work: Cycle C- Pattern Everywhere

**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]

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.*

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

*Pattern Everywhere-A particular focus for this theme will be on visual awareness and responses/preferences for pattern e.g. UV work, tracking to moving lights and colours, LED lights and static location and fixation, wake up and alert patterns like orange stripes, pattern and impact on mood e.g. too much visual busyness. See links to My Cognition- creating a UV reactive glow in the dark display board or UV black box filled with exciting glow in the dark patterned objects- spots, swirls and spirals. A black and white pattern classroom corner dedicated to all things black/white patterned- wall paper, fabrics etc. Explore pattern in our everyday lives- home furnishings, crockery, clothing. Have a come to school day wearing your most outrageous patterned outfits! Explore pattern in the natural world- animal patterns, plant patterns- leaf designs and symmetry [or not], flower petal sequencing, fruit patterns- cut open and look at seed formations inside, beach pebbles and desert dunes, wave and tidal patterns.*