



Booker Park Curriculum

Pre-Formal Pathway

The Booker Park curriculum is designed to be developmental. Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

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My Communication

Responding (to social events and activities e.g. every day activities, care routines, sensory stimuli.)

Pupils should have opportunities to:

Respond when basic needs and desires are met e.g. stop crying when discomfort is removed or relax when they get rocked.

Respond to stimuli presented in on/off pattern (burst – pause) e.g. still, widen eyes, increased movement

Respond to consistent and predictable social routines, offered in the same order in the same environment on a daily basis, e.g. by relaxing, stilling, widening eyes or mouth, increased movement

Respond to their own names by stilling, turning, increased movement

Respond with consistent positive and negative reactions to a range of social activities e.g. smiling or turning their head away

Respond to people talking around them e.g. by looking at the speaker or making sounds

Respond in different ways to familiar and unfamiliar adults

Respond to sensory cues

Respond to object cues

Respond to objects of reference or pictures

Respond to familiar sounds and early words such as brrrm/woof/mum e.g. smile and locate sound

Respond to familiar sounds, words and/or signs, showing understanding of their meaning e.g. look at 'mum' or the dog.

Interacting with others

Pupils should have opportunities to:

Interact with familiar people e.g. smiling, turning, giving eye contact

Show they can work co-actively with familiar people e.g. join in a 'row the boat' or allow their hands to be used for eating

Show anticipation of familiar social activities and events e.g. start to rock for 'row your boat' or lean forwards to be lifted up

Show they have had enough of a social interaction e.g. by turning away or looking down

Show preference for particular people, objects and activities

Respond with interest in the actions of others close by e.g. make eye contact, turn towards, reaching out, vocalising

Engage actively in familiar social activities and events e.g. join in action songs or hold up arms for coat

Make simple meaningful gestures e.g. pointing or using simple signs, photographs

Use their voices to join in a 'conversation' e.g. babbling

Attempt simple words and phrases in imitation e.g. mama, woof, all gone, bye bye, more

Use a few words appropriately e.g. more, names, yes, no, mama – whatever is appropriate for that child

Communicating

Pupils should have opportunities to:

Show preferences for objects, activities and events

Indicate 'more' and 'no more' consistently through their response to objects, activities and events

Communicate a choice of activity or object

Attract someone's attention

Make simple, meaningful gestures

Use their voices to join in a conversation

Attempt simple words in imitation

Use a few words appropriately

My Body

Body Awareness

Pupils should have opportunities to:

Show awareness of massage of hands/feet/arms/legs and various sensory stimulation on different parts of the body e.g. foot spa, silk material, fan

Show awareness of a range of total body movements e.g. swinging, floating, rolling

Show awareness of a range of different body orientations e.g. flat, bunched up

Show awareness of where their body is in space e.g. on top, under, crawl through

Show awareness of a range of pace of movement e.g. slow, quick, jerky, smooth

Show awareness of different textures touching body e.g. cold, soft, rough

Show awareness of their limbs being moved passively e.g. stretching in exercises or as part of action songs e.g. during sing and swing, music and movement

Show awareness of objects in designated spaces touching different parts of the body

Move their hands and arms with hand-under-hand support/hand-over-hand support and/or co-actively e.g. during music and movement

Show awareness of body awareness songs and games e.g. head, shoulders, knees and toes or round and round the garden

Actively move as part of body awareness activities

Fine Motor

***Reaching** - Pupils should have opportunities to:*

Bring their hands into midline

Have objects of various kinds placed in their hands

Touch objects of various kinds with their hands

Touch objects in midline/on left/on right/cross midline

Touch objects with one hand/with two hands

Bend and straighten their arms

Reach for objects just out of reach – midline/right/left – one hand/both hands

Reach for objects and bring them close– midline/right/left – one hand/both hands

Reach for objects and grasp them whole hand

Reach for objects and grasp them pincer grasp

'Reach' /aim with feet to hit target/obtain object

Grasping - Give opportunities to grasp with the left hand/the right hand and both starting with objects very close to the dominant hand. Pupils should have opportunities to:

Swipe objects e.g. hanging on activity arch

Open and close their hands

Close their hands round an object

Locate a hand-sized objects and try to grasp it

Hold hand-sized objects with palmer grip for increasing amount of time

Squeeze objects using the whole hand

Use whole hand to press switch,

Pick up objects using a whole hand grasp

Pick up and put down objects with several fingers and thumb

Locate small objects and try to grasp them

Hold objects using the pincer grip for increasing amount of time

Move at the wrist whilst holding objects,

Rotate arms while holding objects,

Hold onto a bar e.g. to hold themselves up for increasing the amount of time

Hold onto a bar e.g. to hold themselves up for increasing the amount of time

Hold objects and put them in contact with another e.g. hang two objects together, put objects in a box, bang drum with stick

Crawl with object in hand,

Grasp objects that are unseen e.g. from in a feely bag

Releasing. Pupils should have opportunities to:

Allow people to take objects from their hands

Let go of hand – sized objects

Put down objects using a whole hand grasp

Pass objects from hand to hand

Holds objects with two hands, stabilise them in one, and take other hand away

Rotate arms and drop objects

Swap objects from hand to hand

Pick up and put down repeatedly

Manipulating. Pupils should have opportunities to:

Take objects to their mouths

Use their hands to manipulate objects e.g. shaking, banging, pushing, throwing

Use whole hand/several fingers at once to press switches/buttons/keys on keyboard

Use index finger to press buttons or poke objects

Grasp felt tips/brushes etc. e.g. to make mark

Raise arms and drop objects into containers

Post objects into containers e.g. posting box

Place objects in specific places with increasing precision e.g. simple board/jigsaw)

Rotate objects in their hands

Re orientate objects in hands

Gross motor movement

Sitting. Pupils should have opportunities to:

Maintain head control

Move their head in all directions

Sit in a fully supported position

Sit in a chair with sides

Sit on a classroom chair without sides

Sit on a range of different kinds of chairs

Sit on a stool, edge of the bed with no back or sides

Move their limbs in a sitting position

Move their trunks in a sitting position

Pivot round sideways in a sitting position

Push or pull themselves to sitting from lying.

Standing. Pupils should have the opportunity to:

Stand fully supported,

Stand with hands held or holding on

Stand unsupported

Move their limbs whilst standing with less and less support

Pull or push up to standing themselves
Stand up from a chair or stool
Stand up from the floor
Sit down with hands being held or holding on
Sit down on chair or stool
Lower themselves to the floor from standing.

Walking. Pupils should have opportunities to:

Walk fully supported
Cruise along class furniture
Walk with two hands held
Walk pushing a walker
Walk with one hand held
Walk unsupported
Take steps backwards e.g. to sit on a chair or toilet
Change directions when walking supported
Change directions when walking unsupported
Walk on different surfaces
Walk up and down slopes holding a rail
Walk up and down steps holding a rail
Walk up and down slopes
Walk up and down steps

Mobility

Always consult with therapists to ensure that physical/health targets have been agreed between all the professionals before planning a mobility programme

Indoor mobility. Pupils should have the opportunities to:

Crawl or bottom shuffle
Slide on back/tummy
Pivot on bottom or knees on floor
Roll
Rock/row backwards and forwards e.g. row your boat

Push and pull people and objects
Bounce on trampoline
Throw and roll objects beanbag, balls
Catch objects from bigger to smaller
Move forwards and backwards
Move in and out of objects e.g. tunnel, den, tent
Move slowly and quickly maybe being pulled in a blanket

Outdoor mobility. *Pupils should have opportunities to:*

Use playground/adventure equipment to swing, slide, rotate, climb and ride
Ride bikes or trikes eventually pushing the pedals themselves
Move over a range of different outdoor surfaces e.g. woodland trail, shopping precinct, grass, shingle, cobbles.

Water Mobility - *Many children with PMLD benefit from the weightlessness experienced in water and can move more freely than they can on land. Many of the movements in standing and walking can be practised in the water.*

Children should have opportunities to:

Enter the pool as independently as possible
Get out of the pool as independently as possible
Achieve vertical balance in the water
Back float
Move from back to vertical
Rotate in the water – from back to front and front to back
Control unwanted rotations
Move arms in the water
Move legs in the water
Jump when in the water
Crawl in shallow water
Walk in deep water
Propel themselves in the water
Tolerate face getting wet
Blow bubbles in the water

Me and My Community

Sense of self

Pupils should have opportunities to:

Demonstrate comfort and security through being happy and calm– emotional well being

Demonstrate likes and dislikes

Make choices that influence the environment around them

Develop own identity

Interaction and Relationships

Pupils should have opportunities to:

Interact with familiar people

Show they can work co-actively with familiar people

Show anticipation of familiar social activities and events

Show they have had enough of social interaction

Show preference for particular people, objects and activities

Respond with interest in the actions of others close by

Engage actively in familiar social activities and events

Share joint attention in an object or activity

Actively seek out attention from others

Actively play with another person

Lead an interaction game

Be aware of people around them

Respond to interaction with familiar people

Attract and maintain attention

Establish the conventions of group activities

My Community

Pupils should have opportunities to:

Show awareness of different environments

Demonstrates likes and dislikes for different environments

Anticipate going to a specific environment

Respond to interesting stimuli within the environment

My Knowledge

Awareness of stimuli – people, objects and activities

Pupils should have opportunities to:

Recognise an obvious change happening very close to self-e.g. stills when hand is massaged or when sees a bright flashing light

Recognise when a stimulus starts and stops e.g. stills, moves limbs, turns after the stimuli start or stop

Accept stimuli for an increasing amount of time e.g. will hold objects or allow feet to be in the foot spa

Respond to a widening range of stimuli e.g. turns to a range of flashing objects

Anticipate stimuli that occur over and over again e.g. smile before being pushed on a swing after several pushes

Respond to a range of stimuli that are quieter/less obvious e.g. smile at quiet singing

Attend to stimuli further away e.g. hears music a few feet away or smells lunch as the trolley comes in

Transfers attention from one stimulus to another e.g. looks at jumping dog and when it finishes look at moving car

Attend stimuli in a busy classroom e.g. watch another child moving around

Locate a specific stimulus against a busy background e.g. find favourite toy in a box of several toys or turn to name in a noisy room

Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

Exploration of objects, materials and substances

Pupils should have opportunities to:

Use their senses to register interesting events around them e.g. listen to drum, watch moving toy, touch gloop

Locate moving stimuli e.g. track a florescent ball or moves head to sniff perfume as it passes from one side to another

Turns to objects and sounds that are activated but in one place e.g. turns head to locate flashing light

Makes things happen when they move randomly e.g. the space blanket crackles when the child wriggles or arm movement activates a hanging bell

Activate toys that provide an interesting effect randomly and without connecting the cause to the effect e.g. pats a BigMac switch and something motivating happens or kicks the keyboard and sounds happen

Control of objects and materials

Pupils should have opportunities to:

Make things move deliberately with gross movement e.g. knock mobile, kick bells, swish water

Make things move deliberately with finer movements e.g. whole hand or head to activate switch or swipe objects that give a strong reward

Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

Operate a toy that requires a single action e.g. button on Jack-in-the-box, switch the bubble tube

Activate toys deliberately, using different movement for different toys e.g. shaking bells and banging drum

Shift attention between different objects/actions e.g. actions on an activity centre

Manipulate objects purposely e.g. empty and fill containers, stacking blocks

Press buttons to make toy work e.g. keyboard, musical toys

Look for favourite objects in a box of similar items not deliberately hidden

Open containers to find objects e.g. lift lid, press buttons, pull top off

Use objects and materials according to their function e.g. brush for hair, shoes on feet, and paint on paper.

Sequence and pattern

Pupils should have opportunities to:

Take turns in repetitive games where the adult stops to wait for a response e.g. Intensive interaction, action songs

Anticipate routine events i.e. see a pattern in the event e.g. action songs, eating, being hoisted

Recognise familiar places e.g. look up at the lights in the sensory room, go straight to a favourite object in the hall

Explore objects that are used in familiar routines e.g. spoon, cup, hair brush, drum

Take turns actively e.g. rolling ball to partner, passing objects backwards and forwards

Choose between two or more motivating toys

Respond to an object cue e.g. sits down for a drink when sees cup

Select appropriate resources for a familiar routine

Operate toys that require more than one action to complete e.g. bubble tube controlled by latched switch, CD player knobs

Operate toys that need to be pulled apart and put together e.g. stickle bricks, Duplo

Follow objects that move within the toy e.g. cars down a slope, balls in a tube

Put objects into a container one at a time e.g. balls down a tube

Select preferred objects from a mixture of objects e.g. in a box

Look at the bottom of a sliding/tumbling toy for the object to appear when it can't be seen travelling down

Use objects that require two or more actions to complete e.g. posting shapes

Use early problem solving for a familiar event e.g. selecting a car or ball to roll down the slope rather than a piece of material or paper

Solve simple problems where understanding the pattern is important e.g. when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight.