

PMLD/SLD Curriculum Map 2018/19

Term	Lower PMLD/SLD	Middle, Upper and Sixth Form PMLD/SLD
Autumn 1	<p style="text-align: center;">ALL ABOUT ME</p> <p>COMMUNICATION AND INTERACTION: Stories, rhymes and songs about my home, families and bodies. Learning about the people in my life. Communicating my wants and needs. Learning my routine at school and home.</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Meeting my peers, and staff and building positive relationships with them. Wellbeing- understanding my feelings. Showing awareness of myself.</p> <p>PHYSICAL AND SENSORY: Body awareness. Action songs. Learning the use of functional objects.</p> <p>COGNITION AND LEARNING/ THINKING: Recognising photographs of familiar people. Share preferences. Following sequences of daily routines.</p>	<p style="text-align: center;">MY BODY</p> <p>COMMUNICATION AND INTERACTION: Stories, rhymes and songs about my home, families and bodies. Learning about the people in my life. Communicating my wants and needs. Learning my routine at school and home.</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Meeting my peers, and staff and building positive relationships with them. Wellbeing- understanding my feelings. Showing awareness of myself.</p> <p>PHYSICAL AND SENSORY: Body awareness. Action songs. Learning the use of functional objects.</p> <p>COGNITION AND LEARNING/ THINKING: Recognising photographs of familiar people. Share preferences. Following sequences of daily routines.</p>

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Autumn 2	<p style="text-align: center;">LETS CELEBRATE</p> <p>COMMUNICATION AND INTERACTION: Learning through songs, games and stories. Communicating choices linked to celebrations. Developing vocabulary/signs/symbols linked to festivals. Individual/special routines at school and at home</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Who I can share experiences and celebrations with. Experience different celebrations/ parties. Develop pretend play skills- transform an area in class linked to celebrations. Food from festivals and celebrations.</p> <p>PHYSICAL AND SENSORY: Fine and gross motor activities linked to festival crafts Exploring body movements linked to different festival music Sensory play using festive materials and media</p> <p>COGNITION AND LEARNING/ THINKING: Plan a party. Understand the difference between different types of celebrations. Handling/ exploring artefacts.</p>	<p style="text-align: center;">LETS CELEBRATE</p> <p>COMMUNICATION AND INTERACTION: Learning through songs, games and stories. Communicating choices linked to celebrations. Developing vocabulary/signs/symbols linked to festivals. Individual/special routines at school and at home</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Who I can share experiences and celebrations with. Experience different celebrations/ parties. Develop pretend play skills- transform an area in class linked to celebrations. Food from festivals and celebrations.</p> <p>PHYSICAL AND SENSORY: Fine and gross motor activities linked to festival crafts Exploring body movements linked to different festival music Sensory play using festive materials and media</p> <p>COGNITION AND LEARNING/ THINKING: Plan a party. Understand the difference between different types of celebrations. Handling/ exploring artefacts.</p>

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<p>Spring 1</p>	<p style="text-align: center;">WHERE I LIVE</p> <p>COMMUNICATION AND INTERACTION: Google Maps used to look at house/ visuals Home stories</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Same and differences- school/ home Visit homes when out on the bus- do the children recognise where they live? Visit places like the Range/ Dunelm Role play area- estate agents Photographs of family at school/ photos of staff and peers at home</p> <p>PHYSICAL AND SENSORY: Make your own home using cardboard boxes Explore different textures linked to around the home Stair climbing</p> <p>COGNITION AND LEARNING/ THINKING: Naming the different places in the home Label the equipment in each location of the home</p>	<p style="text-align: center;">SENSES</p> <p>COMMUNICATION AND INTERACTION: Sensory stories. How I communicate. What I use my senses for. Using my senses to interact.</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Games using my senses. Explore different environments e.g. home, school, out in the community. Making and then tasting a variety of food. What happens to me when I feel happy, sad, angry etc</p> <p>PHYSICAL AND SENSORY: Develop fine motor skills through the exploration of different textures. Sherbourne Development Movement.</p> <p>COGNITION AND LEARNING/ THINKING: Sorting/ matching emotions. How I feel. Labelling senses. Using my senses to explore.</p>

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<p>Spring 2</p>	<p>WHO PUT THE COLOURS IN THE RAINBOW</p> <p>COMMUNICATION AND INTERACTION: Songs, stories and games focusing on colour. Choosing/ naming colours. Showing my preferences. PECs- attributes Communication page- selecting what colour item you want.</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Express how I feel through colour/ through creative experiences. Expressing my preferences and interests. Finding out more about myself- colour of hair, eyes etc. Exploring similarities and differences with colour. Begin to explore how my body is similar/different to others.</p> <p>PHYSICAL AND SENSORY: Fine and gross motor activities linked to coloured objects. Sensory play using coloured materials. Gross motor development- large objects.</p> <p>COGNITION AND LEARNING/ THINKING: Exploring colours. Matching/ sorting colours. Naming colours. Recognising colours.</p>	<p>GROWING AND CARING FOR PLANTS</p> <p>COMMUNICATION AND INTERACTION: Stories and songs linked to gardens and growing. Developing vocabulary/ signs/ symbols linked to gardens/ growing. Selecting and naming objects linked to gardens. Expressing preferences. Following instructions.</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Adapt learning environment to focus on gardens e.g. garden centre. Visit a garden centre. Learning to keep safe. Growing plants/ learning to care for them.</p> <p>PHYSICAL AND SENSORY: Explore the outdoor environment/ forest school. Developing fine and gross motor skills- planting, digging, filling and emptying and pouring.</p> <p>COGNITION AND LEARNING/ THINKING: Order the life cycle of a plant. Labelling the different parts of a plant. 1:1 correspondance e.g. 1 seed in 1 pot. Capacity- filling and emptying containers.</p>

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<p>Summer 1</p>	<p style="text-align: center;">DOWN IN THE JUNGLE</p> <p>COMMUNICATION AND INTERACTION: Jungle Sensology Communicate preferences- like/ do not like</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Role play area- jungles Visiting the Safari Park Small world area- animal play</p> <p>PHYSICAL AND SENSORY: Jungle music Moving like animals Exploring a range of textures/ colours linked to animals/ animal patterns</p> <p>COGNITION AND LEARNING/ THINKING: Learning about habitats Learning names of animals Sorting animals into jungle animals and all other animals Sorting animals into the same/ different Making patterns/ continuing a pattern</p>	<p style="text-align: center;">OUT AND ABOUT</p> <p>COMMUNICATION AND INTERACTION: Stories and songs linked to going out/ keeping safe. Following routines. Responding to adult instructions. Expressing my likes/ dislikes, and wants/needs. Using visuals to follow instructions/ routine etc</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Learning to keep safe while out. Co-operating when out so I am safe. Learning familiar routine e.g. getting bag to go on bus etc. Going out in the community. Transform an area in class linked to out and about e.g. cafe, shops etc.</p> <p>PHYSICAL AND SENSORY: Develop my mobility- steps/ slopes etc. Attending swim sessions- individual swimming targets. Developing fine motor skills- using money, putting seatbelt on etc. Showing preferences- reaching and tracking items I want.</p> <p>COGNITION AND LEARNING/ THINKING: Learning to use money for a purpose. Identify money from other items.</p>

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<p>Summer 2</p>	<p style="text-align: center;">UNDER THE SEA</p> <p>COMMUNICATION AND INTERACTION: Sensory stories linked to under the sea/ water Watch/ listen to Little Mermaid, Finding Nemo Songs Communicating preferences of what you want/ can see on a underwater picture</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Role play- aquarium Garden centre Sea life centre Safari Park</p> <p>PHYSICAL AND SENSORY: Messy play- finding shells, fish in sand, jelly etc Moving like animals in the sea Large movement- travelling in a boat Sherbourne Development Making underwater sounds</p> <p>COGNITION AND LEARNING/ THINKING: Labelling/ matching sea animals Counting how many sea animals you can see</p>	<p style="text-align: center;">HOLIDAYS</p> <p>COMMUNICATION AND INTERACTION: Stories about holidays Paddington Bear on holiday Songs about holiday Preferences where you would like to go</p> <p>PERSONAL, SOCIAL AND EMOTIONAL: Dressing/ undressing skills- what we can wear on holiday (hot country, cold country) Role play area- travel agents/ ice cream shop etc</p> <p>PHYSICAL AND SENSORY: Flight stimulator Explore a range of textures/ items Cooking food from different holiday destinations</p> <p>COGNITION AND LEARNING/ THINKING: Learning about hot/ cold places Ways you can travel Packing to go on holiday- what will you need? Design your own passport</p>