



## Newfield School Scheme of Work for Cognition and Learning Pre-Formal Curriculum

<p><b>Intent</b> What outcome do we want the pupils to achieve by the end of this curriculum</p>	<p><b>Implementation</b> Key Strategies and Provision/Resources</p>
<p><b>By the end of this curriculum stage pupils will be able to;</b>  <b>(Following Routes for Learning Skills 1-43)</b></p>	<p>Staff to use Newfield Schools guidance document to support the implementation of each skills on the routemap. Positive Looking Framework  <a href="https://gov.wales">Routes for Learning - Hwb (gov.wales)</a></p>
<p><b>Pupils will be able to Interact with a range of different objects</b></p>	<ul style="list-style-type: none"> <li>• Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore, hiding objects under scarves, in boxes, around the child out of view.</li> <li>• Sensory trays; topic led exploration of a range of objects/multi-sensory exploration</li> <li>• Music box/corner accessible for children to explore and respond to.</li> <li>• Sensology sessions focussed planning around 5 senses</li> <li>• Body awareness activities/Tac Pac</li> <li>• Sensory Story bags</li> <li>• Studio/4D sessions</li> <li>• Resonance board activities using range of stimulus to gain attention and responses.</li> <li>• Messy Play- children using hands and feet. Using range of paints, gels, shaving foam, Weetabix, coloured sand etc. Smells in trays to enhance experiences.</li> <li>• Sensory Forest school- interacting with natural resources in real environment.</li> </ul>

<p><b>Pupils will show consistent responses to people/familiar adults/class friends</b></p>	<ul style="list-style-type: none"> <li>• Familiar consistent highly skilled staff.</li> <li>• Turn taking/small interactive sessions with friends in class.</li> <li>• Comfy areas in class to sit together/cuddles/hold hands.</li> <li>• Signifiers for personal recognition; smells, jewellery, names</li> <li>• Build up trust and use personal identifiers for individual children- touch faces first to indicate it's you.</li> </ul>
<p><b>Pupils will demonstrate responses to show responses to patterns and repetition of favourite things/stimuli</b></p>	<ul style="list-style-type: none"> <li>• Touch cues/Object of reference cues/Sensory cues</li> <li>• Cause and effect/switch toys – auditory/visual/vibrating</li> <li>• Peekaboo games/Turn taking</li> <li>• Songs/Drama games Anticipation and ready steady go</li> <li>• Swimming Pool- songs/lights/activities</li> <li>• Repetitive sensory sessions/Body awareness- tac pac/dance massage</li> </ul>
<p><b>Pupils will use individual responses to signal Preferences to others (hand gestures, body movements, facial expressions, vocalisations)</b></p>	<ul style="list-style-type: none"> <li>• Snack times/dinner times- likes and dislikes/Choice making</li> <li>• Body awareness sessions/TAC PAC/ Dance massage- children expressing preferences on resources used, person working with them, song, movement etc.</li> <li>• Ready steady go- games/activities- switch resources/computer games- indicating 'more' and 'no more'</li> <li>• Intensive Interaction</li> <li>• Big Mac responses joining in with stories/sounds they like/favourite voices</li> <li>• Sabatage activities to encourage children to initiate and request through individual strategies</li> <li>• Studio/4D resources</li> <li>• Swimming pool- showing preferences/requesting more of something/bubbles/floating</li> <li>• Playtime- shared attention, turn taking, anticipation games.</li> </ul>
<p><b>Pupils will be able to visually track objects/stimuli moving around them and in different positions.</b></p>	<ul style="list-style-type: none"> <li>• Follow VI positive looking strategies and programme around specific interventions.</li> <li>• Eye gaze programmes/individual strategies</li> <li>• Studio- 4D- interactive floor and projections</li> <li>• Create sensory environments in classrooms- light boxes/sensory corners/use of dark tents</li> <li>• Sound games to gain attention/music interactions- turning to different sounds presented to them in different places around bodies</li> <li>• Sensology- focus on auditory/visual stimuli to begin gain attention and introduce other stimuli/objects.</li> <li>• Familiar voices of adults and children in consistent environment.</li> <li>• Resonance board activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Mobiles with different noises/objects on it- model and engage with resources together to manipulate.</li> </ul>
<p><b>Pupils will be able to actively explore their immediate environment through making purposeful actions with range of objects/stimuli.</b></p>	<ul style="list-style-type: none"> <li>• Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore.</li> <li>• Intensive interaction- holding and manipulating objects, exploring immediate environment, purposeful actions with these.</li> <li>• Resonance board- using instruments/pots/pans, construction and gauge responses. Cause and effect and parallel play.</li> <li>• Messy play- hands/feet other body parts. Use of smells/colours/hide sound toys in to create multi-sensory opportunities.</li> <li>• 4D Studio- interactive floor/sensory trays to enhance learning.</li> <li>• Sensory forest school activities- natural resources</li> </ul>
<p><b>Pupils will develop an understanding of routines, recognise and anticipate events with others.</b></p>	<ul style="list-style-type: none"> <li>• Class routines, clear and consistent</li> <li>• Use of sensory/object and object of reference prompts</li> <li>• Familiar social game/songs and activities that create suspense and create anticipation and willingness to engage with other adults/children through individual means.</li> <li>• Pausing and Waiting for responses in familiar games.</li> <li>• Intensive Interactions</li> <li>• Familiar adults and children and familiar responses from them to encourage interactions/social skills</li> <li>• MOVE time with friends</li> <li>• Whole school events- discos/WOW events</li> <li>• Community visits/PET therapy</li> </ul>
<p><b>Pupils will be able to attend to a changing focus- 2 objects/watching something interesting happening in the room.</b></p>	<ul style="list-style-type: none"> <li>• Positive looking strategies</li> <li>• Interactive White board- HKL activities</li> <li>• Treasure baskets- different resources to look at</li> <li>• Choice making- favourite foods/drinks/toys/adult</li> <li>• Switch toys- switches/2 switches</li> <li>• Environment set up to allow choice making- sensory trays/toys out to pick up</li> </ul>
<p><b>Pupils will demonstrate early problem solving and have a consistent understanding of cause and effect.</b></p>	<ul style="list-style-type: none"> <li>• Switch toys and resources</li> <li>• Eye gaze- individual programmes of study</li> <li>• Early play resources- pop up toys, stacking rings, shape sorters, building towers with large bricks and knocking down, stacking and nesting.</li> <li>• Studio – 4D- cause and effect activities/burst-pause</li> </ul>

	<ul style="list-style-type: none"> <li>• SI- large play equipment/swings- purposeful movements to make something happen that they like.</li> <li>• Choice making- object of reference choices.</li> <li>• Story bags/sensory bags- engaging with resources to make something happen/sound books/turning pages/lift the flap.</li> </ul>
<b>Pupils will use individual methods to engage with others/ gain attention.</b>	<ul style="list-style-type: none"> <li>• Familiar social game/songs and activities that create suspense and create anticipation and willingness to engage with other adults/children through individual means.</li> <li>• Pausing and Waiting for responses in familiar games.</li> <li>• Intensive Interactions</li> <li>• Sabotage activities to encourage children to initiate and request through individual strategies.</li> <li>• Choosing times/snack and dinner. Hold back and wait for children to try to find ways to gain your attention because they want something they really like.</li> </ul>
<b>Pupils demonstrate skills in solving problems.</b>	<ul style="list-style-type: none"> <li>• Cause and Effect toys/activities</li> <li>• Switches/2 switches. Switches on different setting (timed, momentary) Trail and error to find the correct switch to make something happen.</li> <li>• Consistent routines and activities.</li> <li>• Create opportunities for children to develop problem solving skills- move something just out of reach from them.</li> <li>• Move- setting up opportunities for functional movement- can they work out how to use movement to aid solving problems – ‘standing up to sit step around the table to find a toy’??</li> <li>• Independence skills- stand back and promote independence pressing the doors, find their own coats to they can use these skills in a sequence to complete an action.</li> </ul>
<b>Pupils can make deliberate choices for favoured items.</b>	<ul style="list-style-type: none"> <li>• Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore.</li> <li>• Provide opportunities for making choices using objects of reference, photos, symbols. Introduce ‘non-preferred items’ to check understanding.</li> <li>• Motivating times in the day- choosing, snack and dinners, play.</li> <li>• Familiar social game/songs and activities that create suspense and create anticipation and willingness to engage with other adults/children through individual means. Finding ways to choose their favourite songs/activities (bubbles, balloon)</li> <li>• Pausing and Waiting for responses in familiar games.</li> <li>• Music boxes- picking their favourite instruments</li> </ul>

	<ul style="list-style-type: none"> <li>• Messy tray- enhancements to messy trays- picking things they may like to play with (buckets/spoons- in photos or through objects).</li> </ul>
<p><b>ENGAGEMENT SKILLS</b>  <b>Children will demonstrate individual skills in the follow areas when engaged in an activity/sensory experience.</b></p> <p><b><u>Exploration</u></b></p> <p><b><u>Anticipation</u></b></p> <p><b><u>Realisation</u></b></p> <p><b><u>Persistence</u></b></p> <p><b><u>Imitation</u></b></p>	<p>Teachers will use the engagement model to support learning of a pupil.</p> <ul style="list-style-type: none"> <li>• Can the pupil build on their initial reaction to a new stimulus or activity? Does the pupil show curiosity in the stimulus or activity? What exploratory behaviours does the pupil use to investigate it?</li> <li>• ‘PREDICT’- Is the pupils able to anticipate familiar activities are about to start or finish. Do they need cues or prompts to support their awareness? Is their interpretation of prediction because of their previous knowledge, experience or skills?</li> <li>• ‘LIGHT BULB MOMENT’ How does the [pupil interact with a new stimulus or activity? Do they show realisation, surprise, delight, amazement or fear at a new application of their previous understanding?</li> <li>• ‘CONTINUED EFFORT’- Does the pupil show perseverance or determination in actively trying to find out more about the activity or stimulus? Do they sustain their attention in the activity?</li> <li>• ‘SPONTANEOUS’- Does the pupil spontaneously and independently initiate an action with the stimulus or activity to bring about a desired outcome? Are they able to prompt another person to do an action?</li> </ul> <p>PUPILS WILL HAVE AN ENGAGEMENT PROFILE WHICH IS REFLECTIVE OF HOW A PUPIL EXPRESSES THEMSELVES AT THEIR MOST ENGAGED ACTIVITY.</p>