

Science Curriculum Pre-Formal

| Intent | Implementation | Impact | Measuring impact |
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| <p>Science at Beaucroft aims to offer a student-centred, structured approach to teaching and learning which enables the pupil to gain knowledge of the world together with some experience of life and physical processes.</p> <p>Pupils should encounter activities and experiences and show an emerging awareness of activities and experiences.</p> <p>Begin to respond consistently to familiar people, events, and objects.</p> <p>Be proactive in their interactions and begin to communicate intentionally and use emerging conventional communication.</p> | <p>Science in the pre-formal curriculum ensures learners working at the earliest stages have sensory opportunities mapped to their individual needs and next steps. Experiences are repeated regularly to allow students to develop familiarity and feel confident to interact. Science is incorporated into the cognitive curriculum and is linked to the three-year rolling programme of termly themes.</p> <p>There are fewer structured 'taught' sessions to ensure that students' sensory, physical or care needs can be met and that our students are as functional as possible to enable students to be independent in their play, actions and discoveries.</p> | <p>Pupils will:</p> <p>Anticipate some steps within motivating, very familiar daily routines.</p> <p>Anticipate familiar activities from cues (such as object of reference, songs, scents, or action sequences) presented just before activity e.g. alerts towards part of a room where activity happens.</p> <p>Shift attention between adult and object with adult support.</p> <p>Identifies meaning of familiar motivating stimuli (e.g. recognises own name or identifier / recognises keyworker by identifier, sight or perfume / wants to finish activity when smells dinner).</p> <p>Respond to landmarks (e.g. by looking or repeatedly touching) on very familiar routes e.g. classroom to toilet, bus to classroom.</p> <p>Consistently finds preferred item, area, or surface in individual base area within classroom.</p> <p>Orientates self in very familiar small environments (e.g. individual base area within the classroom).</p> <p>Briefly explore classroom environment(floor surface, furniture doors etc) through touch and/or other senses with support from a key worker.</p> <p>Continue actions begun coactively with adult (immediate imitation).</p> <p>Consistently anticipate steps in familiar sequences.</p> <p>Anticipate sequence of very familiar group activities e.g. snack time.</p> <p>Respond consistently to range if environmental features e.g. entry to the building, grass underfoot, sound of windchimes.</p> <p>Use appropriate mobility strategies on familiar routes with support from staff e.g. trailing, visual scanning, recognising landmarks.</p> <p>Uses sensory input (sight/sound/passive touch/scent) to orientate self in familiar surroundings.</p> <p>Recognises familiar routes around school e.g. from bus to classroom and classroom to bus.</p> <p>Locates or avoids objects using sight, hearing, touch or vibrations.</p> | <ul style="list-style-type: none"> • Individual Learning Journey's • EHCP outcomes • SaLT • Attendance • Classroom monitor data/ Mapp data • Class assessment recording sheets. • Post-it notes. • RAG charts. • Photos and videos • Person Centred Reviews • Parent consultation meetings. • Camera: Photos of work for assessment. |