

Pre-Formal Pathway - Long term Planning Document



Pre-formal Pathway Curriculum Sequential Planning Years N – Year 14

Overview of Topics-Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Autumn	Christmas - Festivals of Light	Winter	Spring/Easter	Summer	Summer/Holidays
Possible topic areas	Autumn, Harvest, Halloween	Remembrance, Fireworks, Diwali, Advent, Christmas	Winter, Chinese New Year, Valentines	Spring, St. Patricks Day, Mother's Day, Flowers, Easter	Summer, Outdoor Sports, Picnics, May Day, Gardening, Farm,	Father's Day, Parks, Woods, Seaside, Sea, Sports Day, Mini-beasts, Growing, Holidays
Possible focus areas	Re-establishing the skills achieved in the last academic year. All programmes are reassessed, updated and made ready to be embedded into areas of learning.	Developing new key skills in purpose designed settings. Students will need all other demands reduced while a new skill is being learned.	Time given to practise functional skills with increasing fluency. Students are given time for over learning with increasing independence.	New skills are practised more fluidly in functional settings. The student uses these skills to access their world with increased independence.	The student now practises the maintained skills with increased independence. The skills learned are making a difference to the quality of control the student has over their environment.	Achievements are recorded in depth and shared with parents. Programmes are refined and recorded. Transition plans are made with movement of staff to get to know the students at their best.
Possible text suggestions	Teaching staff often write their own sensory stories, as they know the stimuli their pupils will respond to. Frequently, good quality sensory stories are not readily available for staff to use. If stories are available, possible text suggestions would be the following for each half term:					
	Autumn sensory story Halloween sensory story Let it Fall The Weather The little black book of colours Room on the broom 1,2,3,4 Who's knocking at my door? That's not my hedgehog The Hairy Scary Castle The little black book of	Christmas sensory story The Nativity From Autumn to Winter story 'Celebrate with me' Dear Santa Mog's Christmas Elmer's Christmas The life of a poppy One Christmas Eve Leaf man	Winter themed sensory story A snowy day sensory story One snowy night Kipper's snowy day Stick man Elmer in the snow The Snowman We're going on a Polar Bear Hunt Let's go for a walk on a wintery day	Spring themed sensory story Easter themed sensory story The Easter Surprise Daisy Doris and her Missing Egg One Springy Day A seed in need Peppa's Easter egg hunt Spot's first Easter A Windy Day in Spring Hooray for Hoppy	Picnic themed sensory story Summer themed sensory story Lighthouse keeps lunch What the ladybird heard A day at the farm Crabby Home I Love Summer	Summer themed sensory story Holiday sensory story Snail and the whale Rainbow Fish A Little Seed Sheldon goes sunbathing Under the sea The Beach A River A Whales Tale

	colours Little Red Hen	T'was the night before Christmas Dozy Dwight on Bonfire night	Snow Snow Bear	Megs Veg Planting a Rainbow			
Possible song suggestions	Autumn songs e.g. Let's go for an Autumn Walk 'Forest' immersive music session by Jessie's Fund Singing hands "Them bones" 5 Little Hedgehogs Dingle Dangle Scarecrow 5 Little Ghosts on a Witch's broomstick Jensory Autumn	'Forest' immersive music session by Jessie's Fund 'Christmas' immersive music session by Jessie's Fund 5 little fireworks Let's celebrate on Bonfire night Singing hands – Christmas themed songs 5 Little Stockings 5 Little Robins Shake your Jingle Bells Jensory – Christmas song Big Top - Bonfire	'Winter' immersive music session by Jessie's Fund 10 Falling Snowflakes Five little polar bears 5 Little Snowmen Andy Pidcock- winter song Big Top – ice world	'Spring' immersive music session by Jessie's Fund 5 little bunnies 5 Crispy Pancakes 5 Hot Cross Buns Little April Showers I plant a little seed Flowers small & flowers tall Big Top – Spring	The ants go marching Five currant buns 5 Little Ducks This little piggy went to Market Two little dickie birds Old Macdonald Songs for parachute games Jensory – Fun Friday Big Top – Summer	Five big ice-creams 1,2,3,4,5 once I caught a fish alive 1 Little, 2 Little, 3 Little Bubbles 5 Little Bees The Summer Holiday packing song 5 Little seashells Sun Safety song Big Top – Under the Sea	
Context for learning	Warmth (not heat), conkers, chestnuts, blackberries appear, leaves fall from trees, colours of orange, red, brown are seen, crisp, crunchy sounds are heard, fruit and vegetables ready for harvesting.	Chill and coldness in the air, shortening of days, fog and mists, Bonfire Night, fireworks are seen as sparkles and lights in the sky. Preparation for Christmas Day begin - Christmas carols and seasonal songs, presents are given and received, colours of red, purple, green, gold, silver, are all around, Christmas trees, decorations and Christmas lights all appear, smells of cinnamon, nutmeg and cloves.	Snow, ice, icicles, frost, similarities and differences are more frequently experienced – coldness and warmth, quiet/stillness, cold, hard earth, bare trees outside, warmth inside. Colours of white and grey, scents of eucalyptus.	Rainy days and puddles, also windy days, compost/mud, pebbles and stones, seeds can be investigated, shoots and buds begin to appear, Easter, eggs, rabbits, lambs, yellow and white, blue, willow catkins, daffodils, bluebells, Mother's Day.	Seasonal Influences and Concepts of Time and change - warmer days, plants starting to grow taller, fatter, soft, green grass, buds turned to leaves and flowers, return of bird song, sensory plants can be planted outside e.g. tomato, and need to be watered.	Seasonal Influences and Concepts of Time and Change: brightness, heat, sun and sunlight, dappled shade, water warmed by the sun, warm earth, flowers in full bloom, herbs release their scents – mint, rosemary, basil, sage, chamomile, butterflies and bees appear, sand, shells, ice cream, fruits such as strawberries, and tomatoes are ready to be investigated.	
Areas of Learning	Wellbeing Personal Social and Emotional Development (EYFS)	Communication and social relationships Communication and Language (EYFS)	Physical Physical Development (EYFS)	Cognition and learning Literacy Mathematics Understanding the world (EYFS)	Creative Expressive Arts and Design (EYFS)	Sensory Expressive Arts and Design Communication and Language (EYFS)	Self Determination and Independence Personal Social and Emotional Development (EYFS)
Opportunities to Learn	Sensory Assembly: Pupils will be part of a collective worship assembly in a multi-sensory environment.	Intensive Interaction: Staff to work 1:1 with named pupils. Staff follow Intensive Interaction guidelines. Pupils and staff have a	Personalised Physio Programme: Pupils will work through their own personalised physio programme, which is tailored, to their specific	Sensory Stories: Adults support pupils to access resources during a sensory story. Pupils will experience and explore the resources. They will	Music – Pupils will experience music via discreet music sessions and during cross-curricular activities. Adults will facilitate	Sensology: The aim of Sensology is to enable our pupils to use their senses to make sense of their environment. By working on one sense at a	Personal Care and Independence Skills: Adults will facilitate opportunities for pupils to develop specific skills linked to their individual

	<p>Routines: Ensuring consistency in routines allows pupils to build upon previous learning experiences. It will also give them a sense of control of what is happening to them and their immediate environment. Use of symbols, On-body signs and objects of reference help the pupils to anticipate what is going to happen next.</p> <p>Welcome Time: twice daily, familiar routine. Use of communication aids tailored to individual pupils. A weekly turn taking activity is carried out for a full week.</p> <p>Child Initiated Play: Daily opportunities for pupils to play together, alongside their peers or independently (as appropriate)</p> <p>Community Awareness: opportunities to experience being part of a wider community e.g. visiting Bistro Ann, Taking part in school events such as the Summer Fayre.</p> <p>Soundbath: Wellbeing sessions which give pupils the opportunity to relax</p>	<p>“conversation” which is at the level of the pupil.</p> <p>TacPac: 1:1 working necessary. Staff work through the Tacpac session, tuning in to the communication from the pupils and altering their approach accordingly.</p> <p>Communication Aids: These are tailored to the needs of individual pupils e.g. VOCA, Makaton Signs, symbols, photographs, first and next boards, music cues, objects of reference.</p> <p>iPad/Switch Controlled Toys/Interactive Whiteboard: Pupils will take part in specific sessions to develop their participation and cause and effect skills and communicating choices.</p> <p>Parachute games: pupils will be supported to participate in whole class parachute games alongside their peers.</p>	<p>needs.</p> <p>Movement: Different movement sessions, for example, Hydrotherapy, Rebound Therapy, movement in different environments and through space, will focus on different areas of movement including pace, posture, body orientation and gross motor skills.</p> <p>PE MATP: Pupils will take part in PE sessions with a focus on their personalised movement intentions.</p> <p>Music and Movement / Boogie Beats: Adults will support pupils to move their bodies in time with and in response to the music.</p> <p>Dance Massage: Staff listen to the music and channel the music to interpret it as a dance on their pupils’ body and skin. They take the lead from the child, watch closely for indications of which body parts they want to use and independent movement is encouraged.</p> <p>Rebound Therapy: A</p>	<p>listen and have the opportunity to participate using their own form of communication.</p> <p>Massage Stories: Story massage involves the use of easy-to-follow massage strokes associated with spoken words that help to build up an engaging story.</p> <p>Individual learning time: Staff will work together with pupils on their learning journey. A time of reflection, praise and celebration.</p> <p>Seasonal Activities: Responding to the changing outdoor environment pupils will take part in a range of activities related to the changing seasons and cultural events.</p> <p>Discovery Trays: Using discovery trays pupils will be encourage to explore objects as independently as possible. A range of materials and contrasting experiences will be offered.</p>	<p>opportunities for pupils to make music for themselves. Pupils are supported by in small groups to engage/communicate through musical response.</p> <p>Sensory Art: Pupil will create artwork based on environmental and natural themes to help them make sense of the world around them. The process is more important than the outcome. Choices will be made using their own communication method. Adult support will be reduced over time.</p> <p>Sensory Cookery: an activity that allows an infinite variety of sensory exploration and experiences. This is process based teaching and learning rather than product (skills) based teaching and learning</p> <p>Sound of intent: learners will interact with music through three basic pathways; that is reactive, interactive and proactive.</p>	<p>time, the pupil builds up those pathways in the brain. The more they use their senses, the stronger the pathway will be. They will start to link their senses and be able to explore their world through their senses.</p> <p>Sensory exploration: an opportunity for learners to explore the sensory make up of all and any objects and materials, both individually and when mixed together.</p> <p>Sensory Room Pupils will take part in sensory sessions with a focus on their personalised learning intentions and sensory needs</p> <p>Relaxation / Mindfulness Pupils will have frequent opportunities to practise relaxation in different ways e.g. hand / foot massage, listening to music, watching light patterns, listening to guided meditation stories etc.</p>	<p>needs and personalised learning intentions and EHCP outcomes. Cross-curricular and built into daily routines (snack time, lunch time, postural management etc).</p> <p>Hand Function activities: Pupils will be supported to participate in hand function activities appropriate to their needs; this could be wearing hand splints, pressing switches, moving fingers through messy textures, manipulating objects etc.</p>
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	and become one with the music and environment.		<p>specific method of use of a full sized trampoline to provide opportunities for movement, therapeutic exercise and recreation.</p> <p>Physibods: is an active movement programme designed to support our children to use their active movement wherever possible. It supports body awareness and sensory awareness through music and touch.</p>				
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Engagement Model

Aspect of engagement model	Exploration	Realisation	Anticipation	Persistence	Initiation	
<p style="text-align: center;">Overview of Engagement Model</p>	<p>The engagement model:</p> <ul style="list-style-type: none"> • is a unique method of observation, allowing insight that improves provision for all pupils • uses a pupil-centred approach that focuses on their abilities rather than disabilities • values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers • promotes consistency and a common language amongst 	<p>This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.</p> <p>Does this translate to different contexts or environments? – If you then go outside to plant some seeds in the school garden or outside space, does the child still show interest?</p> <p>Do they build on their initial response to it? – do they</p>	<p>This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be ‘surprise’, ‘excitement’, ‘delight’, ‘amazement’ or ‘fear’.</p> <p>Does the child show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it?</p>	<p>Does the pupil predict, expect, or associate a stimulus or activity with an event? They may interpret different prompts, such as auditory, tactile, and visual cues, to anticipate that a familiar activity is about to start or finish.</p> <p>Anticipation is considered to be more established if the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. This is important in measuring the pupil’s understanding of cause and effect which in turn prepares the brain and helps with the</p>	<p>Can the pupil sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it?</p> <p>This aspect of engagement is important as it will help a pupil to maintain an activity long enough to develop, reinforce, and apply their skills or knowledge.</p> <p>This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity.</p>	<p>How much, and in what ways, does the pupil investigate a stimulus or activity in order to bring about a desired outcome? Do they do this independently and spontaneously during a familiar activity? For example, if they have a favourite picture in a familiar ‘lift-the-flap’ picture book, which is concealed by the flap, on sharing the story with you, do they independently lift it to reveal their favoured image?</p> <p>This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a</p>

	<p>schools and all those working with the pupil</p> <ul style="list-style-type: none"> recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress <p>(DFE 7/2020)</p>	<p>perhaps indicate a wish to explore the seeds or the activity, or return to it after it ceases to be the focus, e.g. if the plants are on the windowsill to be observed as they grow.</p>		<p>pupil's memory and sequencing.</p> <p>This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see)</p>	<p>They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.</p>	<p>familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.</p>
SMSC Opportunities And Themes to support learning	<p>Children in Need Music Festival Autumn Harvest</p>	<p>Remembrance Halloween World Book Day Diwali Christmas Fayre Bonfire Night Christmas</p>	<p>Chinese New Year Burns Night 100 Hearts - Valentines</p>	<p>Spring Festival of Dance CNY Easter Red Nose Day</p>	<p>EID</p>	<p>Festival of Art Summer Summer Fayre-enterprise</p>
PHSE/ RSE Themes	Self-Awareness	Self-care, support and safety	Managing Feelings	Changing and growing	Healthy Lifestyles	The world I live in
PHSE/ RSE Opportunities	<p>Responding with curiosity to stimuli about the ways in which we are special. Responding to stimuli about what we are good at/enjoy Responding to an adult, modelling how we can show we are ready to participate in an activity. Responding to 'taking turns' as modelled by both adults and peers. Responding to stimuli about the people who look after me Responding to stimuli about some of the different kinds of relationships within families Responding with curiosity to adult modelling of different ways that people communicate with each other. Responding to stimuli about people who are different to you Responding to adult modelling/visual stimuli for how to show through our responses if we are unhappy or uncomfortable with the way someone is touching us Responding to stimuli about different feelings we or others may experience</p>					
	Essential Personal care and Independence	Themes Toileting, dressing and clothing, personal hygiene, feeding, travel training, shopping				
	Essential Food and Cookery (life skills)	Themes Food: Safety, Skills healthy diet knowledge, and cooking				
	Effective delivery of the above should lead to achievement of these PfA skills	<p>Awareness of and co-operation in:</p> <ul style="list-style-type: none"> Managing my personal care and hygiene. Eating a balanced diet, food and drink preparation, food safety and food storage, know what to do when eating out, everyday food skills, basic cooking techniques, making a simple meal. Household Cleaning, looking after your home, recycling and managing waste, gardening for pleasure. Accessing leisure services, awareness of health and fitness. Choosing clothing. 				