

Key Stage 4 Playful Me for PMLD and SLD

Pupils will be following this curriculum in order for them to learn how to explore, investigate and play with different materials. These skills are key in learning development and for pupils and staff to understand what individual students are motivated by and enjoy. Whilst this curriculum is written separately from the other areas of the curriculum, it is expected that this learning will take place throughout the day and key skills and concepts from other areas of the curriculum will be rehearsed, reinforced and developed within the 'Playful Me' curriculum. This curriculum follows an annual cycle in order for skills to be revisited and developed.

Annual Cycle					
Autumn 1: Sand, water and foodstuffs			Autumn 2: Discovery Play		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> Pupils will explore different textures, tastes and smells Pupils will develop skills in parallel and shared play Pupils will begin to understand turn-taking Pupils will begin to identify 	<ul style="list-style-type: none"> uncooked or cooked pasta, rice, beans dry cereals have water or milk in a separate tin or bowl to see if the learner mixes the two wet cornflakes have a very interesting viscosity dough in various stages of plasticity any foodstuffs such as flour, sugar, honey, butter cream which when mixed can form all sorts of interesting feels, smells and tastes 	<ul style="list-style-type: none"> Pupil accepts the near presence of the adult. Pupil looks at play objects. Pupil reaches for play objects. Pupil concentrates on solitary play of own choosing for 	<ul style="list-style-type: none"> Pupils will explore different textures, tastes and smells Pupils will develop skills in parallel and shared play Pupils will begin to understand turn-taking Pupils will begin to identify which materials they enjoy playing with 	<ul style="list-style-type: none"> wooden clothes pegs, balls of varying sizes, plastic cups that fit into each other bits of rope space blankets lycra plastic chains - anything that rattles, makes a noise, can be squeezed, bounced, banged, fitted into and taken out from etc. cups or large bricks that stack and can be knocked over with a touch 	<ul style="list-style-type: none"> Pupil accepts the near presence of the adult Pupil looks at play objects Pupil reaches for play objects Pupil concentrates on solitary play of own choosing for increasing lengths of time Pupil accepts different offerings

<p>which materials they enjoy playing with</p>	<ul style="list-style-type: none"> • flour and cornflour both offer different and interesting textures and levels of viscosity when mixed with water and are wonderfully interesting when poured from a height • fruit salads with different hard and soft fruits • jelly (again in all its forms of various solidity and consistency including raw) • mashed potato (again, in various levels of consistency and warmth) 	<p>increasing lengths of time.</p> <ul style="list-style-type: none"> • Pupil accepts different offerings of opportunities to play (for example, finding an object • buried in the clay, knocking • over a stack of bricks or • cups set up by the adult • taking an 'offering' placed. • Pupils move from playing solitary to parallel to shared to turn- taking to cooperative play. 	<ul style="list-style-type: none"> • Pupils will explore different shapes and sizes of various materials 	<ul style="list-style-type: none"> • bubbles blown from a height • various balls of all descriptions and sizes • sea shells • bubble wrap • feathers • hand-cream • jack-in-the-boxes • scouring pads • stickle bricks • Play-Doh • clay with various other objects to stick into the clay • water filled balloons • fine water sprays • bells • various mobiles • leaves • mirrors • slime pots • latch-switch operated fans • latch-switch operated music • chime bars and bells and any musical instrument that the learner can make a sound from independently • shaving foam 	<ul style="list-style-type: none"> • of opportunities to play (for example, finding an object • buried in the clay, knocking over a stack of bricks or cups set up by the adult taking an 'offering' placed • Pupils move from playing solitary to parallel to shared to turn- taking to cooperative play
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				<ul style="list-style-type: none"> • vibrating cushions and other vibrating toys such as snakes • bumble balls • sponges • various materials such as felt, leather, satin, lycra, hessian, fur etc 	
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Spring 1: Kinesthetic Play			Spring 2: Playing with Toys		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> • Pupils will develop their awareness of proprioceptive and vestibular senses • Pupils will develop core strength and balance • Pupils will develop skills in parallel and shared play • Pupils will begin to understand turn-taking 	<ul style="list-style-type: none"> • sitting on a rocking chair • swings • hoists • physio balls • trampoline • spinning chair • balance boards • ball pool • rough and tumble • Physical Play using climbing frames, slides, swings and roundabouts • bikes • trikes • scooters 	<ul style="list-style-type: none"> • Pupil accepts the near presence of the adult • Pupil looks at play objects • Pupil reaches for play object • Pupil concentrates on solitary play of own choosing for increasing lengths of time • Pupil accepts different offerings of opportunities to 	<ul style="list-style-type: none"> • Pupils will develop skills in parallel and shared play • Pupils will begin to understand turn-taking • Pupils will begin to identify which materials they enjoy playing with • Pupils will explore different 	<ul style="list-style-type: none"> • dolls of various shapes and sizes • dolls houses, lego bricks, duplo bricks • mini beasts • super heroes, action figures and playsets • Brio type wooden train and car tracks • Battery operated train sets • Cars, garages, • Kitchens and kitchen equipment • plastic foodstuffs • tea sets 	<ul style="list-style-type: none"> • Pupil accepts the near presence of the adult • Pupil looks at play objects • Pupil reaches for play objects • Pupil concentrates on solitary play of own choosing for increasing lengths of time • Pupil accepts different offerings of opportunities to play (for example, finding an object

<ul style="list-style-type: none"> Pupils will begin to identify which materials they enjoy playing with 		<p>play for example, finding an object buried in the clay, knocking over a stack of bricks or cups set up by the adult taking an 'offering' placed</p> <ul style="list-style-type: none"> Pupils move from playing solitary to parallel to shared to turn-taking to cooperative play 	<p>shapes and sizes of various toys</p> <ul style="list-style-type: none"> Pupils will explore how different toys move and work 	<p>It is especially important to remember that there is no correct way of playing, even when playing with conventional toys. Bricks do not have to be stacked (and knocked down), Lego pieces do not have to be connected, trains do not have to run on tracks.</p>	<p>buried in the clay, knocking over a stack of bricks or cups set up by the adult taking an 'offering' placed</p> <ul style="list-style-type: none"> Pupils move from playing solitary to parallel to shared to turn-taking to cooperative play Pupils begin to use the toys as designed
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Summer 1: Sand, water, foodstuffs			Summer 2: Discovery Play		
Objective	Suggested Activities	Progression	Objectives	Suggested Activities	Progression
<ul style="list-style-type: none"> Pupils will explore different textures, tastes and smells Pupils will develop skills in parallel and shared play Pupils will begin to understand turn-taking 	<ul style="list-style-type: none"> uncooked or cooked pasta, rice, beans dry cereals have water or milk in a separate tin or bowl to see if the learner mixes the two wet cornflakes have a very interesting viscosity dough in various stages of plasticity any foodstuffs such as flour, sugar, honey, butter cream which when 	<ul style="list-style-type: none"> Pupil accepts the near presence of the adult. Pupil looks at play objects. Pupil reaches for play objects. Pupil concentrates on solitary play of own choosing for 	<ul style="list-style-type: none"> Pupils will explore different textures, tastes and smells Pupils will develop skills in parallel and shared play Pupils will begin to 	<ul style="list-style-type: none"> wooden clothes pegs, balls of varying sizes, plastic cups that fit into each other bits of rope space blankets lycra plastic chains - anything that rattles, makes a noise, can be squeezed, bounced, banged, fitted into and taken out from etc. 	<ul style="list-style-type: none"> Pupil accepts the near presence of the adult Pupil looks at play objects Pupil reaches for play objects Pupil concentrates on solitary play of own choosing for

<ul style="list-style-type: none"> • Pupils will begin to identify which materials they enjoy playing with 	<p>mixed can form all sorts of interesting feels, smells and tastes</p> <ul style="list-style-type: none"> • flour and cornflour both offer different and interesting textures and levels of viscosity when mixed with water and are wonderfully interesting when poured from a height • fruit salads with different hard and soft fruits • jelly (again in all its forms of various solidity and consistency including raw) • mashed potato (again, in various levels of consistency and warmth) 	<p>increasing lengths of time.</p> <ul style="list-style-type: none"> • Pupil accepts different offerings of opportunities to play (for example, finding an object • buried in the clay, knocking over a stack of bricks or • cups set up by the adult • taking an 'offering' placed. • Pupils move from playing solitary to parallel to shared to turn-taking to cooperative play. 	<p>understand turn-taking</p> <ul style="list-style-type: none"> • Pupils will begin to identify which materials they enjoy playing with • Pupils will explore different shapes and sizes of various materials 	<ul style="list-style-type: none"> • cups or large bricks that stack and can be knocked over with a touch • bubbles blown from a height • various balls of all descriptions and sizes • sea shells • bubble wrap • feathers • hand-cream • jack-in-the-boxes • scouring pads • stickle bricks • Play-Doh • clay with various other objects to stick into the clay • water filled balloons • fine water sprays • bells • various mobiles • leaves • mirrors • slime pots • latch-switch operated fans • latch-switch operated music • chime bars and bells and any musical instrument that the learner can make a sound from independently • shaving foam 	<p>increasing lengths of time</p> <ul style="list-style-type: none"> • Pupil accepts different offerings • of opportunities to play (for example, finding an object buried in the clay, knocking over a stack of bricks or cups set up by the adult taking an 'offering' placed • Pupils move from playing solitary to parallel to shared to turn-taking to cooperative play
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