

## Semi-Formal Curriculum - Primary Learning Intentions

### Cycle 1

#### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### Me and My Body

- To engage in declarative conversation engendered by another (page 22)
- To engage in declarative conversation engendered by another (page 24)
- To share a personal event or news or share in a fictional story (page 65)

#### Rubbish

- To make a supported positive choice from two given options (Page 12)
- To make a negative choice from one given option (page 12)
- To establish that choices may carry significant consequences (Page17)

#### Transport

- To establish that favoured imperatives might not be possible all of the time (page 16)
- To extend communicative engagements that might be focused on narrow field interests (page 32)

- To communicate wants and needs with peers (page 73)
- To use appropriate physical contact with a peer (page 74)
- To tolerate others in their space or to request time away from the group (page 75)
- To extend imperative communications into shared declarative, dynamic and/ or narrative communications (page 17)
- To be involved with working through a factual story related to the learner's own actual experience (page 46)
- To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner (page 47)

- To make choices from identified favoured objects/ activities e.g. train or ball (page 62)
- To recognise functional words in different context (page 63)
- To be able to identify signs and symbols in the community (page 64)

- To extend a formal greeting into longer conversation with a familiar adult using a social script (page 57)
- To extend a formal greeting into a short conversation with an unfamiliar adult (page 60)
- To be able to identify signs and symbols in the community (page 64)

## Cycle 2

### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### Food and Drink

- To build up a bank of clear and unambiguous likes and dislikes (page 11)
- To understand that a favoured object can be symbolised in some form (page 62)
- To communicate 'no' appropriately (Page 69)
- To recognise the difference between 'I don't want' and 'I don't need' (Page 70)

#### Hobbies and Interests

- To build up a bank of clear and unambiguous likes and dislikes (Page 11)
- To understand that a favoured object can be symbolised in some form (Page 62)
- To recognise the difference between 'I don't want' and 'I don't need' (Page 70)
- To recognise the difference between 'I want' and 'I need' (page 71)

#### Me and My Community

- To engage in a declarative conversation with another (Page 22)
- To engage in declarative conversation engendered by another (page 24)
- To understand that a favoured object can be symbolised in some form (Page 62)
- To establish a bank of each learner's favourite imperative words (page 12)

- To recognise the difference between 'I want' and 'I need' (page 71)

- To establish a bank of each learner's favourite imperative words (page 12)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words in school (page 14)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To share a personal event or news or share in a fictional story (page 65)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words at school, home and for regular out of school places (page 15)
- To be involved with working through a factual story related to the learner's own actual experience (page 46)
- To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner (page 47)
- To extend a formal greeting into longer conversation with a familiar adult using a social script (page 57)
- To extend a formal greeting into a short conversation with an unfamiliar adult (page 60)
- To recognise and respond to key signs, symbols and words (page 62)

- To establish a symbol and/ or signed bank of each learner's favourite imperative words in school (page 14)
- To share a personal event or news or share in a fictional story (page 65)
- To communicate wants and needs with peers (page 73)
- To use appropriate physical contact with a peer (page 74)
- To tolerate others in their space or to request time away from the group (page 75)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words at school, home and for regular out of school places (page 15)
- To extend imperative communications into shared declarative, dynamic and/ or narrative communications (page 17)
- To feel safe and actively engage with dynamic communications (page 33)
- To be involved with working through a factual story related to the learner's own actual experience (page 46)
- To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner (page 47)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)

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|  |  | <ul style="list-style-type: none"><li>• To extend a formal greeting into longer conversation with a familiar adult using a social script (page 57)</li><li>• To extend a formal greeting into a short conversation with an unfamiliar adult (page 60)</li><li>• To recognise and respond to key signs, symbols and words (page 62)</li><li>• To be able to identify signs and symbols in the community (page 64)</li><li>• To communicate effectively with others who are not immediately present (page 64)</li></ul> |
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## Cycle 3

### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### Light and Sound

- To make a supported positive choice from two given options (Page 12)
- To make a negative choice from one given option (Page 12)
- To make choices from identified favourite objects/ activities e.g. train or ball (page 62)
- To recognise functional words in different context (page 63)

#### Seasons and Weather

- To establish that choices may carry significant consequences (Page17)
- To tell a factual story with sufficient accuracy (page 47)
- To recognise functional words in different context (page 63)

#### Homes and Habitats

- To establish that favourite imperatives might not be possible all of the time (Page 16)
- To establish a bank of each learner's favourite imperative words (page 12)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words in school (page 14)

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|--|--|---|
|  |  | <ul style="list-style-type: none"><li>• To share a personal event or news or share in a fictional story (page 65)</li><li>• To establish a symbol and/ or signed bank of each learner's favourite imperative words at school, home and for regular out of school places (page 15)</li><li>• To be involved with working through a factual story related to the learner's own actual experience (page 46)</li><li>• To tell a factual story with sufficient accuracy to an unfamiliar school-based storytelling partner (page 47)</li><li>• To recognise and respond to key signs, symbols and words (page 62)</li></ul> |
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## Cycle 4

### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### How Things Work

- To make a supported positive choice from two given options (Page 12)
- To make a negative choice from one given option (Page 12)
- To make choices from identified favourite objects/ activities e.g. train or ball (page 62)

#### Animals

- To establish that choices may carry significant consequences (Page17)
- To establish a bank of each learner's favourite imperative words (page 12)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words in school (page 14)

#### Water

- To communicate 'no' appropriately (Page 69)
- To recognise the difference between 'I don't want' and 'I don't need' (Page 70)
- To recognise the difference between 'I want' and 'I need' (page 71)
- To tell a factual story with sufficient accuracy (page 47)

- To communicate effectively with others who are not immediately present (page 64)

- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To tell a factual story with sufficient accuracy (page 47)
- To establish a symbol and/ or signed bank of each learner's favourite imperative words at school, home and for regular out of school places (page 15)
- To recognise and respond to key signs, symbols and words (page 62)
- To recognise functional words in different context (page 63)

- To recognise functional words in different context (page 63)

## Cycle 5

### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### People and Places

- To build up a bank of clear and unambiguous likes and dislikes (Page 11)
- To engage in a declarative conversation with another (Page 22)
- To communicate wants and needs with peers (page 73)
- To use appropriate physical contact with a peer (page 74)

#### The Future

- To make a supported positive choice from two given options (Page 12)
- To make a negative choice from one given option (Page 12)
- To establish that favourite imperatives might not be possible all of the time (Page 16)
- To engage in a declarative conversation with another (Page 22)

#### Journeys

- To establish that favourite imperatives might not be possible all of the time (Page 16)
- To recognise and respond to key signs, symbols and words (page 62)
- To recognise functional words in different context (page 63)
- To be able to identify signs and symbols in the community (page 64)

- To tolerate others in their space or to request time away from the group (page 75)

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- To engage in declarative conversation engendered by another (page 24)
- To make choices from identified favourite objects/ activities e.g. train or ball (page 62)
- To communicate wants and needs with peers (page 73)
- To use appropriate physical contact with a peer (page 74)
- To tolerate others in their space or to request time away from the group (page 75)
- To extend imperative communications into shared declarative, dynamic and/ or narrative communications (page 17)
- To feel safe and actively engage with dynamic communications (page 33)
- To extend a formal greeting into longer conversation with a familiar adult using a social script (page 57)
- To extend a formal greeting into a short conversation with an unfamiliar adult (page 60)
- To be able to identify signs and symbols in the community (page 64)
- To communicate effectively with others who are not immediately present (page 64)

## Cycle 6

### Core Learning Intentions (for all topics)

- To work on I want communications... (Page 11)
- To gain the attention of another person (page 13)
- To follow the sequence of a simple short fictional story (page 43)
- To follow simple single instructions (page 70)
- To gain the attention of another person (page 21)
- To gain the attention of another person (page 21)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To retell the story as best they can (page 44)
- To retell the story with fewer prompts and increasing accuracy (page 45)
- To retell the story with sufficient accuracy (to be understandable to a new listener) (page 45)
- To retell more than one story with sufficient accuracy (page 46)
- To represent one's name in a consistent way (page 65)
- To positively share attention with a staff member (page 72)
- To follow simple single instructions (page 19)
- More engagement in communicative learning (page 29)
- To respond to a greeting from a familiar adult (page 54)
- To initiate a formal greeting with a familiar adult (page 55)
- To initiate a formal greeting with an unfamiliar familiar person (page 56)
- To extend a formal greeting into a short conversation with a familiar adult (page 56)
- To listen to another person (page 74)

#### Making Choices

- To build up a bank of clear and unambiguous likes and dislikes (Page 11)
- To communicate 'no' appropriately (Page 69)
- To recognise the difference between 'I don't want' and 'I don't need' (Page 70)
- To recognise the difference between 'I want' and 'I need' (page 71)

#### Space and Time

- To establish that choices may carry significant consequences (Page17)
- To extend communicative engagements that might be focused on narrow field interests (page 32)
- To recognise and respond to key signs, symbols and words (page 62)

#### My Heath

- To establish that favourite imperatives might not be possible all of the time (Page 16)
- To engage in a declarative conversation with another (Page 22)
- To communicate 'no' appropriately (Page 69)
- To recognise the difference between 'I don't want' and 'I don't need' (Page 70)

<ul style="list-style-type: none"><li>• To feel safe and actively engage with dynamic communications (page 33)</li></ul>	<ul style="list-style-type: none"><li>• To communicate effectively with others who are not immediately present (page 64)</li></ul>	<ul style="list-style-type: none"><li>• To recognise the difference between 'I want' and 'I need' (page 71)</li><li>• To communicate wants and needs with peers (page 73)</li><li>• To use appropriate physical contact with a peer (page 74)</li><li>• To tolerate others in their space or to request time away from the group (page 75)</li><li>• To extend imperative communications into shared declarative, dynamic and/ or narrative communications (page 17)</li><li>• To feel safe and actively engage with dynamic communications (page 33)</li></ul>
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