

<p>The rationale underpinning our pre-formal curriculum: the Rochford Review and consideration of the research of effective pedagogy for pupils with SEND</p> <p>The pre-formal EQUALS curriculum pathway reflects the diverse range of needs that many of our learners encounter, and enables teaching staff to develop specific teaching strategies and learning environments to meet those needs</p> <p>Students working within the pre-formal curriculum are provided with every opportunity to develop their Functional Communication skills.</p>						
Assessment systems used to demonstrate progress	<p>Learning Outcomes linked directly to EHCP targets using the Dorin Park pre-formal assessment frameworks and engagement model</p> <p style="text-align: center;"><i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>					
Key	Autumn Term		Spring Term		Summer Term	
Curriculum EQUALS	Colour	Festivals	A Long Time Ago	New Life	Fairy Tales	Holidays
My Communication (Narrative) (Communication & Social Relationships)	<p style="text-align: center;">Sensory stories – ongoing through the year (themed)</p> <p>Responding, interacting, choice making with familiar showing they can work co-actively with familiar people. Show anticipation or rejection of familiar social activities and events. Show preference for particular people, objects and activities Respond with interest in the actions of others close by or Engage actively in familiar social activities and events. To make simple meaningful gestures, use their voices or attempt simple words and phrases in imitation</p> <p>Sensory awareness: reacts, responds and makes differentiated response to and attends to different senses.</p> <p>Language comprehension: Responds to a familiar voice, is aware and tolerant of others talking directly to them, responds briefly if their name is called or a familiar adult says hello. Makes distinct responses to name being called (e.g. turns head to speaker, smiles), turns towards and attends to adult talking, follows adult’s pointing, gaze or action when drawing attention to something. Looks at person/object being pointed out. Begins to respond appropriately to different tones of voice. Demonstrates understanding of words used to label routine events. Turns to other pupils in group when their names are called. Responds to simple instructions accompanied by gesture/ symbol at a one word level in familiar situations, e.g. give me the cup. Shows awareness of repetitive words, sounds and phrases from a familiar book, e.g. vocalising during ‘then I’ll huff and I’ll puff’</p> <p>Anticipation: Shows brief anticipatory behaviour in response to a familiar stimulus/ routine (e.g. salivating on approach of food, eye widening to familiar cue music)</p> <p>Vocalisation: Begins to experiment with a range of vocal sounds, anticipates and sometimes vocalises their turn during a greeting session, Sometimes attempts to imitate, e.g. sshh, mmmm sounds, repeats own vocalisation, plays with sounds. Uses vocalisation intentionally in order to get a response, e.g. to prompt an adult to repeat a favourite song.</p>					
The World Around Me	The Weather & Seasons- Autumn/Winter		The Weather & Seasons - Winter/Spring		The Weather & Seasons - Summer	
	<p>Show an awareness of different types of weather. Show curiosity to a new environment when we go outside and make the connection that this is outside.</p>					

		Investigate items we need to put on at different times of the year. Anticipate and initiate wants through the multisensory items linked to the RE festival linked to this season.		
		<p>Our school</p> <p>Focus on experiencing the journey to different parts of school. Explore and experience the environment through our senses. Visit the forest school, the kitchen, the office etc.</p>	<p>Technology</p> <p>Focus on cause and effect and the awareness that our body has on the world around us. Explore the A frames, be-active boxes, immersive technology, eye gaze, sense mat, sound beam equipment.</p>	<p>The Egyptians</p> <p>Explore the Egyptian cultures and experiences through the senses. Taste Egyptian food, listen to their music, explore their clothes, life styles, dance, environments and animals.</p>
<p>My Independence <i>(Self-Determination & Independence)</i></p>		<p>My Cooking / Food Technology</p> <p>Sensory Exploration Activities Exploring sample of ingredients used, smelling, touching tasting. Exploring how textures change when ingredients are mixed. 2. Using tools: cutting & peeling skills with support and as independently as possible. 3. Cause & Effect ICT Exploration Using blenders, mixers with switches.</p> <p>My Self-Help</p> <p>Enjoy eating a range of foods in social situations. Show an awareness of being dressed and undressed. Relax limbs to be dressed/undressed.</p> <p>My Travel Training</p> <p>Show awareness, curiosity and develop the skills of discovery when going to different areas within school.</p>		
My Art	My Creativity <i>(Creative)</i>	TBC	TBC	TBC
My Drama		Drama and dance sensory experience linked to colour	Drama and dance sensory experience linked to farm	Drama and dance sensory experience linked to jungle
My Dance		Music through communication	Music through communication	Music through communication
My Music		Body Percussion / Sing and Sign Nativity	Chair Drumming / Sing and Sign Easter	Little Red Riding Hood
<p>My Play and Leisure <i>(Communication & Social Relationships)</i></p>		<p>Interactions in social activities</p> <p>Interact with familiar people showing ability to work co-actively with familiar people. Show anticipation or rejection of familiar social activities and events. Show preference for particular people, objects and activities. Respond with interest to the actions of others close by. Engage actively in familiar social activities and events. Make simple meaningful gestures, use voice or attempt simple words and phrases in imitation.</p>		
<p>Cognition <i>(Cognition & Challenge)</i></p>		<p>Cognition skills – responding to stimulus, cause and effect and sequencing. (Auditory, visual, tactile stimulation programmes).</p> <p>Awareness (of stimuli – people, objects and activities) (All functional senses should be used).</p> <p>Exploration (of objects, materials and substances) (all parts of the body should be used, especially those parts that pupils can move independently, however little).</p> <p>Control (of objects and materials)</p> <p>Sequencing and pattern: Take turns in repetitive games, anticipate routine events, recognise familiar places Explore objects that are used in familiar routines, take turns actively and choose between two or more motivating toys.</p>		

My Outdoor Learning	To explore, investigate and learn from nature	To explore, investigate and experience using materials from forest school to create art	To explore, investigate and experience growing plants
My Physical Wellbeing <i>(Physical; Wellbeing; Sensory)</i>	Team games; MAPP; Sensory circuits; Aquatics; Rebound	Exploring small and large apparatus; Sensory circuits; Aquatics; Rebound	Summer games; MAPP; Sensory circuits; Aquatics; Rebound