



## **Oakleigh School Curriculum (2017)**

**An Introduction Page 2**

**Curriculum Structure Page 3**

**The Pre-Formal Curriculum Page 7**

**The Semi-Formal curriculum Page 13**

**The Formal Curriculum Page 15**

**Appendices page 16**

**References Page 28**

## Introduction

Oakleigh School is a Primary School for children with Severe and Complex Learning Difficulties. Our pupils have a wide range of needs, including severe developmental delay, Autism Spectrum Conditions (ASC) and Profound and Multiple Learning Difficulties (PMLD). Some children have complex medical needs, and a few have life-limiting conditions. We aim to keep our children in groups based upon their age, but also ensure that peer groups and teaching strategies are the best fit to ensure the children are able to learn.

We strongly believe that our pupils deserve a curriculum which is personalised, relevant, motivating, balanced, and innovative, has meaningful real life contexts for learning, and has appropriate breadth. We provide a multi-sensory approach to learning embedded within a creative, individualised and exciting framework, which is delivered through holistic experiences.

We agree with the Rose Report (2009) that it is the aim of school to support "Successful pupils who enjoy learning, make progress and achieve". Our pupils are very individual and their progress through learning will be different for each of them. Professionals at Oakleigh, working closely with families, use a range of strategies and approaches to support and develop the learning of individual children. We are mindful of providing our children with challenging expectations. We recognise the need for our pupils to develop the pre-requisite skills needed for learning those required in the National Curriculum subjects. These skills may develop laterally and in very small linear steps. Individualised planning, supported by Routes for Learning, SCERTS and PLPs, ensures that children build on existing levels of knowledge, skills, attitudes and understanding. We nurture these areas to help the children to make progress at their own rate.

Here at Oakleigh School, we recognise that children learn best in an environment which recognises and values the whole child. Through a range of strategies, we support our pupils to develop their Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical and Communication skills. ICT is seen as an enabling strategy, and is used to increase their access to the outside world, enhance communication, and develop environmental control as well as exploring their own interests. We consider the children's needs after Oakleigh, and aim to support them in preparation for the next phases of their education and personal development. We value the development of independent living skills and helping our children to access the wider community.

Coproduction between parents and a multidisciplinary team, including teachers, LSAs, MTs, Speech and Language, Occupational, Physiotherapy, Music and Drama therapists, peripatetic teachers of children with sensory impairment and medical staff, is the heart of our curriculum. We recognise and value the need to nurture the wellbeing and happiness and resilience of all pupils and families, to ensure the best possible learning outcomes. We plan and organise the curriculum so that all pupils take part in playful activities that are meaningful to them and which have learning objectives that are relevant and challenging. We use a range of teaching strategies and approaches within each lesson so that all pupils are involved and appropriately supported to learn. We support pupils to develop the knowledge, understanding, skills and attitudes that will help them to have interesting and fulfilling lives outside school and to make the most of the opportunities available to them after school. We maximise the use of Pupil Premium Funding, to enrich teaching and learning and well being.

For our pupils to reach their full potential, we recognise the need to develop the following skills;

Pupils learn best in an environment in which they feel secure, both physically and emotionally. We ensure that all adults receive appropriate training and that pupils have the appropriate equipment to support their needs. We build in routines, giving appropriate clues via signing, symbols and sensory support, which enables pupils to anticipate what will happen next. Through detailed observation of the needs and abilities of individual pupils, we are able to plan activities which they understand. Crucially, we work together in teams to develop consistent responses so that pupils can trust the adults with whom they are working.

We support pupils to feel confident about themselves by planning for success, so that pupils can develop the sense that their actions are recognised and rewarded. For pupils in the early stages of development we create a responsive environment in which staff respond to any behaviour that is, or may become, a means of communication. Support is carefully planned to ensure that pupils can be as independent as possible in all areas of the curriculum. We use clear systems of behaviour support to help pupils gain positive attention

We value developing curiosity to find out more about the world. We plan exciting activities that will motivate and develop engagement with the world. "Where appropriate we provide an environment that is rich and full of opportunities for learning through inquisitive play". (Fountaindale School

Curriculum – Penny Lacey) We encourage our pupils to explore the world through all their senses and recognise the need for a multisensory approach to play and learning.

We value *developing* positive, trusting and productive relationships between both adults and students and developing friendships and interactions between pupils. We help to develop trust by responding in consistent and positive ways to pupils. We support communication through verbal communication, the use of signs and symbols, body language, Intensive Interaction, facial expression and augmentative communication devices. We encourage social interaction between pupils by modelling behaviour and using appropriate communication approaches. We also plan for and support social interaction in the community through extensive programmes of inclusion with other schools and through educational visits outside of school so that pupils can use and develop their social skills in the wider world. We interpret all behaviour as serving a function, which includes communication, and support the children to develop positive behavioural strategies. The SCERTS framework is embedded in our practice, as we strive to support the pupils to be social communicators.

By helping our pupils to feel safe in our school community, confident of their own abilities, encouraging their sense of curiosity and rewarding their exploration of the world and their interactions with others, we support that other fundamental requirement in a pupil – the desire to take risks, to stretch that little further, try something a little different, to deal with failure, to become resilient to life's challenges, to communicate or play with someone new. Our pupils can do this with the confidence that they will be supported in their decisions to engage, so that they can become ever more confident and independent pupils.

### **Curriculum structure**

Our curriculum is divided into three strands, which are:

- Pre-formal - approximately P1-P4
- Semi-formal - approximately P4-P8
- Formal - approximately P7-National Curriculum age-related expectations

Our curriculum recognises four key areas of learning. These areas are in line with the children's Education, Health and Care Plans (EHCPs) and Personal Learning Plan (PLP) areas, thus ensuring that we are truly addressing the individual needs of each pupil, tracking from their EHCP right through to the curriculum which is provided on a daily basis.

Play and developing play skills are at the heart of curriculum. We recognise the importance of learning through Play, in order to develop all aspects of the developing child, including their emotional well-being, cognition, social skills and physical development. In many cases this is the medium through which our pupils learn.

*"Play opportunities motivate, support learning, and enable skill development and the development of concepts. Play develops language and communication skills and consolidates learning. The value of play cannot be emphasised strongly enough!"*

*(Department for children, Education & Lifelong Learning and Skills – Welsh Assembly).*

Therefore, we strive and put great importance on structuring our curriculum in a lively, meaningful and fun manner based around play. We acknowledge that not all our pupils are able to learn to 'free play' in the same way as typically developing children so these vital play opportunities will be presented in a Vygotskian approach of scaffolding and supporting the play through structured activities such as 'Little group', 'playfulness' and 'Intensive Interaction' amongst other methods. Please see Appendix for further details.

We believe that learning cannot take place without play. Play is the way that children make sense of their world. Children use play to process and explore events that they experience. Play is the natural forum for the development of the building blocks of learning such as (and including the above essentials for learning);

- Curiosity
- Scientific enquiry
- Exploration

- Problem solving
- Risk taking
- Emotional well-being
- Developing relationships / sociability
- Gross and fine motor skills
- Security
- Self-confidence

Play is embedded in our practice and evident throughout the curriculum.

These are four key areas are:

- Communication Development
- Cognition and Learning
- Social, emotional and mental health
- Sensory and Physical Development

### **Communication Development**

This area recognises the basic human desire to be understood, to understand and to be self-directing. The ability to communicate thought, to be heard and responded to are what makes us essentially human, yet it presents a significant challenge for our pupils. The complexity of the needs of many of our pupils means that they may not be able to 'acquire' language as the typically developing infant does, therefore our curriculum must be designed to offer repeated opportunity to give the pupil the ability to develop from a reflexive communicator to an intentional and interactive one. Pupils' communication styles and preferences are assessed and developed so that communicative opportunities can be maximised. Pupils use a range of low tech and high tech devices in order to augment their communication. Communication is taught in functional situations so pupils can immediately see the results of their communicative attempts. Communication addresses the skills that underpin basic communication, such as shared attention, responding, turn taking, anticipating, showing preferences and making choices. See Oakleigh School's Communication Guidelines for more information.

Play is a Child's natural language. Play and interaction will develop a child's non-verbal communication. This is extremely important for young children, because the ability to read facial expressions, gesture (e.g., pointing) and to express their emotions appropriately is what helps children to develop their earliest relationships. Child-initiated play (as opposed to play defined and directed by adults) should be valued and encouraged as it is important to the development of communication. When children determine the direction and content of their own play, they have many opportunities to hear and practice language. Play will help to develop an understanding of non-verbal communication such as body language, gesture and facial expression and supports verbal language development.

### **Cognition and Learning**

The development of thinking and cognition is only developed when the pupil can perceive themselves as part of a world in which they belong and also have a position in it. The pupil will only be able to develop their thinking by receiving many opportunities to become aware of and explore the world around them. These opportunities are designed and constructed to develop the exploration and manipulation of objects and on developing actions which make things happen and change. The pupil will be developing the ability to problem solve and notice the relationships between materials and events, their sequence and pattern. Where appropriate, we have used subject headings to ensure breadth of experiences. As such, on our Themes document, there are references to subject specific areas of learning. These are for guidance for departments when doing their termly plan. It is acknowledged that our children learn in cross-curricular ways, and in addition some subjects are relevant for different Curriculum areas, for example Music is relevant as part of Communication and Interaction Development as well as Cognition and Learning. For some children, it is appropriate to adopt EYFS areas of learning / National Curriculum subject areas (e.g. Science, History or Geography) as part of teaching and learning. Early phonics are integrated into lesson planning, and early reading and writing schemes, such as See and Learn, Oxford Reading Tree are used as appropriately across the school.

Play is the primary means by which children explore the world, investigate its properties, and build an understanding about how the world works. Through this play, children actively pose problems, explore

solutions, and develop understandings of real world concepts of form and function. By comparing and contrasting information gained from each new experience to what they already know, they are actively constructing their knowledge of the way the world works. Children are able to effectively find out about the world when they investigate by touching, holding or pressing things and by climbing on and jumping off things. When children play with materials such as blocks, clay, sand, and water, they develop skills in logic. They experiment with cause and effect, with counting and sorting things and solving problems. Children should be encouraged to explore and investigate how and why things work and to test out their ideas of what will happen if they do something. When children play, they test their developing ideas with objects, people, and situation. These are the key skills for learning. They are doing things they are interested in, so they have a natural motivation to learn. They develop concepts and skills together.

Learning through play is ideal for supporting children's creative and imaginative thought because it offers a risk-free environment. Providing opportunities for creative play will stimulate curiosity, and encourage children to experiment with alternative responses to different situations. This will support children to engage successfully in new situations. Creative thought is an important part of problem solving, which has its roots in play.

Play will help children to develop mathematical concepts. Young children are learning maths all the time through a wide variety of play experiences. Through exploring and handling a variety of toys and equipment, children learn about space and shape, weight and size and start to compare attributes. As play extends and develops, children gain an understanding of the early Maths language of measurement, shapes, spaces, positions. Through play, children learn about;

- Numbers, order and patterns
- 1-to-1 correspondence
- Sequence
- Positional language e.g. in, on, outside
- Time
- Number rhymes and songs, e.g. one, two, buckle my shoe etc.

### **Social, Emotional and Mental Health**

Social interaction with both peers and adults is encouraged and supported throughout the school day. Intensive interaction techniques are used to enhance social interaction between children and adults and peer interaction is facilitated wherever possible. Children are encouraged to express their emotions and these are responded to appropriately by the adults working with them. In Barnet, we use the SCERTS and Team Teach frameworks for supporting some children's emotional regulation.

We recognise that to be an effective learner, emotional wellbeing is essential. The importance of creating the right environment, responding to the child's voice, recognising the things that are important to each child, co-working with families and care givers, therapist and medical staff, are pivotal to all learning. Developing a sense of belonging in our school and wider community is acknowledged as important for our pupils. Offering opportunities for children to feel part of a group in their class groups, whole department groups, school group and out in the wider community, e.g. spending time with mainstream inclusion peers or being part of an audience at a theatre production, is important in developing this sense of belonging.

It is important that our pupils have opportunities to go out into the community, whether it be as pedestrians, using public transport or by minibus. Regular activities include visiting the shops, local cafes/restaurants, swimming pools, the library, going to the park or our allotment, visiting a museum in central London, attending PE/Sports events – our goal is to widen their awareness of the World around them and to ensure that our community is aware of our children. Developing a shared emotional connection with others is an important part of this. We also link educational visits to termly themes and to Communication and Interaction Development. Understanding the community can only be developed through a growing awareness of the pupil's own body, developing their perception and thinking and including them in a communicative environment where they can discover and develop their voice. For a pupil with complex physical and learning needs it will be a long journey to know themselves as part of a wider community. This learning is therefore presented in functional contexts where pupils can be part of real time events and experiences which need to be repeated in order to develop true meaning and understanding.

As many opportunities to develop independence as possible should be provided throughout the school day. Independence with self-help skills such as eating/drinking, dressing and toileting are facilitated by adults where appropriate. Visual supports help many children to be more independent of adult prompts.

We recognise that play supports all aspects of SEMH by helping children to;

- Feel safe, secure and trust the adults that work with them.
- Develop awareness of attempts to interact
- Learn about relationships
- Develop a positive self-image
- Develop awareness of emotions
- Solve problems
- Learn to accept failure and to build on this to learn new skills
- To develop resilience to change and challenge

### **Sensory and Physical Development**

Physical development is addressed through specific input from the physiotherapist and occupational therapist, as well as through lessons within the curriculum (MOVE – Movement Opportunities Via Education). We acknowledge the importance of our pupils with physical impairments having the opportunity to experience as much independent movement as they can. Movement occurs throughout learning; this may occur naturally through play or through structured opportunities such as hydrotherapy, rebound therapy or physical movement activities such as swinging. Cognitive development accelerates, pupils become more communicative and learning is enhanced. It helps develop an awareness of body in space, what is happening to their body when they move and then to learn to interact with others. *'Movement is the whole heart of being able to learn and as much independent movement as possible enables the development of other cognitive and learning skills.'* (Nigel Carter: source: Impact of developing functional movement from CLDD training materials). Developing the ability to attend and to respond to sensory stimuli is a crucial step to being able to explore the world around them. We recognise the significant difficulties our pupils can have with sensory processing, and value the personalised programmes which are developed in conjunction with the Occupational Therapists. In addition, some classes run Sensory Circuit group sessions, where appropriate.

Play contributes to children's fine and gross motor development and body awareness, as they actively use their bodies. Learning to pick up and manipulate small objects during play (for example, beads parts of toys etc.) will develop into an ability to pick up and use tools including mark making tools. In turn, there will be a progression from scribbles to shapes and forms to representational pictures. Gross motor skills such as climbing and jumping will develop in a similar fashion. As children, integrate gross motor skills into many games, such as bike riding, parachute games, using large equipment outside and exploring materials. Using their bodies during play also enables them to feel physically confident, secure, and self-assured.

Developing a sense of belonging in our school and wider community is acknowledged as important for our pupils. Offering opportunities for children to feel part of a group in their class groups, whole department groups, school group and out in the wider community, e.g. spending time with mainstream inclusion peers or being part of an audience at a theatre production, is important in developing this sense of belonging. It is important that our pupils have opportunities to go out into the community, whether it be as pedestrians, using public transport or by minibus. Regular activities include visiting the shops, local cafes/restaurants, swimming pools, the library, going to the park or our allotment, visiting a museum in central London, attending PE/Sports events – our goal is to widen their awareness of the World around them and to ensure that our community is aware of our children. Developing a shared emotional connection with others is an important part of this. We also link educational visits to termly themes and to Communication and Interaction Development. Understanding the community can only be developed through a growing awareness of the pupil's own body, developing their perception and thinking and including them in a communicative environment where they can discover and develop their voice. For a pupil with complex physical and learning needs it will be a long journey to know themselves as part of a wider community. This learning is therefore presented in functional contexts where pupils can be part of real time events and experiences which need to be repeated in order to develop true meaning and understanding.

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## The Three Strands.

### The Pre-formal Curriculum

Pupils at very early levels of development (typically assessed at P1 to P3) access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of personal mobility and independence. Our curriculum takes a holistic view of the pupils by focussing on how they best learn and by acknowledging and celebrating the different abilities and achievements of those pupils with the most complex needs, *'rather than trying to fit them into an existing framework not developed with these needs in mind.'* (Quest for Learning 2006; pp3)

The Pre-formal Curriculum focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of play in a child's development and the need for multi-sensory approaches to learning. It is a curriculum that supports that pupil's development by employing appropriate approaches that takes account of their emotional well-being.

It is a curriculum that takes account of the atypical patterns of development which impact on pupils' ability to process new information and stimuli; a curriculum that is aware of the difficulties some pupils have in forming attachments or interacting socially. Furthermore, it recognises the fundamental principles of Intensive Interaction as described by Nind and Hewitt.

The development of communication skills runs through everything we do at Oakleigh School. Bunning (2009) describes communication as *'...the conduit between the individual and the world. It is the very cornerstone of identity formation, social engagement and human relationships...'* (p. 46), as such, it has been described as a basic human right (Goldbart & Caton, 2010; Goldbart & Ware 2015). In order to offer our Pre-formal pupils opportunities to develop these skills an emphasis is placed on developing contingency awareness through exploration of the environment and exploration of the effects they can have on the people around them.

Contingency awareness for our Pre-formal pupils is an essential part of developing these communication skills. Contingency awareness is the understanding that our actions are linked to external or internal results and that these are within our control (Barber, 1994; Welsh Assembly Government, 2006). It is a key milestone in Routes for Learning (2006), the Welsh Assembly Government's (WAG) assessment tool for children with PMLD. Contingency awareness is important as it *'...enables the child to develop a motive which is the basis for all future learning.'* (Lewis & Goldberg, 1969, p.82).

It has been suggested that in order to develop contingency awareness children at the Pre-formal level must experience highly responsive environments (Barber, 1994). This theory is supported by Lewis and Goldberg's (1969) study that found that the greater the level of responsiveness from mothers to their infants, the greater the expectancy of the infant that their behaviour will affect their environment. This understanding can be argued to be essential in order for them to develop intentional communication (Blaine-Mores & Chau, 2012).

A responsive environment for people at the Pre-formal level is widely acknowledged as important for social, communicative and cognitive development (Ware, 1996; Marvin, 1998; Barber & Goldbart, 1998; Nind & Thomas, 2005; Simmons & Watson, 2014a; Hinchcliffe & Imray, 2014). A responsive environment, also described as a contingency sensitive environment (Ware, 1996), is an environment that allows people to not only receive responses to their own actions but also to have the opportunity to react to other people's actions and to initiate interactions with others (Ware, 1996).

It is this responsive environment that forms the setting in which our Pre-formal Curriculum is delivered.

The Pre-formal Curriculum is a process driven curriculum and not an outcome based curriculum. We recognise that our pupils will take a long time to learn new and useful skills, therefore the process of learning must be constructed carefully. Our curriculum must include a range of coordinated opportunities to:

- Differentiate the presentation and pace of the curriculum to match the sensory and physical challenges the pupils may have e.g. cortical visual impairment, MSI, VI, HI, Cerebral Palsy and more.
- Develop independent communication skills.
- Target the sensory needs of our pupils, using them as channels for receptive learning.
- Address the physical and mobility needs of pupils.

## The Four Stages of the Pre-formal Curriculum

### Phase 1



The first stage of the Pre-formal Curriculum (nominally for those pupils learning at P1) recognises that the pupil is likely to be highly dependent on coherent input from the outside world. A great deal of time will need to be used to help the pupils learn about their own body and learn how to cope with those new experiences. The curriculum provides many opportunities for interpretation of the pre-intentional, reflexive communication offered by the pupil. During this stage the primary intention is to develop the pupil's confidence to explore, allowing them time to adjust to new experiences and adjust to different levels of arousal.

## Phase 2



The second phase of the Pre-formal Curriculum (nominally for those pupils learning at P2) sees the pupil becoming an intentional and interpretive communicator. This phase offers experiences in which early imitational communication can develop.

Consistent cues are made available to pupils during the day to signal events and routines to encourage consistent responses to experiences that give meaning. The curriculum encourages the pupil to differentiate between the 'me' and 'not me' and experience early aspects of cause and effect. Activities are created for dynamic positioning in order to develop voluntary body movement. Attention is paid to enabling the pupil to learn to adjust between levels of arousal with increased confidence.

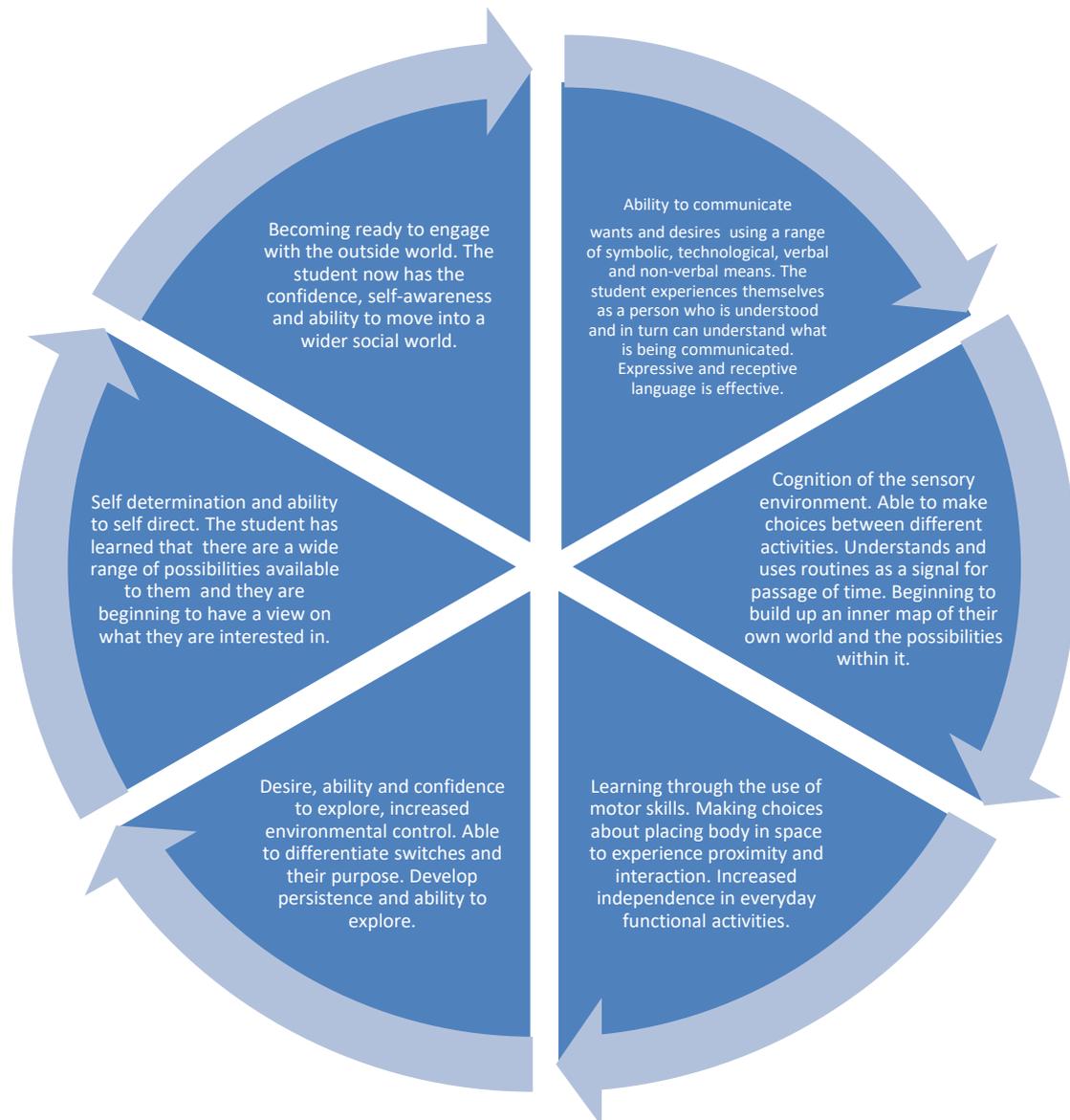
### Phase 3



The third phase of the Pre-formal Curriculum (nominally for those pupils learning at P3) encourages the development of the pupil as an interactive communicator with a limited repertoire of verbal, symbolic and non-verbal actions to communicate.

They encounter a wide range of opportunities to develop their ability to control their environment using their own cognitive and physical skills. Routine events are used to practise and consolidate skills utilising motor planning and motor memory. The pupil is offered repeated opportunities with an appropriate level of challenge to develop skills to move around and make choices in their environment. *For the more mobile, physically able pupils who cognitively show skills that would be described as P3i and P 3ii, there is an increased emphasis on understanding of immediate time and place using contextual cues, the ability to communicate wants and needs, to develop sensory self-regulation and the ability to make real interactive relationships with others.*

## Phase 4



The fourth phase of the Pre-formal Curriculum (nominally for those pupils learning at P4) is the culmination of all the careful incremental learning thus far. Pupils are encouraged to use self-determination and self-direction to become involved in the world around them, taking into account their physical barriers. The curriculum offers them many opportunities to generalise all the skills they have developed to operate functionally within their social world. For some of our pupils this may represent a 'linear' ceiling, and they would continue their learning 'laterally' by developing a repertoire of skills in functional settings; others may be ready to move into the semiformal curriculum.

The four areas of learning in our curriculum will generally be taught along-side each other. Routes for Learning states

*'Learning for those with PMLD is more successful when they are done as a complete and self-contained exercise, rather than a series of separate skills chained together.'*

For example, a sensory story may contain community as the class group sits together and interacts with each other, communication as the children express their likes/dislikes, cognition through the exploration of sensory props, physical development in the form of hand skills and opportunities for social interaction.

### **Quality Of Life and 'The 'Voice' Of The Pupil**

The complexity of needs experienced by the pupils means that sometimes they are uncomfortable and need to endure difficult procedures. They are often unable to control their own environments and they need to wait for the world to come to them. We try to minimise these unsatisfactory moments and engage them in activities they enjoy to improve the quality of their lives. Members of staff keep the pupils' needs always in mind, using observation to help them recognise the 'voice' of the pupil at the centre of everything they do.

## **The Semi-formal Curriculum**

Our pupils have a range of severe and complex needs; some have physical difficulties linked to a combination of other severe difficulties such as cognitive processing, sensory or complex health needs. The Semi-formal Curriculum is designed to meet the needs of pupils working between P4 – P8.

It is important to recognise that there are many differences in individual profiles of this group of pupils, and these may well be spikey learning profiles. These pupils are likely to struggle with all areas of thinking:

- Cognition (thinking and understanding)
- Problem solving (acting upon understanding)
- Metacognition (thinking about thinking)

They have difficulties with sensory processing and perceiving sensory patterns, memory, generalising and problem solving. Memory is part of information processing. Our Semi-formal pupils can struggle with the demands of our classroom learning environments for many reasons. Our pupils like order, structure, routine and certainty in their learning (please refer to the Mixed Needs and the ASC Department Guidelines for more information).

This group of pupils learn best when learning is related to their own experiences and things they find motivating. Teaching and learning will be delivered through a combination of whole class, small group and 1:1 structured play, functional and topic based activities. The combination of each approach will vary for individuals and will be dependent on the expected learning outcomes.

For our Semi-formal group of pupils who have an atypical development trajectory they will have a smaller working memory capacity. They hold fewer words, numbers and ideas at any one time; they find following a set of complex instructions difficult to remember when working in class. It has been suggested that our Semi-formal pupils are not only characterised by a smaller working memory but also by a severe lack of development in working memory skills such as paying attention and making sense of spoken language. Although the working memory is smaller, the brain shows that it has greater capacity for changing (plasticity) through learning new things. Current thinking focuses on two approaches. The first approach focuses on accelerating learning for children with memory problems by adapting the environment; the second attempts to train working memory function.

As a school our Semi-formal pupils need activities to be designed in such a way to enable an increase in memory capacity. We need to reduce memory loads in the classroom by breaking tasks and instructions down into smaller steps, frequently repeating important information, re-presenting information and by encouraging the use of memory aids. We need to help our pupils use their prior knowledge when learning new information as this promotes that learning.

Some pupils may have developed 'learned helplessness' (Maier & Seligman) and there is some evidence that suggests that they will simply 'give up' when faced with a task that requires effort. Breaking the task into smaller steps may be necessary, particularly at the beginning as problems need to be easily solved to counter that 'learned helplessness.' This requires staff working with our Semi-formal group of pupils to become 'challengers'; to have expectations and present the pupil with

demands and challenges so they become familiar with thinking and problem solving; and even start to look for a problem to solve.

The curriculum has been planned to show and offer progression over a period of time, but also acknowledge that many skills are lost if not practised and need to be generalised in different contexts. Therefore foundation type skills need to be revisited, practised and generalised if they are to be truly embedded and enable true learning rather than superficial acquisition.

Learning and development takes place as individuals operate within their Zone of Proximal Development (ZPD). This is a term coined by Vygotsky which refers to the gap between what an individual can currently achieve independently and what they can achieve with the support of an expert other. Through interactions with their environments, pupils are provided with the tools to become more competent thinkers. Pupils are able to achieve more when they are provided with the support and guidance from expert others through a range of activities. This support and guidance was termed 'scaffolding' by Bruner.

Visual supports, modelling and guided discovery are examples of scaffolding within our teaching practice. What we see developing as the child moves through their ZPD is a transfer of responsibility from the expert to the pupil. The pupil takes on increasing independence until they are able to achieve the task without any support from another, known as the 'handover principle'. Pupils should be actively involved in the development of their understanding, assisted or 'scaffolded' by expert others within their current ZPD, and slowly increasing their awareness of and ability to regulate their own learning through metacognition. Learning is regarded as a shared social activity, embedded in classroom activities. ZPDs will vary between individuals and within individuals, depending on the learning activity to which they are attending.

Although working with a child within their ZPD is essential, it is not all that is necessary for optimal learning to take place. The exchanges of positive social interactions in contexts that promote problem solving are paramount.

## The Formal Curriculum

The Formal Curriculum is aimed to meet the needs of the few children at Oakleigh who are working from around P7 to National Curriculum.

Depending on the nature of their needs, some pupils studying at the formal level may require an additional curriculum to address specific aspects of their development, such as:

- Early Years Foundation Stage (EYFS) areas of learning or National Curriculum subjects
- Mobility and travel competence
- Independence skills, through supported teaching opportunities
- Tactile development
- Postural management
- Understanding of their own special or medical needs
- Small group or individual work on literacy and numeracy, including Phonics, early reading and writing programmes, specific numbers and problem solving learning opportunities
- Speech and language therapy input
- A range of different communication supports and aids
- Continued support where appropriate from the SCERTS framework.
- Integration into mainstream schools, to develop learning and social skills.

## Appendices and additional resources

### CURRICULUM CROSS-REFERENCES

#### **Conditions for learning**

The following conditions for learning are intended for members of staff to consider when planning the learning environment and experiences for the pupils. These are a useful reference point when thinking about the learning needs of each pupil.

Our pupils have a wide range of challenges, and as such it may take a long time to learn new things. They will need repeated opportunities to learn to focus on, process and interpret the experiences offered to them. It is therefore recognised that the pupils will need different conditions in order to learn. These will need to be made appropriate to the stage of learning the pupil is working at. Please see Oakleigh's ASC, PMLD and Mixed Needs handbooks for more details of how learning is planned for in these departments.

#### *The Acquisition Stage*

At this stage the pupil will need to focus exclusively on the learning itself. The cognitive and/or physical load should be lowered or excluded to ensure that the pupil can develop the core learning. This will mean that the pupil may need changes made to the environment, equipment used, and the social demand level.

#### *The Fluency Stage*

At this point the pupil is beginning to develop skills and is working with increased focus for longer periods. It is important however that distraction should remain low to allow the pupil to maintain their focus to engage and challenge themselves more.

#### *The Maintenance Stage*

The pupil is now developing the skill well but will need frequent practise in order to maintain and develop the learning gain. The practise of this skill should occur in functional settings, very frequently throughout the school week. Staff will look for ways to slightly raise the cognitive or physical load to offer increased challenge but must recognise that if this is done too quickly the pupils will not be able to learn successfully.

#### *The Generalisation Stage*

The pupil needs opportunities to practise the skill in a variety of settings and with different levels of social and cognitive load. This stage must be monitored carefully to ensure that the level of challenge does not become too high too quickly so that the pupil becomes de-motivated by their lack of perceived success.

It is only when the pupil has achieved the skill at the generalised stage, regularly and consistently; that they should be considered to have achieved that learning and their achievement entered in the P levels on B Squared.

The following table shows an approximate cross-referencing to where a child might be with a particular area of B Squared to which teaching approaches may be helpful in supporting them to progress.

<b>Attainment in B Squared</b>	<b>Teaching approaches</b>
<p><i>Encounter</i> Child was actually there when the activity took place but didn't show any response, either negatively or positively.</p>	<p><i>The Acquisition Stage</i> At this stage the pupil will need to focus exclusively on the learning itself. The cognitive and/or physical load should be lowered or excluded to ensure that the pupil can develop the core learning. This will mean that the pupil may need changes made to the environment, equipment used, and the social demand level.</p>
<p><i>Attention and Response</i> Child shows an awareness through a response – could be as simple as a slight movement or eye blink to an obvious response. Can be either negative or positive response signifying awareness</p>	<p><i>The Acquisition Stage</i> At this stage the pupil will need to focus exclusively on the learning itself. The cognitive and/or physical load should be lowered or excluded to ensure that the pupil can develop the core learning. This will mean that the pupil may need changes made to the environment, equipment used, and the social demand level.</p>
<p><i>Engagement</i> Child is showing participation and involvement through sustained attention/focus</p>	<p><i>The Fluency Stage</i> At this point the pupil is beginning to develop skills and is working with increased focus for longer periods. It is important however that distraction should remain low to allow the pupil to maintain their focus to engage and challenge themselves more.</p>
<p><i>Gaining Skills and Understanding</i> Beginning to show a more consistent response – almost there but not quite!</p>	<p><i>The Maintenance Stage</i> The pupil is now developing the skill well but will need frequent practise in order to maintain and develop the learning gain. The practise of this skill should occur in functional settings, very frequently throughout the school week. Staff will look for ways to slightly raise the cognitive or physical load to offer increased challenge but must recognise that if this is done too quickly the pupils will not be able to learn successfully.</p>
<p><i>Mastered</i> The child has consolidated their understanding of the skill.</p>	<p><i>The Generalisation Stage</i> The pupil needs opportunities to practise the skill in a variety of settings and with different levels of social and cognitive load. This stage must be monitored carefully to ensure that the level of challenge does not become too high too quickly so that the pupil becomes de-motivated by their lack of perceived success.</p>

### **Assessment**

We are a 'needs led' school, so the design of our needs led curriculum must, in turn, use assessment tools that reflect and address our pupils' needs. Pupils need a range of indicators to show progress and make informed judgments about their current levels and needs. We use a combination of formative and summative assessment systems. BSquared assessment is our main summative assessment system and will show achievement in relation to P level descriptors. We acknowledge that the P level system cannot adequately show attainment and achievement for all pupils and that teachers will need to become familiar with a range of other indicators. Formative assessment is carried out through Tapestry, PLPs, and significant daily observations of individual children (post-it-notes), often evidenced with photos and videos. Additionally we may use SCERTS and Routes for Learning as additional assessment tools. We are currently exploring the engagement Scales.

## **PLP targets**

See Teaching and Learning Policy and Measuring Children's Progress at Oakleigh.

Children's individual Long and Short Term Outcomes will inform their PLP targets and provision. These Outcomes are taken from their EHCPs and / or Progress / Annual Reviews. These PLP targets will form the focus for much of the targets throughout the school day, however it may be appropriate to include specific lesson plan targets for some children, particularly those working on the Semi-formal and Formal stages of the curriculum. The PLP targets are evaluated and planned termly.

There are two main types of PLP targets, those which are SMART and those which are SCRUFFY. There is much debate in the field of SLD/PMLD regarding this, and at Oakleigh we believe that there is a place for each, and that it is child-specific.

### **SMART targets:**

Specific  
Measurable  
Achievable  
Realistic  
Time related

### **SCRUFFY targets:**

S Student (pupil) led  
C Creative  
R Relevant  
U Unspecified  
FFY Fun for youngsters

SCRUFFY targets are still targets, but they are, perhaps more general aims.

We agree with Penny Lacey when she wrote 'The learning targets come from the pupils' prior learning, enabling them to build on what they already understand and can do....For pupils with profound learning disabilities, the pupil involvement is more likely to be through teacher interpretation based on careful observation over time.' (Lacey 2010)

## **Guidelines**

- Displays of children's work celebrate their achievements. It is useful to have photographs of pupils in the process of carrying out an activity as well as the finished product, to demonstrate their levels of engagement and independence.
- We have a range of published documents as well as the National Curriculum to provide reference material when planning our interventions. These include the EYFS, Equals Schemes of Work, Routes for Learning and SCERTS.
- Tapestry show evidence of children's attainment and progress.

## **Other relevant school Policies / Guidelines**

- Teaching and Learning Policy
- Planning and Recording Policy
- Measuring Children's Progress at Oakleigh
- Communication Guidelines
- Pupil Premium Policy
- Tapestry Guidelines
- Learning to Learn at Oakleigh
- Display Policy
- ASC, PMLD and Mixed Needs handbooks

CURRICULUM CROSS-REFERENCES		
EHCP	EYFS/NC	Learning to Learn
Communication & Language/English	Communication & Language/English	<b>Communication</b> <ul style="list-style-type: none"> <li>• Attention</li> <li>• Intensive interaction</li> <li>• Making choices</li> <li>• Expressing preferences</li> <li>• Requesting</li> <li>• Symbolic communication (symbols/photographs)</li> <li>• Cues - understanding of time/place/person</li> <li>• Makaton</li> <li>• On body signing</li> </ul>
Cognition & Learning	Understanding of the World incl. Science, History, Geography, RE, ICT	<b>Cognition</b> <ul style="list-style-type: none"> <li>• Understanding the World - Developing a sense of time, space and community</li> <li>• Mathematics (shape, space, number)</li> <li>• Problem-solving</li> <li>• Literacy</li> <li>•</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>
	Literacy/English	Recognition of personal belongings
	Expressive Arts & Design – Music, Art, Design & Technology	<b>Creative</b> <ul style="list-style-type: none"> <li>• Enjoying and participating in music, drama and art</li> <li>• Play</li> </ul>
Social, Emotional & Mental Health	Personal Social & Emotional Development (Incl. PSHE, Play, Inclusion, SMSC)	<b>Social/emotional</b> <ul style="list-style-type: none"> <li>• Acting on needs / feelings</li> <li>• Expressing needs/feelings</li> <li>• Moderating needs/feelings</li> <li>• Awareness of others</li> <li>• Recognising people</li> <li>• Responding to others</li> <li>• Interacting with others</li> <li>• Cooperating with others</li> <li>• Personal care</li> <li>• Eating and drinking</li> <li>• Understanding the function of objects</li> <li>• Knowing familiar routes inside school/locally</li> <li>• Completing familiar activities/routines</li> <li>• Developing life skills</li> </ul>
Sensory & Physical Development	Physical Development/PE	<b>Physical</b> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Control of movement (fine motor / gross motor)</li> <li>• Navigating environment</li> <li>• Using mobility aids</li> <li>• MOVE/physio</li> <li>• Toilet training</li> <li>•</li> </ul>
		<b>Sensory and Perceptual skills</b> <ul style="list-style-type: none"> <li>• Sensory integration</li> <li>• Attending to sensory stimuli</li> <li>• Responding to sensory stimuli</li> <li>• Using more than 1 sense at a time</li> </ul>

- Using sensory aids

## THREE YEAR CYCLE CURRICULUM MAP

The main themes are in bold text.

Suggested areas to cover are in each of the curriculum areas, to ensure breadth within the curriculum.

Year 1

<b><u>The Senses</u></b> <b>Communication and Interaction Development</b>	<b><u>Shapes and Pattern</u></b> <b>Communication and Interaction Development</b>	<b><u>The Seaside</u></b> <b>Communication and Interaction Development</b>
<b>Cognition and Learning</b> <i>Maths</i> Number songs and rhymes <i>English</i> Stories that explore the senses, textured books <i>Science</i> Things that you hear, touch, see, smell and taste <i>Art</i> Exploring different textures. <i>Music</i> Vibration <i>RE</i> – Special Objects <i>History/Geography/ICT</i> – as appropriate	<b>Cognition and Learning</b> <i>Maths</i> Exploring patterns and sequences <i>English</i> - Poetry and stories with repetitive phrases <i>Science</i> Exploring natural resources to create patterns and sequences <i>Art</i> - Using different media to create patterns and sequences <i>Music</i> – repeating rhythms <i>RE</i> – Special Symbols <i>History/Geography/ICT</i> – as appropriate	<b>Cognition and Learning</b> <i>Maths</i> Number rhymes <i>English</i> Letters and Postcards. Stories with a seaside setting <i>Science</i> – changing states (wet/dry sand, melting icecreams) <i>Art</i> Creating different types of 2D and 3D collages <i>Music</i> Anticipation games and turn taking. <i>RE</i> – Special Journeys (incl. Pilgrimages?) <i>History/Geography/ICT</i> – as appropriate
<b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community	<b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community	<b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community
<b>Sensory and Physical Development</b> Busy Bodies KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities KS2 Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics	<b>Sensory and Physical Development</b> Gymnastics Following patterns of movement KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities KS2 -Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics - Perform dances using a range of movement patterns	<b>Sensory and Physical Development</b> Using music and dance to explore rhythm and stories KS1 Perform dances using simple movement patterns. KS2 Perform dances using a range of movement patterns

<p style="text-align: center;"><u>Ourselfs</u> <b>Communication and Interaction Development</b></p>	<p style="text-align: center;"><u>Colour</u> <b>Communication and Interaction Development</b></p>	<p style="text-align: center;"><u>Water</u> <b>Communication and Interaction Development</b></p>
<p><b>Cognition and Learning</b>  <i>Maths</i> Making groups of objects- finding things the same and different  <i>English</i> Stories with familiar characters (Author Study) / making story books about ourselves.  <i>Science</i> Understanding we change and grow( looking at baby photos/pictures of our selves)  <i>Art</i> Exploring hands and feet and ourselves to create pictures.  <i>DT</i> Story books  <i>Music</i> using body sounds/ hand-made instruments to create rhythms  <i>RE</i> – Special People  <i>History/Geography/ICT</i> – as appropriate</p>	<p><b>Cognition and Learning</b>  <i>Maths</i> Sequences and patterns  <i>Maths</i> Sorting objects in to groups            Coloured boxes with multisensory items all the same colour, and their own songs.  <i>English</i> Picture Books, Fairy Tales  <i>Science</i> Looking at things that are the same and different.  <i>Art</i> exploring different media  <i>DT</i> Joseph and his many coloured coat  <i>Music</i> exploring different instrument sounds  <i>RE</i> – Special things – Colours  <i>History/Geography/ICT</i> – as appropriate</p>	<p><b>Cognition and Learning</b>  <i>Maths</i> Making groups of objects- finding things the same and different  <i>English</i> Stories and poems with a watery theme  <i>Science</i> Grouping different material. Finding the same and different  <i>Science</i> Finding and exploring different plants in the local environment. Exploring different seeds and herbs and experiencing them growing and changing  <i>Art</i> Using materials that change in shape, colour and form.  <i>Music</i> Anticipation games and turn taking.  <i>RE</i> – Special things – Water  <i>History/Geography/ICT</i> – as appropriate</p>
<p><b>Social, Emotional and Mental Health</b>            Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>	<p><b>Social, Emotional and Mental Health</b>            Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>	<p><b>Social, Emotional and Mental Health</b>            Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>
<p><b>Sensory and Physical Development</b>            Playing different games together            KS1            -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities            - Participate in team games, developing simple tactics for attacking and defending            KS2            Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p>	<p><b>Sensory and Physical Development</b>  <i>PMLD ideas</i>            Massage story – tied in with My Many Coloured Days, different actions for each colour, + ideas below            Pouring coloured paints over clear umbrella            Using coloured laminates with projector/spotlight off sensory trolley, with follow up art work            Sharing games            KS1            -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities            -Participate in team games, developing simple tactics for attacking and defending            KS2            Use running, jumping, throwing and catching in isolation and in combination</p>	<p><b>Sensory and Physical Development</b>            Swimming and water play            KS1            Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities            KS2            Take part in outdoor and adventurous activity challenges both individually and within a team</p>

Year 3

<p><b>Light and Dark</b> <b>Communication and Interaction</b> <b>Development</b></p>	<p><b>Movement</b> <b>Communication and Interaction</b> <b>Development</b></p>	<p><b>Animals</b> <b>Communication and Interaction</b> <b>Development</b></p>
<p><b>Cognition and Learning</b> <i>Maths</i> Exploring patterns and sequences <i>English</i> Stories from around the world <i>Science</i> Exploring light and shadows <i>Art</i> Using textured fabrics to make patterns and collages <i>Music</i> showing enjoyment through songs and musical games <i>RE</i> – Special Celebrations – Festivals of Light, e.g. Diwali, Christmas, Hanukah <i>History/Geography/ICT</i> – as appropriate</p>	<p><b>Cognition and Learning</b> <i>Maths</i>- Number songs with different movements <i>English</i> Humorous stories and stories and songs with actions. Stories with cars or trains <i>Science</i> - Exploring pushes and pulls Exploring magnets/magnetic materials <i>Art</i> Exploring play dough and clay and papier Mache to use movement to be creative. <i>Music</i>- Using different music and songs to encourage a range of music and dance <i>RE</i> – Special Places of Worship/Special Rituals – Music &amp; Dance <i>History/Geography/ICT</i> – as appropriate</p>	<p><b>Cognition and Learning</b> <i>Maths</i> Number songs and rhymes <i>English</i> - Stories with Familiar characters. Animal stories. <i>Science</i> - Finding things that are the same and different (related to animals) <i>Art</i>- animal prints, masks, box puppets <i>Music</i> Exploring rhythm and dance <i>RE</i> – Special Stories from a range of Cultures – Animals <i>History/Geography/ICT</i> – as appropriate</p>
<p><b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>	<p><b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>	<p><b>Social, Emotional and Mental Health</b> Life skills Gaining independence with all personal care- hand washing/eating/teeth cleaning/dressing/ and toileting etc. Educational visits in local community</p>
<p><b>Sensory and Physical Development</b> Ball games KS1 -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending KS2 -Use running, jumping, throwing and catching in isolation and in combination -Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p>	<p><b>Sensory and Physical Development</b> Push and pull games KS1 -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities KS2 Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics</p>	<p><b>Sensory and Physical Development</b> Sharing games KS1 -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -Participate in team games, developing simple tactics for attacking and defending KS2 - Use running, jumping, throwing and catching in isolation and in combination -Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p>

## Book / story ideas

### Year 1

<b>The Senses</b>	<b>Shapes and Patterns</b>	<b>The Sea-side</b>
Stories that explore the senses. Textured Books	Poetry and stories with repetitive phrases.	Letters and Postcards. Stories with a Sea-side setting
<i>Scratch and sniff books.</i> <i>See, hear, touch, taste, smell.</i> <i>Boris stories.</i> <i>Eyes, ears, fingers and toes.</i> <i>I will not ever eat a tomato.</i> <i>Don't put your finger in the jelly,</i> <i>Nelly.</i> <i>Pass the Jam, Jim.</i> <i>Ketchup on your cornflakes.</i> <i>Eat up Gemma.</i> <i>Handa's surprise.</i> <i>Food for festivals.</i> <i>Eating the Alphabet fruits.</i> <i>Pancakes (Jarman and Park)</i> <i>Honey biscuits.</i> <i>Fruits; a Caribbean Counting poem.</i> <i>Toffee's night noises.</i> <i>Noisy poems</i>	<i>1,2,3, to the Zoo</i> <i>One bear, one day.</i> <i>1,2 ...skip a few.</i> <i>Tiger on a tree</i> <i>Weather poems.</i> <i>Goldilocks and the three bears.</i> <i>The three billy goats gruff.</i> <i>Brown bear, brown bear.</i> <i>The very hungry Caterpillar.</i> <i>Where the Wild Things are.</i> <i>The Gruffalo.</i> <i>Can't you sleep little bear?</i> <i>Peace at last.</i> <i>Shopping basket.</i> <i>My Granny went to market.</i> <i>A dark, dark tale.</i> <i>Owl babies.</i> <i>What's the time Mr Wolf?</i>	<i>The Jolly Postman.</i> <i>Dear Zoo</i> <i>Dear Greenpeace</i> <i>Dear tooth fairy</i> <i>The Lighthouse keepers Lunch.</i> <i>The Lighthouse keeper's cat.</i> <i>Tom and Lucy visit the Seaside.</i> <i>At the Beach.</i> <i>Mr McGee went to the sea.</i> <i>Storm boy</i>

### Year 2

<b>Ourselves</b>	<b>Colour</b>	<b>Water</b>
Books about ourselves. Author Study	Picture books. Fairy Tales	Stories and poems with a watery theme.
<i>Jill Murphy – 5 minutes peace, A night out. (elephant family stories)</i> <i>Eric Carle – The Very Hungry Caterpillar, the Bad tempered Ladybird, Brown bear, brown bear, Draw me a star...</i> <i>Sarah Garland -Doing the washing/gardening/shopping/swimming...</i> <i>Pat Hutchins – Rosie's walk, Titch, don't forget the bacon, The surprise party.</i> <i>Pamela Allen – Bertie and the bear, Who sank the boat?, Mr McGee...</i> <i>Rod Campbell – Dear Zoo, Buster keeps warm, Noisy Farm, My presents, Henry's ball...</i> <i>Eric Hill – Various 'Spot' stories, What's inside, What's the opposite?</i> <i>Tony Ross – I want my...series (potty, teddy, dinner etc.)</i> <i>Mick Inkpen– Blue balloon, Lullabyhullaballoo, Threadbear, Billy's beetle, Kipper, Wibbly pig.</i> <i>Brian Wildsmith – Cat on the mat, whose shoes.</i> <i>Sandra Boynton – Barnyard dance, Hippos go berserk, Blue hat green hat.</i> <i>Lynley Dodd- Hairy MacClary, Slinky Malinky, The Apple Tree, Zachary Quack minimonste.</i>	<i>Ain't gonna paint no more</i> <i>A song of colours</i> <i>Elmer</i> <i>My many coloured days</i> <i>Maisy's colours</i> <i>Mouse Paint</i> <i>What colour is your world?</i> <i>The Blue Balloon</i> <i>What colour is your under wear?</i> <i>Brown bear, brown bear.</i> <i>Yellow bird, black spider.</i> <i>Big red bath.</i> <i>Big blue Train</i> <i>Red is best.</i> <i>The magic paintbrush</i> <i>Red is a Dragon</i>	<i>Captains Abduls Pirate school.</i> <i>Call and response Pirate poems.</i> <i>Yo Ho Ho a Pirating we'll go.</i> <i>The Night Pirates.</i> <i>Pig in the pond.</i> <i>All afloat in Noah's boat.</i> <i>Bringing the rain to Kapiti Plain.</i> <i>Rain by Manya Stojic</i> <i>Rain in Africa counting book</i> <i>Sniff, Snuff, Snap (Lynley Dodd)</i> <i>Bag Book 'The Seaside'</i>

<p><u>Julia Donaldson</u> – Room on the Broom, Tiddler, Stickman, Squash and a squeeze, Snail and the Whale...</p> <p><u>Nick Sharratt</u> – Don't put your finger in the jelly, Nelly. Ketchup on your cornflakes, I went to the zoopermarket.</p> <p><u>Helen Nicoll</u> – Meg and Mog series.</p> <p><u>Jan Plenkowski</u> – colours, shapes,</p> <p><u>Anthony Brown</u> – Going on a bear hunt, Willy the champ, Willy the wimp, I like books.</p> <p><u>Ruth Brown</u> – The world that Jack built, Our cat Flossie, Big sneeze.</p> <p><u>Vanessa Vargo</u> – Tiger talk, Zebra talk</p> <p><u>David McKee</u> – Not now Bernard, Two monsters, Mr Gumpy.</p> <p><u>John Light</u> - Odd jobs, Race ace Roger, It's great outdoors, Snap happy.</p>		
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**Year 3**

<b>Light &amp; Dark</b>	<b>Movement</b>	<b>Animals</b>
Stories from around the world	Humorous stories and stories and songs with actions.	Stories with Familiar characters. Animal stories.
<p>Anansi the spider. Giraffes can't dance. The willow pattern story. Bringing the rain to Kapiti Plain. Zebra talk. Handa's surprise. Walking through the jungle. The leopards drum. A is for Africa. Poems around the world. Rama and the Demon King – A tale of Ancient India. Ramadam moo. Fruits; A Caribbean counting poem.</p>	<p>The house that Jack built. Slinky Malinky opens the door. Polly Jean Pyjama Queen Finger rhymes and action rhymes. Incy wincy spider and other action rhymes. First verses Noisy poems. All join in. This is the Bear. You can swim, Jim. 1,2,3, jump Don't put your finger in the Jelly, Nelly. Ketchup on your cornflakes. George's marvellous medicine. Funny bones. Not now Bernard</p>	<p>Kipper the Dog Peppa Pig Maisy Mouse. Jasper stories Mog the cat. Preston Pig. Wibbly pig. Hairy McClary. Farmer Duck. The Grumpalump. The Tiger who came to tea. Igor the Bird who couldn't sing. Giraffes can't dance. The Hare and the tortoise Noah's Ark Mr Gumpy's outing. Farmer Duck The Rainbow fish Six dinner Sid Owl babies</p>

## Appendices

- Messy Play Texture Hierarchy (Steve Rose, SENSE, 2007)
- Theme and Resource ideas for Play

### Messy Play Texture Hierarchy

Easy ←		→ Challenging	
<b>Dry textures that fall away and the child can control contact with the texture</b>	<b>Dry textures that mostly fall away, some particles or bits may stick to the hand</b>	<b>Wet textures that stick to the hand but the child can easily break contact with the texture (e.g. by lightly wiping)</b>	<b>Wet textures that stick to the hand and the child has least control when breaking contact with the texture (e.g. by repeatedly wiping)</b>
<ul style="list-style-type: none"> <li>• Feathers</li> <li>• Shredded paper</li> <li>• Dry pasta</li> <li>• Dry rice</li> <li>• Dry porridge oats</li> <li>• String</li> <li>• Lace</li> <li>• Fabric squares</li> <li>• Fur fabric</li> <li>• Dry sand</li> <li>• Beads</li> <li>• Plastic items</li> <li>• Sea shells</li> <li>• Coconut husks</li> <li>• Dry lentils / beans</li> <li>• Dried flowers</li> <li>• Weetabix or other cereals</li> </ul>	<ul style="list-style-type: none"> <li>• Damp sand</li> <li>• Glitter</li> <li>• Sequins</li> <li>• Touching mixture of corn flour with water</li> <li>• Cold wet pasta</li> <li>• Wet rice</li> <li>• Silly string</li> <li>• Chalks</li> </ul>	<ul style="list-style-type: none"> <li>• Foam (e.g. light shaving foam)</li> <li>• Water</li> <li>• Wet sand</li> <li>• Wet noodles</li> <li>• Wet lentils</li> <li>• Baked Beans</li> </ul>	<ul style="list-style-type: none"> <li>• Foam (e.g. heavy shaving foam)</li> <li>• Glue</li> <li>• Melted chocolate</li> <li>• Mashed banana</li> <li>• Dripping mixture of corn flour with water</li> <li>• Mud</li> <li>• Angel Delight</li> <li>• Porridge</li> <li>• Custard</li> <li>• Yoghurt</li> <li>• Ice Cream</li> <li>• Paint</li> <li>• Tinned Spaghetti</li> </ul> <p style="font-size: small; margin-top: 10px;">Items may also include additional properties at this end of the scale (e.g. ice cream is sticky and cold)</p>

Adapted from © Steve Rose, Specialist Speech and Language Therapist, Sense, 2007

## Theme and Resource ideas for Play

<b>Fine Motor</b>	<b>Cause and Effect</b>	<b>Creative Play</b>	<b>Rough and Tumble Play</b>
Jelly	Switch operated toys	Paint	Soft Play
Angel delight	Press down bells	glue	PE – as appropriate
Cornflour and food dye	'pop-up' toys	Glitter/cotton wool/felt	
Water/sand	Computer switch games	Fabrics	
Tinned baked beans/fruit salad	Musical instruments	Stickers, googly eyes etc.	<b>Social Play</b>
Wood shavings	Push down to move vehicles	Outdoor media – sticks	Intensive Interaction
Gravel	Push-a-long/pull-a-long toys	Leaves, pine cones, acorns	Plus the other types of play if occurring alongside others and not in a solitary situation
Sawdust		Musical instruments	

<b>Imaginative Play/Role Play</b>	<b>Investigative Play</b>	<b>Physical Play/Locomotor Play</b>	<b>Small World Play/Symbolic Play</b>
Teddies	Toys which are different colours / single colour / black and white	Duplo	Vehicles
Dressing up	Squashy toys	Milk crates	Play houses
Doctors / vets	Toys which are different shapes / single shape	Tyres	Puppets
Babies	Different size boxes	Traffic cones	Dinosaurs
Mechanics / builders	Shiny toys	Plastic barrels	Farm set
Sea-side	Autumn finds (leaves, cones etc.)	Large cardboard boxes	Safari animals
Tea-Party	Shells	Wooden pallets	Bugs and beetles
Shops	Sand	Plastic piping	Jlg-saws
Pets	Gravel	Tents	
Deep sea diving	Potting compost/soil/mud	Blankets/rugs and cushions	
Horse riding	Wood shavings / sawdust	Paint rollers and buckets of water	
Disco	Toys which are different materials / single material	Torches/lamps	
Farm Set	Quiet toys	A frames	
Hairdressers	Noisy toys	Bikes, trolleys, cars	
Railway set	Musical instruments	Wheel barrows	
Cars and ramps	Reflective toys and mirrors	Boots/umbrellas	
Dolls	Torches with blankets/boxes	Large Balls	
Kings, Queens, Princesses, Princes	Play snow	Rockers	
Icebergs and Polar bears	Pebbles	Spinning top	
	Water – Scented with/without bubbles	Goal	
	Logs/stones/bark	Skipping ropes	
	Cause and effect toys	Ribbons	
	Electrical toys	Hoops	
	Wheels	Mini Trampoline	
	Rolling toys	Skittles	
	Cotton wool	Beanbags	
	Feathers	Playground chalks	
	Sponges	Foot spa	
	Cereal	Hand massage	
	Pasta	Leg and foot massage	
	Porridge oats	Electric toothbrush	
	Shaving cream	Vibro board	

	Tooth paste		
	Leaves/Rosemary/Thyme		
	Buttons		

\*All types of play provide opportunities for Communication – recognising gestures & facial expressions, requesting, commenting, being introduced to new vocabulary (Nouns, pronouns and adjectives), and opportunities to use individual AAC communication systems.

Some categories of play weave throughout the different types of play listed above, such as...

Creative play  
 Explorative Play  
 Mastery Play  
 Object Play  
 Sensory-motor Play

### **References**

- Rose report
- Fountaindale School Curriculum
- Five Acre Wood School Curriculum
- Using the P Scales to Assess Pupils' Progress (QCDA)
- Progression Guidance Update (DfE 2010-11)
- National Curriculum 2015

