

Pre-formal pathway

Pupils following a pre formal pathway will be learning through these focus areas and not necessarily about them. This ensures they have a curriculum that is both broad and balanced. What pupils need to know within the pre-formal pathway will overlap and can be developed through all curriculum areas and sessions.

	Curriculum areas					
	Keeping Healthy and Safe	My Communication	My Body	My World	My Creativity	My Independence
Pre formal end points	notice, attend, respond and anticipate					
	accept 'new' and 'different' share an experience interact be content, healthy and safe	reject show preferences communicate 'more' know there is another interact attract attention experience and express emotions	understand that they exist maintain physical abilities (with support) reach physical potential (with support)	show interest make something happen explore with purpose persevere understand object permanence	reject show preferences communicate 'more' attract attention make something happen explore with purpose persevere	

	Autumn: Investigate Animals	Spring: Journey Egypt	Summer: Explore South America
Story and additional texts	<p>Non- Fiction <u>Explanations – How to care for an animal</u></p> <p>Fiction <u>Traditional Stories/ Fables</u> Possible texts: The three little pigs, The little red hen, Chicken Licken, The Hare and the tortoise Other texts relating to theme: Dear zoo, Owl babies, jungle book, Charlotte Web, Jungle Book</p> <p>Poetry <u>Nursery rhymes</u> <u>Rhyming couplets, predicting rhymes in stories, joining in with rhymes</u> Hairy McClairy</p>	<p>Non- Fiction Instructions – recipes – command symbols : mix, squash, chop etc. Symbols to support vocabulary development.</p> <p>Simple explanation texts relating to the theme: Using sensory resources to explore non fiction texts. Simple descriptive ALDs, symbols</p> <p>Fiction <u>Stories set in different places</u> <u>Egypt: Sensory Story</u> Its Miles to the Nile Bill and Pete go down the Nile.</p> <p>Books relating to keeping healthy and safe: colour monster Peppa pig’s big book of feelings – work on vocabulary related to feelings.</p> <p>Poetry Nursery rhymes Rhyming couplets, predicting rhymes in stories, joining in with rhymes</p>	<p>Non- Fiction <u>Instructions - recipes</u> <u>Simple explanation texts relating to the theme</u></p> <p>Fiction <u>Adventure stories /Myths legends</u> Possible texts:</p> <p>Poetry <u>Nursery rhymes</u> <u>Rhyming couplets, predicting rhymes in stories, joining in with rhymes</u></p>

Discovery (Include components of science and geography)	Animals		South America Location and Place
Culture (Include components of History and RE)		Egypt Significant events, people, and places	South America People and cultural events and practices
Music	Rock and Roll (pulse, dynamics, tempo)	Folk, Sea Shanty, Celtic Rock (pulse, dynamics, tempo)	Bossa Nova, Salsa, Samba Band, Polka (pulse, dynamics, tempo)
Art	Art focus: Painting Artist: Henri Rousseau	Art focus: Textiles Artist: Unknown Egyptian tomb artist	Art focus: Mixed media Artist: Frida Kahlo
Cooking	Animal products e.g. cheese, butter, eggs, milk, meat	Traditional Egyptian foods	Traditional foods from South America
My Body	Pupils work towards their individual physical goals , including personalised Physio, Occupational Therapy, Rebound Therapy and warm water programs, where appropriate.		
PE	Where appropriate and beneficial, pupils may also take part in elements of the below PE activities.		
	1: Control and co-ordination: Gymnastics	1: Fundamentals	1: Striking and Fielding Games: Cricket/Rounders
	2: Control and co-ordination: Dance	2: Net/Wall Games: Tennis/basketball,	2: Invasion Games: Football/Tag Rugby



Ash Lea
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Long term planning: Cycle 3 (2024-2025)

Stop and Go	Music can be a mixture of topic related songs or pupil favourites. Actions and movements will be chosen that complement the music and motivate the group of learners.		
ICT / Switch IT	Pupils need the opportunity to control and explore within all sessions, this includes appropriate technology e.g. switches and iPads. It may be appropriate for some classes to also have standalone Switch IT sessions.		
Keeping Healthy and Safe Any relevant Keeping Healthy and Safe elements will be delivered throughout a pupils day / year for those following a pre formal pathway.	Self-awareness Things we are good at Kind and unkind behaviours Playing and working together Getting on with others People who are special to us Self-care, support and safety Taking care of ourselves Keeping safe Trust Keeping safe online Public and private	Managing feelings Identifying and expressing feelings Managing strong feelings Growing and Changing Baby to adult Changes at puberty Dealing with touch Different types of relationships	Healthy Lifestyles Healthy eating Taking care of physical health Keeping well The World I live in Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community Money
Accreditations	ASDAN Life skills challenge		
Post 16 vocations	Music, Art, Horticulture, Hospitality, PE and Music		
Additional Personal Development	Residentials, termly cultural capital visits, trips into the local community to visit the shops/café etc, Outside providers coming into school for events (e.g. Inspire band, Handmade theatre group), Friday clubs (including dance, art and sport), school council, sports day, enterprise week, Celebrations of national events (e.g. Red Nose Day, World Book Day), OPAL		