



# Pre-Formal Pathway Long Term Plan - 2024—2025

<p><b>Autumn Term</b></p> 	<p><b>Autumn 1</b></p> <p><b>Happily Ever After</b></p> <p>(Traditional tales, Disney, fairy tales, families, prince, princesses, royal family, stop motion stories, drama, castles)</p>	<p><b>Autumn 2</b></p> <p><b>Winter Fest</b></p> <p>(Halloween, Bonfire Night, Christmas, weather, seasons)</p>
<p><b>Important dates</b></p>	<p>September -</p> <p>13th - Roald Dahl day, 15th - International dot day, 16th - 22nd - Jeans for genes, 19th - Pirate day, 24th - 30th Recycle week</p> <p>October -</p> <p>Black History Month, Downs syndrome awareness week, 1st - Harvest Festival, 3rd - National poetry day, 10th - World mental health day, 31st - Halloween</p> <p>Half Term - 28th October - 1st November</p>	<p>November -</p> <p>1st - Diwali, 1st &amp; 2nd—Day of the dead, 5th - Bonfire Night, 10th - World science day, 11th - Remembrance day, 11th - Nursery rhyme week, 11th - Maths week, 15th - Children in need</p> <p>December -</p> <p>Christingle, 8th - Bodhi day, 12th - Christmas jumper day, 25th - Christmas, 25th - Hannukah</p> <p>Christmas Holidays -</p> <p>23rd December - 3rd January</p>
<p><b>Cognition</b></p>	<p>Early Maths and Early Literacy activities linked to pupil's individual outcomes.</p> <p>Sensory mark marking (prompted, independent or purposeful at child's individual level)</p> <p>Engagement during adult led and group activities</p> <p>Demonstrates availability for learning and interacting</p> <p>Uses familiar objects conventionally in play</p>	
<p><b>Communication &amp; Interaction</b></p>	<p>Individualised outcomes</p> <p>Engages in reciprocal interaction</p> <p>Shares attention</p> <p>Shares intentions for social interactions</p> <p>Shares intentions for joint attention</p> <p>Uses gestures and nonverbal means to share intentions</p> <p>Uses AAC for a range of functions; request, comment, refuse etc.</p> <p>Responding during social interactions with adults and peers</p>	
<p><b>Social, Emotional &amp; Mental Health</b></p>	<p>Expresses a range of emotions</p> <p>Self and mutual regulation strategies</p> <p>Joint play with an adult</p> <p>Joint play with peers</p> <p>Developing group attention</p> <p>Play skills at own levels; making choices, tolerating adults or peers alongside them, imitating sounds and actions, reciprocal turn taking, using objects in play, joint play with an adult/peers</p>	
<p><b>Physical &amp; Sensory</b></p>	<p>Sensory motor actions</p> <p>Gross and fine motor movements</p> <p>PE including any coaching sessions</p> <p>Swimming including hydro/physiotherapy swims</p> <p>MOVE where appropriate</p> <p>MATP where appropriate</p>	
<p><b>Suggested visits &amp; experiences</b></p>	<p><b>Educational Visits -</b></p> <p>Fort Perch Rock, Bidston Hill, Disney movie cinema screening, Eastham Woods, Disney character visit to school, Theatre trip</p> <p><b>Activity Passport -</b></p> <p>Bake a cake, Go to the cinema, Go to the forest, Watch a play, Make a sandwich, Raise money for a charity</p>	<p><b>Educational Visits -</b></p> <p>Pumpkin farm, Halloween trick or treat, Christmas grotto, Garden centre to see Christmas decorations, Reindeer farm, Pantomime visit, Christmas markets, Church visit</p> <p><b>Activity Passport -</b></p> <p>Make a celebration card, Perform with the class, Splash in puddles, Watch a play</p>


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 <p><b>Spring Term</b></p>	<p><b>Spring 1</b></p> <p><b>Ticket to Ride</b></p> <p>(Holidays, cars, trains, planes, boats, bus, tractor, helicopter, rollercoaster, hot air balloon, bicycle)</p>	<p><b>Spring 2</b></p> <p><b>Artist Study</b></p> <p>(Kadinsky, Mondrian, Van Gogh, Pollock, Warhol, Monet etc)</p>
<p><b>Important dates</b></p>	<p><b>January -</b> 20th - Penguin day, 21st - Red squirrel day, 25th Burns night,</p> <p><b>February -</b> 1st - Chinese new year, 2nd - Number day, 14th - Random acts of kindness week, 14th - St valentines day</p> <p><b>Half Term -</b> 17th February - 21st February</p>	<p><b>February -</b> 21st - Pancake day, 24th - Lantern festival</p> <p><b>March -</b> 1st - St Davids day, 7th - World book day, 8th International womens day, 10th - Ramadan, 15th - Red nose day, 17th - St Patricks day, 18th - Holi festival, 30th - Mothers day</p> <p><b>April -</b> 2nd - Autism awareness month, 11th - Eid, 20th - Easter</p> <p><b>Spring Break -</b> 7th April - 21st April</p>
<p><b>Cognition</b></p>	<p>Early Maths and Early Literacy activities linked to pupil's individual outcomes.</p> <p>Sensory mark marking (prompted, independent or purposeful at child's individual level)</p> <p>Engagement during adult led and group activities</p> <p>Demonstrates availability for learning and interacting</p> <p>Uses familiar objects conventionally in play</p>	
<p><b>Communication &amp; Interaction</b></p>	<p>Individualised outcomes</p> <p>Engages in reciprocal interaction</p> <p>Shares attention</p> <p>Shares intentions for social interactions</p> <p>Shares intentions for joint attention</p> <p>Uses gestures and nonverbal means to share intentions</p> <p>Uses AAC for a range of functions; request, comment, refuse etc.</p> <p>Responding during social interactions with adults and peers</p>	
<p><b>Social, Emotional &amp; Mental Health</b></p>	<p>Expresses a range of emotions</p> <p>Self and mutual regulation strategies</p> <p>Joint play with an adult</p> <p>Joint play with peers</p> <p>Developing group attention</p> <p>Play skills at own levels; making choices, tolerating adults or peers alongside them, imitating sounds and actions, reciprocal turn taking, using objects in play, joint play with an adult/peers</p>	
<p><b>Physical &amp; Sensory</b></p>	<p>Sensory motor actions</p> <p>Gross and fine motor movements</p> <p>PE including any coaching sessions</p> <p>Swimming including hydro/physiotherapy swims</p> <p>MOVE where appropriate</p> <p>MATP where appropriate</p>	
<p><b>Suggested visits &amp; experiences</b></p>	<p><b>Educational visits -</b> Bus ride, Train ride, Ferry ride, Tram museum, Transport section World Museum</p> <p><b>Passport -</b> Go on a train, Go on a bus, Go on a boat, Fly a kite, Make and float a paper boat, Ride a bike</p>	<p><b>Educational visits -</b> Big art at Walker art gallery, Williamson art gallery, New Brighton street art trail, Local artist visit, Create own art showcase/gallery in school</p> <p><b>Passport -</b> Take a photograph, Make a sculpture, Make a big piece of art, Make a musical instrument</p>

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 <p><b>Summer Term</b></p>	<p><b>Summer 1</b> <b>Nature Detectives</b> (The natural world, plants, flowers, minibeasts, trees, seeds, recycling)</p>	<p><b>Summer 2</b> <b>Wildcard Topic</b> (Teachers to choose a relevant topic that is appropriate for the age of the children, the curriculum pathway and is matched to the interests of the class)</p>
<p><b>Important dates</b></p>	<p>April - 23rd - St Georges day May - 5th - Hedgehog awareness week, 11th - World bird day, 20th - World bee day, 23rd Vesak, 23rd Outdoor classroom day, Half Term - 26th May - 30th May</p>	<p>June - 1st - Butterfly awareness day, 8th - World ocean day, 15th - Fathers day July - 21st - National ice cream day Summer Holidays 22nd July - September</p>
<p><b>Cognition</b></p>	<p>Early Maths and Early Literacy activities linked to pupil's individual outcomes. Sensory mark marking (prompted, independent or purposeful at child's individual level) Engagement during adult led and group activities Demonstrates availability for learning and interacting Uses familiar objects conventionally in play</p>	
<p><b>Communication &amp; Interaction</b></p>	<p>Individualised outcomes Engages in reciprocal interaction Shares attention Shares intentions for social interactions Shares intentions for joint attention Uses gestures and nonverbal means to share intentions Uses AAC for a range of functions; request, comment, refuse etc. Responding during social interactions with adults and peers</p>	
<p><b>Social, Emotional &amp; Mental Health</b></p>	<p>Expresses a range of emotions Self and mutual regulation strategies Joint play with an adult Joint play with peers Developing group attention Play skills at own levels; making choices, tolerating adults or peers alongside them, imitating sounds and actions, reciprocal turn taking, using objects in play, joint play with an adult/peers</p>	
<p><b>Physical &amp; Sensory</b></p>	<p>Sensory motor actions Gross and fine motor movements PE including any coaching sessions Swimming including hydro/physiotherapy swims MOVE where appropriate MATP where appropriate</p>	
<p><b>Suggested visits &amp; experiences</b></p>	<p><b>Educational Visits -</b> Beach visit, Woods visit, Minibeast hunt, Park visit, Zoo visit, Farm visit, Pet shop visit, Carr farm visit, Garden centre visit, Crabbing <b>Activity Passport -</b> Blackberry picking, Visit a farm, Make a sandcastle, Go to the forest, Hold a minibeast, Visit a zoo, Meet a friends pet, Climb to the top of a hill, Meet a friends pet, Go to the beach, Plant a seed, unt for beach treasure, Go to the park, Feed the ducks, Barefoot walk, Go crabbing, Visit an aquarium, Make a minibeast hotel</p>	<p><b>Educational Visits -</b> Informed by chosen wild card topic. To be completed by class teacher <b>Activity Passport -</b> Look up at stars, Stay somewhere overnight, Sit around a campfire (Residential)</p>

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