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| **Cognition and Challenge** | | |
| **Pre-formal curriculum**   * observing the results of their own actions with interest [for example, listening to their own vocalisations] * remembering learned responses over more extended periods | Opportunities for random activities cause effect suing objects of different amounts, shapes, sizes  Develop learner’s response to a disappearing object | Place the learner on a reactive surface (e.g. a space blanket or resonance board). Use a range of surfaces or toys which react to touch (e.g. a survival blanket, an interactive floor mat, a sound beam. You could also use a ‘little room’ or ‘Be-Active Box’). Provide opportunities for the learner to have an effect ‘by chance’ on the immediate environment, for example, by knocking a noisy toy. Reinforce these actions, prompting a repeat and ensuring a consistent result.  When the learner is focused on an attractive object, move it slowly and deliberately out of sight and watch for any reaction. Use a variety of situations or places to encourage the learner to ‘look after’ an object which has disappeared from view. |
| **Maths** | | |
| **Semi-formal - SS2** - Number   * Taught to count reliably to 5, make sets of up to 5 objects and use numbers to five in familiar activities and games | * Encourage young learner to touch 1,2,3 as the adult counts, counting toys or pictures, * Count out sets of 3, such as knife, fork and spoon | Rote Counting and counting including touching to help with one to one correspondence.  Number songs, stories, rhymes with Makaton signs also use objects  Washing line activities  Snack time  Register  number lines  Provide collections of objects– where possible the objects should be identical in shape, appearance and size. |
| **Formal - B1** - **Number**   * Accurately count out a small number of objects from a larger group (e.g. count out twelve pieces of Lego from a box of bricks) | * Use counting to share from a larger group. E.g. give every child 5 blocks to count. * Look at different arrangements of the same amount and show that it still has the same amount. | Numicon kit 1Patterns 2a/2b Numbers and number system 3a |
| **Semi-formal - SS2** - calculations  **Addition and subtraction**  The learner is;   * Taught to respond to ‘add one’ to a number of objects in practical situations | **Addition and subtraction**   * Model and prompt learner to respond to requests such as add one pencil to the pencils in the pot, add one sweet to the dish | Cooking activities, cake sales,  Numicon Kit 1 Pattern 3a  Predict a change in events. What happen if…?  Adding items from containers  Practical activities and games e.g recording information, using objects tallies, pictures symbols using simple charts (pictograms) and make comparisons .  Organising social activities place the right amount of objects, tickets etc.  Food preparation adding more looking at proportion and change when more portions are needed. |
| **Formal - B1** - **calculations**   * Begin to use own methods to record combining two sets | Use different techniques including symbol and pencil marking to begin to record simple addition of small amounts. Then begin to build this into simple number sentence | Use objects to make equal sets e.g. blocks  Use bowls or other containers as a vessel for objects  Numicon  Symbols to show number sentences and more or less  Paper  ICT: Busythings, Twinkl, etc.  Base 10  Vocabulary list |
| **Semi-formal - SS2** – measurement height/weight  Encouraged to use familiar words or signs in practical situations when they compare sizes and quantities | * Model and encourage the learner to use the words ‘heavy’ and ‘light’, ’more’ and ‘less’, to compare objects or quantities | Exploratory activities – experiencing size, weight , volume by comparison.  DT activities – weights, balancing, emptying, filling containers in gardening, matching sizes.  Experiments in science  Sport activities using distances near and far, weights |
| **Formal - B1** – **measurement height/weight**   * to make simple estimates and check accuracy using non-standard units | * To compare simple comparisons with other objects i.e how many blocks high is the table. Or how many blocks fit the length of the book. Try and see if they can guess how many will fit first before proceeding. | ICT: espresso, Twinkl, Busythings  Objects to compare sizes.  Measure snakes  Weights  Scales and balances |
| **Semi-Formal – ss2** - **Positioning**  Encouraged to use some positional language in activities and conversations. | * Play games / lead classroom activities that use positional language | Use language related to movement and position.  Using cooking and art activities to describe and use shape |
| **Formal - B1** – **positioning**  Show some understanding of words, signs and symbols that describe positions (e.g. responding to a request to put an object in, on, under, or inside another object). | * Understand the correct vocabulary to help describe position in accordance with the level.   Make sure practical activities are used to help see if they understand the positional vocabulary. E.g. dolls house, set up a situation and they have to describe the position of objects. | Vocabulary sheet  Objects for showing position e.g. dolls house, a shelf, a table to place things on and under. |
| **Formal – MS2** - **statistics**  MS2   * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity | *Use lists or tables to organise results e.g. use a science topic such as ‘Ourselves’ to decide if older children are always taller*  *• Present findings and answers to questions using block graphs and pictograms to show, e.g. children’s eye colour*  *• Use pictures to represent the numbers of cubes that can be placed on discs of different papers before each disc sinks* | CT: busythings, twinkl, espresso  Wordprocessing  People  Worksheets  Objects  Grided paper |
| **Science – living things and their habitats** | | |
| **Semi-formal - SS2** - **Observations**  Recognises distinctive features of objects, | Adults will introduce learners to the idea that objects have various features and properties that can be used to describe them.  Adults will provide and encourage learners to use vocabulary linked to features of objects.  Adults will encourage and help learners to discuss and raise questions about features of various objects so they become familiar with the vocabulary, for example: hard/soft, waterproof/not waterproof.  Adults will provide learners with range of activities to enable them to make observations of various resources including different objects, living things in their habitats, etc. and their features. Adults will encourage learners to observe and describe objects by what look like, feel like, sound like and smell or taste like.  In particular, where learners have VI and HI the adult should consider ways to enable the learner to observe using their other senses. | Provide the necessary vocabulary and language related to living things in order to recognise distinctive features.  Provide a wide range of observational opportunities using a range of senses to observe living things both outside the classroom and in it. This can include observing and identifying the features of a plant, including plants in water and trees as well as animals, birds and insects. When focusing on key features, care should be taken to provide the necessary vocabulary when looking and observing these features. Plant/tree features could include leaves stem, flower, fruit, trunk, branch, roots.  Animal, bird, fish and insect features could include head, leg, body, eyes, beak, wings, feathers, hair, scales, fins.  In addition to identifying specific features observations should also be made about where these living things are found e.g. fish in water, birds in trees, insects in the earth or grass.  Provide games which allow opportunities to recognise features of animals and plants e.g. match the feathers. How many leaves are on the tree? Which plants have blue flowers. Group plants and trees together to provide opportunities to recognise that they are part of one living group and grouping animals, insects, birds and fish together to recognise they are part of a different living group  These experiences can be supported through outside activities and exploration of different environments such as the outside area in the school, school visits such as trips to the farm or zoo. Opportunities to have animals in school. Visits to gardens, woodland, the beach. Opportunities to care for animals and observe them before letting them go by looking after a wormery, snails, caterpillars. Growing plants and observing plants, growing fruit and vegetables.  ***Always treat animals being used for observations with care and ensure they are returned to their natural environment as quickly as possible*** |
| **Formal - B1** - **Identifying and Classifying**  Sort and group information giving more detailed explanations | Adults will provide learners with a range of activities and resources enabling them to sort and group information.  Adult will model to learners how to sort and group information based on identifying their multiple characteristics.  Based on the learners’ previous knowledge and ability to sort adults will encourage and support learners to investigate, reflect and describe similarities and differences from a set of objects.  Adults will support learners to state whether objects in a group have more than one common factor. | When devising sorting and grouping activities learners will be encouraged to expand upon their reasons for sorting or grouping using more detail. This can mean they give several reasons for sorting and grouping as they have or they give a more detailed explanation of the sorting criteria e.g. all these objects are grouped together because they float and are made of plastic. |
| **Geography** | | |
| **Semi-formal Curriculum - SS1**  Answer simple questions about places and people | Support the learner by providing objects of reference and tactile experiences. The learner will use appropriate gestures/symbols/signs and speech to answer simple questions. | Photographs, videos, symbols, Makaton, AAC communication book. Look at a variety of children’s maps - what is the biggest country and what looks like the smallest. Explain that the blue is the sea and the brown is the land. Look at different continents culture and features e.g. how do the people live there? What do they wear? Is it hot or cold? Use an inflatable globe or world mat ask about different countries students’ parents may come from? How do you get to that place? Look at variety of images of people/cultures. Visitors from outside, Small world toys and dressing up. Role-play / drama. Cultural examples including food (smell & taste), music, textures, fabrics, videos. Make a place, such as a seaside, using collage or paint what would they wear on a hot and sunny day. |
| **Formal Curriculum - M1**  Ask questions and respond to questions – like what and where? | Provide simple and clear language when asking questions, visually supported by Makaton or symbols where appropriate. Provide differentiated support to enable student to answer questions through encouraging speech, use of symbols, switches, Assistive technology.  Clearly model use of questioning to encourage students to form their own questions. | Provide opportunities for students to explore a wide range of items and sensory experiences linked to different cultures and natural geography as a stimulus for asking and responding to simple questions. What is the weather like today? What animal would we find in the rainforest/ocean? What would you wear when it rains? |
| **RE – Sikhism** | | |
| **Semi-formal curriculum SS1**  Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings | Support the learner by providing an opportunity to explore artefacts symbols, and stories and meanings of different religions to stimulate enquiry. | Photographs, symbols, video’s Makaton, communication book, AAC appropriate words to select from using Big Mac and switches. Use pictures of important buildings/statues for different religions, Gurdwara. Look at the story of Guru Nanak. Ask the learners questions about key points of the stories. Use symbols, pictures and Makaton to help with communicating their answers. Explore religious artefacts and their use/significance, add odd objects amongst the props to see if the learners are able to identify what does not belong. |
| **Formal curriculum - Milestone 1: Name, recall and recognise**  Name and talk about at least one festival. | Support the learner to identify and talk about a festival which belongs to a certain religion at the correct time of the year. Support the learner to understand what the events and the experiences of the festival mean to people of the faith. Support the learner to understand what are the cultural customs surrounding the celebrations. | Present at least one festival for each religion (Christianity: Christmas, Shrove Tuesday, Easter. Hinduism: Divali, Raksha Bandhan. Judaism: Purim, Hannukah. Buddhism: Wesak, Dharma Day. Sikhism: Guru Nanak Gurpurab, Vaisakhi. Islam: Eid al-Fitr, Eid al-Adha).  Use photographs and videos to show how a festival is celebrated. Identify and name a religious festival when learners have come into contact with representative pictures, videos, religious music and artefacts of the studied religion. Talk about the distinctive characteristics of a chosen festival (e.g. During Ramadan, Muslims can only drink or eat when the sun sets, Eid begins when the new moon is seen in the sky). Discuss and act out the story behind a festival (e.g. the legend of return of Rama and Sita when celebrating Diwali). Engage in role play activities, talk about rituals and explore the cultural customs of a religious community (e.g. When celebrating the Jewish festival Purim dress up as Kings and Queens and have a parade, prepare the Purim dinner table by making Hamantaschen and triangular Purim cakes). Take pictures and videos of children celebrating a festival and make a book or a journal on how the class celebrated it. When acting out a festival story, take pictures of each part of the story and then sequence the pictures to retell the story (e.g when celebrating the Nativity story take pictures of the Angel Gabriel visiting Mary, Mary and Joseph visiting Bethlehem, Mary giving birth to Jesus, the shepherds visiting Mary Joseph and baby Jesus). Encourage the learners to talk about a festival by using their preferred means of communication. Encourage the learners to fill in missing key words or sentences when an adult talks about a chosen festival and pauses. Link seasons to festivals and talk about how nature can symbolise religious concepts (e.g. Easter, which marks the beginning of a new life with Jesus’ Resurrection, is celebrated in Spring time when the trees and flowers start blooming. Learners plant an Easter Garden to symbolise the new beginning. Play quiz and matching games to consolidate learning. |
| **ICT** | | |
| **Semi-formal Curriculum – SS2**  Show they understand that information can be stored on a computer | Support the learner to ask to see a picture saved earlier.  Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. | Photocopier  Desktop computer  Ipads |
| **Formal Curriculum - M1 /2**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Teach the learner to improve mouse control.  Teach the learner how to log on and off a computer using their own username and password. | photocopier  Desktop computer  Ipads |
| Communication, interaction and Literacy | | |
| **English**  **English Texts : Handa’s Surprise, Lila and the secret of Rain.**  **Poetry, Recounts, Instructions**  **Enrich stories: Chicken in the Kitchen Tata Story time You Tube, The Spider Weaver** | | |
| **Pre-formal Level 4 CAL Understanding**  Respond’s to adult’s behaviours e.g. takes offered objects, takes held-out hand, follows a point.  **.** | * One to one interactions led by the child. * Reduce distractions. * Reduce sensory overload – one focus at a time. | Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE) |
| **Semi-formal - SS2** – Reading Initiation   * Begin to show curiosity/enjoyment about content at a simple level e.g. indicate a favourite character or event. | Teach the learner to use a personal power point to share content with others.  Create personal books where the student is the central character. | Ensure access to stories for all learners by using a range of visual cues and story props.  Add learner-made books and adult-scribed stories to the book area and use these for sharing stories with others.  Pupils to lead the creation of their own books  Create personalised books which appeal to the pupil, using the most appropriate means from power point to cut and paste.  Use clicker grids or appropriate choices to create books and shared texts about self or events.  Share and make alternative story boards with robust flaps (eg. lids from wipes)  Use books in a way that will engage anticipation, with a surprise prop, expressive voice or action as some ideas. |
| **Formal - B1** – **Consolidation and Application**  Act out/ describe events in stories | Model and encourage dramatic retelling of stories.  Provide space and time to re-enact stories in a multitude of ways  Provide story props to aid retelling of key stories. | • Help learners to identify the main events in a story and to enact stories, as the basis for further imaginative play. |
| **Semi-formal - SS2** - **Rhymes**  **Initiation**  The learner;  Enjoy rhymes and with some prompting, joins in with actions or vocalisations | Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words.  Reads alternative rhyming books which are accessible and engaging.  Allow lots of repetition to embed the rhymes and allow success**.** | Regularly include rhyming books as part of the daily book sharing session.  Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It’s raining, it’s pouring as the learners get ready to go outdoors in wet weather).  Be creative and match rhymes to the children’s interests (particularly older learners or learners that may have spent a long time developing this skill). |
| **Formal - B1** – **Rhymes**  **Consolidation and Application**  Enjoy joining in with rhythm and rhyme activity | Regularly change rhymes and rhythms during activities and encourage playfulness by modelling trial and error.  Build on and scaffold previous successes and songs and rhymes that an engaging. | Regularly include rhyming books as part of the daily book sharing session.  Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It’s raining, it’s pouring as the learners get ready to go outdoors in wet weather). |
| **Semi-formal - SS2** – **comprehension**  Show understanding of what is happening now and what will happen next | Use now and next cards routinely to anticipate what is happening next.  Use daily timetable (this could be broken up into smaller chunks, where needed and could take the form of symbols / objects of reference) | Use symbolised visual timetables that show who, what, where  Plan for role play related to daily routines / story language.  Allow time for imaginative role play and observe the language used independently and develop it through modelling and extending (i.e. The student says *“I eat breakfast”.* Extend by saying *“ Yes, I eat breakfast, in the morning, too”* |
| **Formal - B1** – comprehension  Understand and use in context some terminology relating to passage of time before, after, later, next | * Use the words later, next, before and after in within context during every day routines. * Use them in two step instructions before gradually extending sentences, to be acted / carried out. * Encourage and support student using these terms to give instructions / describe in games and real life contexts. | Sequence story events using words/ pictures / eye gaze or another accessible method.  Allow opportunities for the student to judge the adults/ peers sequencing and correct mistakes.  Provide word cards / talking cards with key words relating to the passage of time: before, after, later and next.  Make daily routine cards or multi-sensory boards to refer to throughout the day.  Provide story context cues for key events (these could be multi-sensory and link to key events or pictures) |
| **Semi-Formal – ss2** –**Word Reading**  Recognise that words rhyme | * Regularly repeat rhymes, as part of the daily routine so that they become familiar. * Create times in the day where rhymes are shared as part of reading for pleasure. * Create word play by changing words of familiar rhymes to new words. * Play rhyming string games * Support children to create their own rhymes | Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme Encourage rhyming in a quieter environment, with few distractions.  Provide alternative ways to rhyme, for children who can’t easily vocalise ( i.e. choosing objects / symbols / photos)  Provide rhymes that will appeal to the learner. |
| **Formal - B1** – **position word reading**  Recognise and begin to blend the following phonemes from Read Write Inc  - s a t p i n  - m d g o c k | * Follow Read Write Inc order of learning to read letters and words * Model oral blending of sounds to make words in everyday contexts, e.g. ‘Can you get your h-a-t hat?’ * Daily phonics session and short practise sessions several times throughout the day. | Encourage recognition of letters in familiar names / words.  Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.  Letters and Sounds –Phase Two and Phase 3  Use consistent handwriting patter for teaching letter formation as each phoneme / grapheme is taught which might relate to Read Write Inc or to OT programmes  Provide 3D letters to touch and explore. These might have different textures or be raised (German Film and ball point pen).  Use consistent communication across the curriculum with the understanding that different forms /styles of communication may lend themselves to some subjects more than others (i.e. a communication book may be used when there is no computer for eye-gaze i.e. working outside).things on and under. |
| **Semi-Formal SS2 Writing transcription spelling**  Recognise own first name in a range of contexts  Symbol users: match whole word symbol for own first name and other familiar words | Support learners in recognising their own names.  Encourage learners to recall words / symbols that they see frequently, such as their own and friends’ names. | Class name lists, registers  Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters. |
| **Formal – B1** - **Writing transcription spelling**  Consistently use known initial phonemes when writing words | Talk to learners about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. | Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.  Provide writing resources for both indoor and outdoor play. |
| **Communication** | | |
| **Pre-formal**  Individual communication target taken from EHCP | * One to one interactions led by the child. * Reduce distractions. * Reduce sensory overload – one focus at a time. * Individual adaptations on students’ timelines | Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Story Massage  Tac Pac /Handy Pac  Sensology |
| **Semi-formal - SS2** –CAL Level 10 Listening and attention  Recognises familiar sounds e.g. Animal noises, vehicle noises and sounds in the home or setting. | Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low | Link to Letters and Sounds –Phase One Aspect 1 General sound discrimination - environmental |
| **Formal - B1 – Level 12 CAL Listening and attention**  Can concentrate for short amounts of time when listening during simple conversations. | Cue learners into a change of conversation, e.g. ‘Now we are going to talk about…’ | Plan regular short periods when individuals listen to others, such as sharing an experience or describing something they have seen or done.  Link to recount |
| **Personal and emotional** | | |
| **Pre-formal - P3ii-**  Stage 2 Participation  Involvement  **Self –confidence and self-awareness**   * To learns that their own voice and actions have effects on others. * To use pointing with eye gaze to make requests, and to share   an interest.   * To engages another person to help achieve a goal, e.g. to get an * object out of reach | Use a range of preferred objects or activities and use prompts to initiate exploration. | Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines  Sensory Cooking  Sensory Exploration – Tac Pac  Massage  Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE) |
| **Semi Formal (PSE4)**  **Respecting differences between people**  Identify simple differences  and similarities between  people.  Recognise that everyone is unique and special and no one should be treated unfairly.  **Taking care of the Environment**  Identify simple ways in  which we may take care of  people and/or animals.  . | Take a photo of the learners’ face, print it and blow it up to as near life size as possible, then sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.  Compare and contrast with other learners looking for similarities as well as differences.  Compare and contrast photos of family, houses, cars, pets, anything that learners might feel is important. Again, look for similarities as well as differences  Explore the outdoor school/environment using all senses, understand and look after the environment  Involve learner in making homes for creatures that live in the outdoor school  Involve learner in supporting protection of plants and maintaining the outdoor school environment. | Access to photos, videos, books that show difference.  Access to activities in which differences are celebrated.  Teacher Drive : Equals SLD (Semi-Formal) Curriculum SoW: *My Outdoor School* |
| **Formal – (PSE6)**  **Respecting differences between people**  Describe things that all  people have in common.  Identify some of the  differences between people  in terms of ethnicity, culture, religious  identity etc. (protected  characteristics in the  Equality Act 2010).  Explain what it means to discriminate against someone.  Recognise that prejudice  and discrimination in any  form are unacceptable.  **Taking care of the environment**  Recognise different ways  of showing compassion  to other living things (e.g.  wildlife, pets).  Develop vocabulary to describe shared  responsibilities we all have  for taking care of other  people, living things and  the environment we live  in. | Explore same and different cultures and groups that learners belong to: have brothers and sister, aunts, uncles, grandparents; live in houses, bungalows, flats; have pets; eat same/different food; visit same/different places of interest to show both similarities and diversity.  Recognise what we all have in common, despite differences (e.g.in age, ability, sex, sexual orientation and gender identity).  Invite people to school who reflect diverse ethnic origins, encouraging 1:1 interaction with visitors and all pupils. Emphasise that in the UK there are lots of people whose families originated from different countries. Celebrate and share class adult and learner's origins.  Take advantage of any cultural weeks or celebratory days in school where activities are naturally themed around a particular culture so the all learners can experience different cultural aspects.  Role play situations where a judgement is made about someone before someone has tried to communicate with him or her. Develop agreed codes of behaviour - drawn up by learners and adults. Making it clear how to deal with difficult situations. Discuss/role play appropriate action.  Explore the outdoor school/environment using all senses, understand and look after the environment  Involve learner in making homes for creatures that live in the outdoor school  Involve learner in supporting protection of plants and maintaining the outdoor school environment. | Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  Mirrors, photos  Games e.g. potato heads,  Persona dolls  Puppets  Small world play  Teacher Drive : Equals SLD (Semi-Formal) Curriculum SoW: *My Outdoor School* |
| **Creative - Art** | | |
| **Pre- formal – 3ii**  **Involvement (P3ii)**  Pupils use emerging conventional communication   * Develop learner’s purposeful action on everyday environment | Try a range of everyday play activities (e.g. sand, water) which require the learner to interact repeatedly to gain an effect. Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment. | Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Art activities: Animal matching  Exploring food around Africa (Making tactile map)  Creating sensory bin (Rain forest, Safari, at the sea side, desert)  Making musical sensory bottles (rain sticks, beans, colourful sprinkles) |
| **Semi-formal – SS1 Exploration**  use tools and materials purposefully | preferences for activities and begin to carry out simple processes;  show they can create and apply familiar techniques to a task. | Pick brushes or rollers for painting.  Manipulate and shape malleable materials to produce a desired effect.  Using clay or sand/rocks/leaves  Provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space.  Creating small own world (Rain forest, jungle, at the sea side |
| **Formal – MS1** - **creative, historical and cultural works**  To tell others something about the art works I have looked at | Introduce children to different types of artwork.  Provide symbols to support communication  Provide different tools to allow them to explore the different types of art.  Feeling the art textures for VI children to understand the art work. | A range of cultural Art.  Access to Cultural Art – encourage to bring items or Art work in form their own cultures to talk about. |