

## Play Curriculum

<p><b>Curriculum Intent</b> (why do we do it)</p>	<p>Play is part of our curriculum in every pathway in Key Stage 3 and 4. This is because we believe strongly that play is a learning tool that improves the cognitive, physical, social, and emotional well-being of our young people. It is also the precursor to skills needed for adulthood such as self-occupying and working with others and understanding the world around them</p> <p>At Priory School, many of our student's play skills are still in the early stages of development. We believe that play offers opportunities within the curriculum and unstructured time for students to explore their interests and motivators. It also allows learning to be student led.</p> <p>Through following the 6 stages of play development and the 9 areas of Schema play, we believe it allows teachers to build an understanding of how our students learn and memorise the world and new skills. This can then inform delivery of lessons across the curriculum. The different stages of play are important for our students in developing communication skills, tolerating others and building relationships. We are aware that our students are also developing into young adults and so the intent for us is to build play skills using areas of motivation but alongside this look at ways this could also be transferred into hobbies or interest they could enjoy as an adult. This can then lead to skills being generalised and also develop further areas of learning such as problem solving and exploring their feelings.</p>
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<p><b>Curriculum Implementation</b> (how do we do it)</p>	<p>Play is implemented across all Pathways within Key Stage 3 and 4 and is delivered once a week throughout the year. Our Play offer is based on student led development through the 6 main areas of play and through using the nine areas of Play Schema's. Across all Pathways, play is delivered throughout the year through a different focus each term and this varies depending on each Pathway Curriculum Map.</p> <p>The termly themes are vehicles to develop play skills as identified in the curriculum components</p>
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<p><b>Curriculum Components</b> (how do we break the learning down)</p>	<p>Curriculum components support teachers with teaching and learning and enable us to ensure progression.</p> <p>There are 5 learning levels in play and students will be assessed as to which level they are in:</p>	
	Solitary Play	<ul style="list-style-type: none"> <li>Manipulates and explore objects</li> <li>Joins in peek a boo games</li> <li>Claps when prompted</li> <li>Completes repetitive actions such as putting things and out of a box</li> <li>Dance to music</li> <li>Responds to cause and effect activities</li> <li>Interact with push and pull activities</li> <li>Look for hidden objects</li> <li>Spontaneously perform one action with an object</li> </ul>
	Spectator / Onlooker	<ul style="list-style-type: none"> <li>Tolerates others in space while playing</li> <li>Build towers out of blocks</li> <li>Throws a ball</li> <li>Turns doorknobs and lids</li> </ul>

		Performs two or more actions with the same object
	Parallel	Be creative with objects in play such as a stick becoming a sword Express emotions through toys ie the doll is sad Climbs on playground structures safely Throws, kick and catch balls Take turns with peers Sings or joins in a song Combines objects based on physical similarity
	Associate	Follow games with simple rules Can engage in imaginary play Is pretend to be someone else Engages in play themes they have never experienced Exchange objects whilst interacting with others Self -occupy with others around Imitate gestures of others
	Co-operative	Works with peers alongside them on the same task Negotiates during activities with peers Interacts in small groups in unstructured time Makes up games with simple rules Plays co-operative games with others Copes with losing Plays board games with others Shares with peers
	Schemas: Schematic play is when students repeat the same actions, concepts or ideas in their play. These repeated actions can be identified as schemas, and they give us interesting insights into student's passions, interests and how they learn. Exploring schematic play is especially valuable for students working at pre-national curriculum levels. Understanding these play schemas help engage student's more deeply in their learning and extend their thinking.	
	Basic Trajectory	Moving Around
	Vertical Trajectory	Up and down movement
	Horizontal Trajectory	Side to side movement
	Transporting	Carrying objects or themselves from place to place
	Connection	Connecting objects together
	Rotation	Rotating objects or themselves
	Circularity	Drawing or making circles
	Enveloping	Covering themselves in objects
	Reverse Enveloping	Changing the look or feel of something completely
	Enclosure	Enclosing objects, a space or themselves
	Filling and Emptying	Filling and emptying a variety of materials
	Crossing Boundaries	Passing an object or themselves through a boundary

<b>Curriculum Impact</b> <i>(How do we measure how successful the</i>	Qualitative data in relation to individual student's progress is recorded through face to face meeting with parents and an end of year report. These are also used to input into annual review meetings and EHCP's.  Some student have a termly target linked to play as part of their personalised learning.
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<b>curriculum is and how students' progress within it?)</b>	<p>A Play profile will be developed for each student and this will be used to measure impact both within the play stands and other identified strands within the curriculum.</p> <p>As a leadership team we monitor where all students are on the components of play level to ensure the offer remains challenging for all.</p>
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### *Whole School Implementation Planner*

#### *Pathway 1 and 4 – Key Stage 3 – 3 year cycle*

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Progress Map</i>
<i>Year One</i>			Students main areas of development will be within: Parallel Play Associate Play Co-Operative Play Students will have a higher level of play input at this key stage to focus on a variety of play experiences and discovery/ embedding of skills through play
Sand	Dramatic	Water Play	
<i>Year Two</i>			
<b>Dough</b>	<b>Table Top</b>	<b>Small World</b>	
<i>Year Three</i>			
Construction	Self- Directed	Creative Play	

#### *Pathway 1 and 4 – Key Stage 4 – 2 year cycle*

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Progress Map</i>
<i>Year One</i>			Students main areas of development will be within: Parallel Play Associate Play Co-Operative Play Students will have more focused session in Key Stage 4 to build resilience and problem solving skills
Table Top	Construction	Creative Play	
<i>Year Two</i>			
<b>Competitive Play</b>	<b>Dramatic Play</b>	<b>Self -Directed Play</b>	

#### *Pathway 2 – Key Stage 3 and 4. Spiral Curriculum*

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>	<i>Progress Map</i>
<b>Sand Play</b> <b>Water Play</b> <b>Dough Play</b>	Table top games Construction Play	Dramatic Play Musical Play Small World Play	Students main areas of development will be within: Spectator/ Onlooker Parallel Play Associate Play Students will have a spiral approach to learning play skills that build year on year to build on play skills in all areas as well as using play schema's to support learning across the whole curriculum

Pathway 3 – 3 year cycle

Autumn	Spring	Summer	Progress Map
Year 1			
Indoor Games	Making Play Dough	Outside Play	
Year 2			
<b>Exploring Material</b>	<b>Cause and Effect</b>	<b>Sand and Water</b>	
Year 3			
Creative Play	Dough and Clay	Outside Play	Students main areas of development will be within: Solitary Play Spectator/ Onlooker Students will have play embedded into the delivery across the curriculum with discreet lessons taught alongside. Students will be focusing on small steps within the two main areas through sensory approaches.

Pathway 5 – 3 year cycle

Autumn	Spring	Summer	Progress Map
Year 1			
Dough and Clay	Creative	Constructive	
Year 2			
<b>Indoor Games</b>	<b>Dramatic</b>	<b>Creative</b>	
Year 3			
Dramatic	Construction	Sand and Water	Students main areas of development will be within: Solitary Play Spectator/ Onlooker Parallel Play Students will have play embedded into the delivery across the curriculum with discreet lessons taught alongside. Students will be focusing on small steps within the three main areas through self-regulation activities.

**Underpinning learning through play across all pathways and curriculums**

Forest School – Schema approach and assessment of skills  
Turn Taking, Sharing and Co-Operating  
Planned activities during unstructured time