

# **Play • Learn • Laugh • Succeed**

## **Fort Royal Community Primary School Multisensory Curriculum**

‘A multisensory approach aims to use all the child’s senses  
To break through the barrier of a child’s handicap and communicate with the  
child.’

Anna Royall

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## **1. Introduction. What is Multisensory Curriculum? How can we incorporate it into teaching and learning?**

Multisensory curriculum is a part of a whole school curriculum or learning experience. It covers the development of the senses of taste(gustatory), smell (olfactory), touch (tactile experiences), sight (visual), sound(auditory), bodily movement (vestibular) and body position (proprioception). It also covers the development of the integration of all these senses to form a multisensory approach for the individual child to use in learning situations.

The sensory curriculum provides the base for work in many other areas of the curriculum. Without the stimulation and awakening of the senses, it would be difficult for a very special child to begin to make sense of the outside world and begin to learn.

### **Introduction**

Here at Fort Royal we decided to research the curriculum offer for pupils working below levels LoL 3 and struggling to make a progress. It resulted in creating a separate document based on our A and B curriculum cycle blocks. This document provides PMLD students and those below LoL 3 with learning options in parallel with traditional school curriculum. Pupils who are described as PMLD are likely to remain within developmentally early intellectual parameters for the whole of their school lives and the curriculum needs to be approached in a different way than for those who have higher cognitive ability.

The child/young person must be always at the centre of the educational process.

Adults are the facilitators of the children's learning, and it is a key that all agencies (for example nursing, speech and language therapy, occupation therapy, physiotherapy) work together in an integrated way to maximise the learning opportunities.

Our attitudes, posture, in general how we are and what we say directly affects our pupils and will have impact on their learning. Therefore, it is important we follow our school motto: Play, Learn, Laugh, Succeed, and that we stay positive with our pupils at all times.

Pupils with multiple learning difficulties have unique abilities and ways of learning. In this document you will be able to find enough examples and ideas to help create appropriate learning settings, including the way rooms should be arranged.

MSC is a compendium of ideas, it doesn't give instructions to educators.

Additionally, many assessment models do not recognise all the progress and development that we know that those with PMLD can make. It is our responsibility as educators to bring all the assessments together, create a timetable and ensure that the curriculum we provide is flexible and adaptable enough so pupil's needs may be best met.

## Sense of space

Some children and students can benefit from a sensory learning space that is suited to their learning styles and sensory needs.

A sensory learning space is designed to calm or stimulate students. Everyone is different, so a space can either reduce sensory overload or stimulate the senses. This can help more children and students, not just those with specific sensory needs. Sensory tools and spaces **should not be set up for the sensory needs of one student** to the detriment of another.

Sensory learning spaces help students to fully participate and engage in learning experiences.

The room or area is usually a purpose-built space that is used to avoid or recover from sensory overload. It can also be set up to provide more tactile, auditory or visual stimulation.

The sensory needs of children can change depending on the time of day and situation. Sensory tools don't have to be expensive.

These are design features identified by parents, staff and architects to help with sensory needs:

Noise reduction:

Sensory learning spaces can provide quiet spaces indoors and outdoors away from busy areas.

You can also reduce noise by using:

- acoustic absorption materials in the walls and ceiling
- pin-up boards for displays in classrooms for extra soundproofing
- music to signal change in routine instead of bells and sirens
- paper hand towels instead of hand dryers.

Be aware of other possible sources of noise such as fridges, fans, air-conditioners and lights.

You can provide sensory gear, including:

- mirror ball
- swings and hammocks
- bubble tube
- ball pool (where children can control colours and experiences)
- climbing equipment
- fidget spinners
- playdough

The sensory space can be somewhere students can use digital technologies like tablets.

There should also be a way for staff to lock away distracting things, when needed, including:

- computers
- outdoor water features
- pattern and light

There should be:

- less use of pattern and colour unless it is having a specific purpose, such as colours used for visual cues to identify areas and help with wayfinding
- fresh air and natural light from glass, skylights, windows and blinds that can be opened or closed as needed.

## **2. Missing sensory elements within the creative curriculum:**

What are we good at and what do we need to develop?

Fort Royal Community Primary School promotes the sensory curriculum through:

- The use of Multisensory room
- Sensory garden
- Hydro pool
- Eye gaze
- The sensory timetable/ sensory ladder/ scents based daily schedules
- TAC PAC activities
- Wake up club
- Holistic communication
- Objects of reference
- TOBIS (True Object Based Icons)
- Close work with VI therapists, Occupational therapists and speech and language therapists to enhance the curriculum through sensory activities
- Family support worker supporting children and parents at home, so the sensory curriculum is utilised consistently and appropriately to meet the needs of our pupils;

For pupils with complex needs the curriculum is delivered through a multi-sensory approach, with teachers, teaching assistants and therapists working together to devise individual programmes which will develop physical, communication and intellectual potential.

The curriculum aim is to offer all of our students a wide, relevant and balanced experience. Within this aim emphasis is placed on developing communication, literacy and numeracy skills, physical ability and independence.

Classes use the Sensory Curriculum in tandem with the School Curriculum to create a rich and insightful learning experience.

## **Communication**

Communication is a vital part of learning at Fort Royal and for many children, represents their greatest barrier to successful learning.

‘Communication’ means the giving or receiving of information. Communication occurs in interactions between a child and the child’s partner, using many senses – hence the multisensory approach.

Students at our school communicate through verbal means, PECS (Picture Exchange Communication System), Sign Along (sign language), TOBIS, intensive interaction, OofR and paper or electronic communication aids. Some students find it very difficult to communicate even their most basic needs or preferences. Pupils supported by the Sensory Curriculum spend a lot of their learning time exploring preferences and communicative reactions.

Staff at Fort Royal are particularly experienced in helping students to communicate using Sign Along, PECS and Intensive Interaction. Being able to find a “voice” has opened the doors to happier, more independent learners and many have since progressed to using verbal communication or a communication aid.

## **Literacy**

Not separated from Communication and very much informed and influenced by it, Literacy involves the teaching of reading and writing. Like Maths, Literacy often has a slant towards transferable life skills, so that sight-reading includes functional words such as “toilet,” “help”, “please”, “drink”, “hungry” and targets are set in consultation with parents in parallel with specialists to ensure learning is tailored to literacy opportunities that may arise outside of the school day.

## **Writing**

Early writers are encouraged to explore the physical development of pencil skills and mark making and given the sensory needs of many of our students, success has been found through a range of mark-making activities involving sensory materials such as shaving foam, jelly, orbeez, sand, wheats, mud and many more!

Emergent writers are assessed carefully using school-wide levels that both teachers and teaching assistants are aware of. Using phonics as well as word recognition, students at Fort Royal have access to a range of writing opportunities, supported by the knowledgeable and differentiated planning of the teaching team.

## **Reading**

From level P1(i) onwards, readers are carefully and constantly assessed using Reading Targets that enable all staff to see the students' achievements and next steps. Reading at Fort Royal takes many forms and includes telling sensory stories through props, massage, games, shared and guided reading as well as independent or paired exploration of books to increase interest and talking about books. From early on, readers are also encouraged to talk about books, in order to discuss the characters and understand the story, context and form of the written word.

## **Maths**

Maths at Fort Royal spans 3 key stages, from the Early Years Foundation Stage through KS1 to Key Stage 2. Throughout the school, students' skills of counting, calculating, measuring and problem solving are often catered toward practical and transferable life skills, such as working with money or adding real-life contexts to calculations and problem solving. Early intervention within PSRN is based on exploration.

Maths is taught very creatively and is interwoven into almost every subject area or daily activity, most notably into music, PE, Art and often as a part of the lunchtime routine.

## **Sensory elements through the creative curriculum**

We have to make sure that all the curricular subjects are united in order to understand the outcomes. This means close links between Literacy, Maths, P.E., outdoor learning, topic subjects and PSHECC. 'Ideas and Inspirations' sheet is a simple guide helping teachers link all the areas together, making the curriculum more approachable and connected, so pupil's needs may be best met.

## **Intensive Interaction:**

This technique facilitates positive engagement with children and adults, many of whom are on the autistic spectrum, and with whom communication is often difficult.

Intensive interaction (II) is an exciting person-centred approach to social interaction traditionally used with people with profound learning disabilities or autism. It is relatively straightforward to learn and can be used by care staff, psychologists, speech and language therapists. The approach has a growing research base supporting its use, and it is increasingly used in care and educational services for a wide variety of individuals who traditionally have been isolated from communication and social interaction.

Intensive interaction is an approach for enhancing the communication abilities of children and adults who have severe sensory problems, severe learning difficulties or autism. According to

Nind and Hewett, intensive interaction employs the 'fundamentals of communication' to build social interactivity. These 'fundamentals' include:

- Enjoying being with another person
- Enhancing concentration and attention span
- Developing the abilities to attend to another person
- Taking turns in exchanges of social behaviour
- Sharing personal space
- Using and understanding eye contact and facial expressions
- Using and understanding non-verbal communication
- Using vocalisations with meaning
- Learning to regulate and control arousal levels

There are many non-formal communication methods, and we all use them to communicate and connect with others.

People often think of communication as spoken, written or signed language. However, meaningful connections and conversations can be developed between people using non-formal communication methods.

At Fort Royal, we use a total communication approach that finds the right combination of communication methods for each child we teach. We spend time with, and understand, each individual's unique means of communication. By doing this we can find meaningful ways of interaction and support every pupil to connect.

Types of non-formal communication:

There are a range of non-formal techniques and approaches that people use to receive information and express feelings, wants and choices.

Some people with complex disabilities, including many individuals who are congenitally deafblind or have additional learning disabilities, will use non-verbal improvised forms of communication. These can include:

- Gestures
- Vocalisation
- Pointing
- Changes in breathing patterns
- Eye pointing
- Facial expression
- Body language



## **TAC PAC:**

TAC PAC is a sensory communication resource using touch and music to help develop communication and social skills. There is a compatible link between the sensory world of touch and the sensory world of music. TacPac focuses on aligning these sensory forces. TacPac combines the sense of touch and music through social interaction. It is an activity that pairs music and touch to promote communication and social interaction as well as sensory, neurological and emotional development. It is delivered via an interaction between 2 people – a giver and a receiver. The session is structured and takes place in an emotionally safe environment, clear of other sensory interferences. Through linking familiar music consistently with objects, actions and people in a pattern of different activities, the partners communicate with each other.

TacPac is hugely beneficial for people who have sensory processing difficulties or neurological impairments, profound and multiple learning difficulties and developmental delay. This can mean anyone of any age or stage of ability. TacPac is effective with:

- young children
- adults and older people
- anyone who may be suffering from sensory impairment or loss of memory

Anecdotal evidence speaks for itself. This has been gathered from:

- parents
- caregivers
- teachers
- learning disability nurses
- speech therapists
- psychologists
- occupational therapists

Relaxation, Communication and Participation is accelerated and supercedes expectations. TacPac has an inbuilt sense of humour available if the giver is able to access their own sense of fun. If you don't have a sense of humour, it just isn't funny!

TACPAC is beneficial for the giver too, providing:

- a structured group activity for about half an hour
- a focus on pathways of learning, in a natural and easy way
- instant record keeping, and development which is easy to track
- a relaxing time, or a challenging time, depending on the stage of the receiver, and indeed on the experience of the giver

### 3. Introduction to learning through play

The Benefits of Sensory Play - Make your class area sensational

“Seeing”, “hearing”, “touch”, “taste” and “smell”. Just five little words used to describe our senses, but five little words with such a huge importance. They sum up the keyways in which we, as human beings, learn throughout our lives, from the moment of birth, about the world around us and how we can survive in it, live in it and enjoy it.

*As St. Thomas Aquinas said “The senses are a kind of reason. Taste, touch and smell, hearing and seeing, are not merely a means to sensation, enjoyable or otherwise, but they are also a means to knowledge - and are, indeed, your only actual means to knowledge.”*

Concept of Sensory Play is now recognised as one of the most important methods of educating all children from a very early age, playing a crucial part in their development. Sensory Play includes any activity that will stimulate any one or all of child’s five senses, so to help them develop and refine the use of those senses. All children need help learning how to use their senses. From birth, they explore the world via their senses, touching and grabbing at everything and putting pretty much anything in their mouths! As they grow and move on to formal education, right through the stages from Early Years Foundation Stage to Key Stage 1 and continuing on to Key Stage 2, Sensory Play forms an essential part of their learning. Our curriculum at Fort Royal aim to support this theory as children best learn through exploration, engaging in scientific experiments and through play.

Some children will experience greater and more specific difficulties in making sense of and organising all the different sensations that they receive from their senses, and how to react to them. A child with Special Educational Needs, whose ability to learn through their senses is affected, will need extra help to do this. Therefore, it is important that Sensory Play is incorporated into their individual learning plans as it is so important for them. Research has shown that Sensory Play has many benefits:

- It helps to build nerve connections to the brain, improving cognitive growth and encouraging children to develop motor skills to carry out day to day tasks.
- It will help to improve handwriting.
- It can help to develop and enhance memory and improve a child’s problem-solving skills.
- It helps children to develop their speech and language through engaging with their environment.
- It can help with social interaction and aid children in engaging with their peers.
- Children will learn sensory attributes and how to react to them, for example whether something is too hot or too cold.

- It is a brilliant way of calming an anxious child.

So, if a child with Special Educational Needs is open to tactile learning, then teaching them in an environment where they have plenty of opportunities for Sensory Play will encourage their individual development. An example of this is handwriting. Making marks on a tray filled with sand, manipulating play dough to form shapes or transferring water and other materials between containers helps to develop fine motor skills so that the child can go on to grasp and control a pen against a piece of paper.

Playing alongside their peers in a natural environment that allows social relationships to become more natural, as the children are engaged in activities at their own pace and in their own way without the pressure of a particular defined outcome. Some children with Special Educational Needs will be less comfortable with tactile learning. If that is the case, there are plenty of other sensory stimulants, colours, sights, sounds and smells that they can experience. As they become more comfortable with these and their surroundings, they may be encouraged to go on to try tactile learning too. It is important that we, educators create bridge between varieties of activities and transform that bridge to make links with more able children who will naturally become educators during play-based learning.

How to promote Sensory Play? Our MSC is a base to make learning more approachable for children learning below level P3 and to link their individual learning plans with other children through sensory exploration available for all.

It is important to recognise how an individual child's needs can best be met and what they best respond to, particularly for a child with Special Educational Needs. Incorporating various forms of sensory play into a child's day every day, offering them opportunities to discover the world around them in interesting, stimulating and exciting ways, means that they will have some of the best learning experiences possible and a greater chance of success whatever their ability. It is fair to say that almost all environments are "sensory" in one way or another. But there are some that are more "sensory" than others. In our view, the very best sensory environment is the great outdoors. Nature.

As Richard Louv so rightly says *"When you're sitting in front of a screen, you're not using all of your senses at the same time. Nowhere than in nature do kids use their senses in such a stimulated way."*

Step outside and nature is all around us. There is so much for them to take in. If you don't have direct access to a natural sensory environment, or it just isn't practical to take your class out to such environments on a regular basis, it doesn't end there. It's not hard to create your own outdoor sensory environment within your own classroom area, even if you only have just a little bit of outdoor space.

### Create a Sensational Outdoor Space

In creating a sensory outdoor space for children with Special Educational Needs, you will need to consider the broad range of challenges experienced by them, and the options available to you in terms of space and resources. Many of the issues faced by children with Special

Educational Needs, can be accommodated if your outdoor space is designed to offer a range of sensory experiences in a thoughtful, creative, imaginative and inclusive way. It doesn't matter how big or how small your outdoor space is. Whether you have a small courtyard or a giant field, you can transform it into a sensational sensory playground linked to each topic theme you are working on.

A Sensory Garden is defined by a concentration of different experiences. Some areas can be more relaxing, still and calming, whereas others can stimulate activity and can be used in conjunction with topic themes. The sensory garden could be small and self-contained, or even form part of a larger outdoor sensory space.

You can also create a Sensory Trail linked to the topic theme. This will provide a range of different experiences along its route, offering more opportunities for movement and orientation. You can create themes to connect each experience, or each experience can be used to inspire interest in its own right. Using trails to explore stories or learn about numbers will definitely help children remember their experiences and make them more interesting to take active part.

#### **4. Outdoor learning. See separated document with ideas for outdoor learning sessions linked directly to the cycles A and B.**

Exploring the world outdoors can help children with SEN to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence. And this in turn has a hugely positive impact on their mental health.

Outdoor play has a fundamental role in a child's early development. And it has proven benefits in engaging children with Special Educational Needs. Freedom to move in a therapeutic, stimulating outdoor environment makes for healthier, happier children.

Having space to play outside stimulates and encourages children with sensory sensitivities to explore all of their senses. Good play areas develop both gross and fine motor skills. They help children to improve mobility and coordination, the vestibular system (balance) and proprioception (body awareness and spatial skills).

Vestibular and proprioceptive training can be stressful for children who face difficulties with balance, spatial awareness or body awareness. Offering them a safe environment to climb, balance, move over different levels and surfaces in a fun and playful way, with friends, improves their development without it feeling like a chore.

Play spaces that allow them to explore where their body is in space, and how body parts move, are great. Playing inside dens that they have built themselves are a perfect example, and they offer children a sense of comfort.

At Fort Royal we emphasis on playtime outdoors as opposed to indoors as it is particularly important for children with sensory sensitivities and some children with Autism.

Outdoor play can have a positive impact simply because it's away from artificial, electric lighting and busy, noisy classrooms where sound echoes and bounces off the walls. Electric lights can create a buzz that may not be noticeable to some of us but causes an upsetting distraction for some children with Special Educational Needs. A natural outdoor environment with natural light is always preferable.

Regular outdoor play is an essential part of keeping fit, healthy and fighting obesity at Fort Royal School. All children need to get outside and move their bodies. Otherwise it's a self-fulfilling prophecy. Once a child reaches a certain weight, it becomes an even greater barrier to access and restricts what activities they can enjoy, especially if they need physical support to move around.

(Ideas linked to cycle A and B available for all in the folder on V drive: curriculum: Outdoor Learning ideas for PMLD and EDS)

## 5. Sensory elements in the creative curriculum based on Cycle A

### KS1 Cycle A

#### Autumn 1

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: From spinning tops to skateboards;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Literacy Focus: Use role play to re-tell the story from a character's point of view, Sequence events, plan and tell stories from their own experiences;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Key Text: Things I like: Anthony Browne</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>IDEAS:</b> <ul style="list-style-type: none"><li>• Communication: giving and receiving information: intensive interaction with props;</li><li>• Listening to a range of sounds, related to the topic and/or the new text; Have a selection of pictorial representations of the things they might like;</li><li>• Feeling vibratory instruments representing setting elements and/or characters along with fabrics with different textures e.g. leather, plastic, cotton, wool, foil etc.</li><li>• Looking at a noisy toy, observing for a moment, touching, exploration of a tactile props;</li><li>• Sensory imaginative play linked to toys in the story e.g. bathing a baby, making a cake, acrobatic, riding bikes and hiding objects in sensory materials.</li><li>• Access to massage version of the story</li><li>• Visual literacy on retellings of the story</li><li>• Smelling a wood and skin drum; creating basic drums;</li><li>• Looking at lips moving: i-pad, PC, enormous lips on a soft toy;</li><li>• Bouncing to the variety of rhythms;</li><li>• Feeling a mouth move; exploration of body percussion;</li><li>• Blowing bubbles: encountering and experiencing;</li><li>• Using props to sequence events/actions: adult to model, read or retell expressively with support from instruments;</li><li>• Create 'Once upon a touch story' or any story massage based on the text (see instructions);</li></ul> |
| <b>Maths Focus: Number and Place Value, Addition and Subtraction and Measures: Money</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>IDEAS:</b> <ul style="list-style-type: none"><li>• Stacking cups, towers etc.;</li><li>• Handling objects and throwing them into the water, one by one with appropriate number songs in the background or while reading poems;</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

- Making prints using large numbers;
- Making prints using coins; coin stamps
- Exploring money in variety of sensory materials (preferable and non-preferable) : jelly, cereals, poppy seeds, home-made playdough, water, rice pudding etc.;
- Listening to the songs about money; 5 current buns
- Hands on experience of number song props such as 5 ducks in water
- Rubbing paper over the coins;
- Matching colours: silver, bronze;
- Comparing plastic coins and real coins: heavy, light, cold, warm;

### **EA Famous artists: cubism: faces**

#### **IDEAS:**

- Use apps on iPads to explore interactive art pieces by: Salvador Dali, Picasso and Cezanne;
- Exploration of shapes in sensory materials to create random 3D pictures on the mirrors/light boxes with appropriate support;
- Making simple puzzles out of own faces sliced into appropriate amounts and sizes (laminated);
- Baking shapes (messy play) and making funny faces;
- Play dough along with face templates
- Collecting leaves and autumn treasures to make faces (alternatively use colourful seeds and sprinkle over simple glued pictures);
- Making collages out of autumn treasures found outside;

### **KSUW objects /materials: toys old/new**

#### **IDEAS:**

- Explore old and most recent toys, organise play time with old toys, explore;
- Compare old toys with the new toys;
- Listening to old-school songs and rhymes;
- Matching pictures with objects;
- Explore variety of materials made out of plastic, metal, sponge, rubber etc., experiment with them: how are they react in water, can you split them, do they wear easily, can they float etc.;
- Listen to the old songs and involve instruments exploration;

## **Autumn 2**

### **TOPIC THEME: Celebrations; Key text: Stickman**

#### **Literacy Focus: Traditional Stories, Labels, lists and Captions**

#### **IDEAS:**

- Expressive reading with props and acting
- Use props and pretend to act out key parts of the story
- Use natural materials as sensory exploration of different parts of the story
- Explore emotions using books like: Today I feel, an alphabet of feelings.
- Sing simple songs related to family

- Use mirrors to show different emotions in the story;
- Create 'Once upon a touch story' or any story massage based on the text;
- Use sound boxes for characters, let children explore the boxes;
- Create story boxes together after exploring selection of props related to the text;
- Use sound buttons for key phrases and repeated refrains
- Create story sensory pouches that depict key parts of the story
- Sensory play including shaving foam, cloud dough, ice, jellybaff and fake snow linked to the seasons in the story
- Exploration of Christmas sensory props such as tingle, bells, ice, wrapping paper, glitter etc

**Maths Focus:** Number and Place Value, Addition and Subtraction and Measures: Weight/Mass

**IDEAS:**

- Read with the expression counting stories e.g. Over in the meadow, Kipper's toy box, Jungle animals etc., use large numbers and clap;
- Listen to the variety of number songs using hand puppets (create them together using fabric gloves);
- With support stack blocks/Duplo bricks with numbers on, adult to verbally model, make mistakes;
- Find 1 item, find 2 items (use props linked to the story e.g. animals)
- Find number 1's in sensory materials;
- Explore numicon pieces in playdough pressing, adding pieces together etc
- Counting objects, number shapes on light box
- Feeling the shapes of numbers cut as TOBiS
- Explore wooden numbers and Numicon shapes in sensory materials;
- With help build towers using bricks, Duplo, tiles and pegs; You could try to stack presents together;
- Use plastic small green bottles and Velcro them onto the A frame, throw them to illustrate action from the song (10 green bottles); or explore using real sensory bottles

**EA Develop techniques of colour, pattern, texture, line, shape, form and space. Sing Songs;**

**IDEAS:**

- Create Christmas Pudding playdough (see recipes): explore packaging, look at how can you open boxes, jars, bottles, wrappers etc.;
- Prepare tuff trays based on Christmas spices and linked to the daily scents
- Create playdough recipes exploring Christmas related smell such as cinnamon, nutmeg and cloves- children to explore adding their own spices and scents of choice- explore texture by adding elements such as raisins, cloves, chocolate drops.
- Create printed wrapping paper using stampers or sponges in Christmas colours- link to pattern, form and space.
- Create negative space art using Christmas shape templates and sponge printing



- Explore a range of green and red fabrics such as chiffon, fur, carpet, fleece, silk and textured fabrics; Allow children to make own fabric collage by covering fabric in glue and getting them to choose and stick items on (attach ribbons, feathers, glitter etc.)
- Weave fabrics in washing baskets, grids or netting;
- Add food colouring into tall containers filled in with water, observe colours blending in with water; Watch the processes and look at the patterns and colours;
- Listen to Christmas carols and songs, use instruments;
- Create snow and play with it (handling props in the snow)
- Explore materials in a present or glittery treasure basket;
- Make mince pies, try Christmas cake, candy canes, sweets, create Christingles;

### **KSUW Key events: Bonfire night, Diwali, Christmas/Nativity**

#### **IDEAS:**

- Create Christmas Pudding playdough (see recipes); Smell and taste the ingredients;
- Make Exploding balls (see recipes)
- Create sensory story of the Christmas story (massage based with oils and scents)
- Create Christmas smells game;
- Use Christmas TAC PAC;
- Experiment with colourful lights in the den (use of Christmas lights and decorations);
- Create firework pictures using warm tea bags;
- Make splatter and syringe painting;
- Use fire work and sparkler app on I-pad to explore bonfire night;
- Use Christmas crackers and create your own using tissue paper and sequins;
- Use party poppers for those who aren't sensitive to noise;
- Make wheel wrap sandwiches using edible sparklers (match makers, bread sticks dipped in icing sugar and sprinkles), bonfire toffee/fudge; Smell ingredients;
- Make your own festival! Water day, rainbow day, messy day, musical day, name of class day etc.;
- Try Indian sweets and cakes molasses;

## **Spring 1**

### **TOPIC THEME: People and Places; Key text: Little Red Riding Hood**

#### **Literacy Focus: Traditional and Fairy Tales; Instructions;**

#### **IDEAS:**

- Create own story sacks: go through the story you are planning to use and think of a prop that could represent that part of the story; simplify the story if too many words. When retelling the story pass the props round, repeat that part of story until everyone has explored the prop.
- Make tactile boards for each part of the story using oils and textures representing settings e.g. woods, house, fire, bed etc.; Alternatively, you could create sensory trail in your room;
- Practise use instructions during simple turn taking activities

- Practise following instructions by placing props representing characters on variety of tactile boards, boxes etc.
- Create own TAC PAC set for the story, use props and sounds linked to the book;
- Sensory exploration of props from the story such as natural wood, fur, glasses, silk hood
- Use sound buttons for key phrases and repeated refrains
- Explore scents in the story such as smoky wood smells, forest smells, cake/ biscuit smells
- Dolls house imaginative play opportunities

**Maths Focus: Addition and Subtraction, Fractions and Geometry: Position and Direction;**

**IDEAS:**

- Use simple games and activities indoors and outdoors, e.g. cooking, goal scoring when throwing bean bags into containers
- Addition opportunities linked to cake and biscuit making
- Pattern and picture making using fingers and sensory materials e.g. rice, pasta, beans etc.
- Play with dice and games which include rolling numicon dice on their trays
- Play with 3D dominoes-playing games so that children can picture and say the number or name of the object (you can create it using old wooden rectangle bricks by sticking objects on to them);
- Use boxes and objects linked to the theme/story and give simple instructions e.g. put in, take out
- Positional language opportunities linked to story such as at outdoor learning and with the dolls house
- Direction work when traveling around school

**KSUW Design Purposeful, functional and appealing products; Use models to create simple maps and plans, using symbols;**

**IDEAS:**

- Start your first lesson with tasting session
- Cooking/making sweet dishes (sensory exploration)
- As a key stage, create sensory trail outside the building
- Make sensory stick based maps: collect different treasures when out and about and add them to the stick using string: unwrap the string when back in the classroom to retell your sensory stick based map
- Using objects found outside and possibly reusable props create a map of classroom or map of the woods, use symbols/pictures to describe your map
- You could visit local shops to experience local spaces, buy some ingredients to taste and use to create simple traditional dish: remember to explore packaging, content, colour, texture etc.
- Use junk modelling to make a basket and travel around school collecting a variety of sensory items linked to topic

## Spring 2

**TOPIC THEME: Planes, Trains and Automobiles. Key text: Whatever next**

**Literacy Focus: Fiction: Stories about Fantasy Worlds**

**IDEAS:**

- Act out story to the children, use only key words and repeat them; Use onomatopoeias from the story and create your own to make it more interesting;
- Create a tuff tray linked to vehicles, use sensory materials that could be delivered from one place to another e.g. beans, sugar cubes etc.
- Explore tyre tracks using mark making materials
- Create moon dough linked to the story
- Make a list of equipment (use photos/symbols) that you might need if you were going to travel to the moon: create a moon using fingers and add sensory materials e.g. tooth paste, flour etc.;
- Baby Bear goes 'Whoosh!' out into the night...use this phrase to start your journey every time you begin your lesson; create sound buttons with everyday sounds linked to the story such as wellies walking through mud and the clattering of the colander
- Make a sensory story sack based on the story
- Create massage story: use vehicles/transportation as main objects to travel around child's body, to support this use props representing different means of transport, use sounds in background

**Maths Focus: Number and place value, calculating (+ and -) and measures (time)**

**IDEAS:**

- Baby Bear goes 'Whoosh!' out into the night...use this phrase before singing song zoom, zoom, zoom we are going to the moon;
- Numerals in space theme sensory play such as glitter, space dough, or black shredded paper.
- Make a shopping list that includes items you might need for a picnic on the moon; counting objects in and out of the box
- Explore clocks in the story, make your own clock with favourite time of the day, take a photo to add to it;
- Explore egg timers as part of play
- Use visual time tables and objects of reference to support understanding of timings throughout the day
- Look at the clocks in the illustrations: photocopy them and use them to make collages;

- Baby Bear and Owl fly past millions of stars: count together stars in the picture: make own sky with lots of stars, use fingers to paint them and count with adult;

### **EA: Develop techniques of pattern, texture, line, shape and form;**

#### **IDEAS:**

- You can create self-portraits using cut outs previously painting them in different colours
- Use nature to explore and discover treasures that can be used when creating sculptures
- Make cardboard based sculptures related to vehicles, planes, tunnels etc.
- You could use simple sensory materials to create shapes, lines and own forms
- Create colour chaos using 3 main colours and 6 glasses to show water travels from one place to another via paper towel/cloth
- Make silhouettes after creating chaotic coloured backgrounds; cut out shapes of buildings, planes, cars, trains, automobiles from around the world to stick them onto coloured cards;
- Use finger and toe painting techniques to explore form
- Make smelly play dough to recreate different shapes, buildings etc.
- Make constellations using foods, sensory materials etc.;
- Baby Bear thinks that the moon is a bit boring. Plan and create some simple games and activities that he could do to make his trip a little more exciting.

### **KSUW : How places are linked to others worldwide;**

#### **IDEAS:**

- Plan with children to go on a journey by plane or any other vehicle;
- Create passports – links with EA;
- Pack a suitcase and be careful of what you put in, plan it, explore different things you may take or may not, explain why; and take children for an adventure around the world;
- Explore hot and cold through sensory play such as ice, heat packs and fans for wind
- Baby Bear turns an old box into a rocket: you could create an old box instead of using suitcase;
- Pretend you are visiting different places: each lesson could be a visit to the different place, take photos and start next session with short reminders of what has already been experienced and how have you been travelling;
- Use sounds representing different vehicles you can travel with e.g. plane, boat, car, bus, train;
- Play sound recognition game using ICT after exploring different sounds;
- Create own map to mark places you have visited, it could be your display where you can place photos from your journey;
- The book has a picture with the text 'This book belongs to?' You can design your own book about the journey;

- Find out about the history of space flight and the different astronauts who have landed on the moon: use that information to create a sensory or massage story about Lajka, the first dog on the moon;

## Summer 1

### **TOPIC THEME: Animal Antics. Key text: Farmer Duck**

#### **Literacy Focus: Non-fiction: Information Texts: Stories with Familiar Settings**

#### **IDEAS:**

- There are lots of examples of onomatopoeia in the book: use them and your own when retelling story to the children with expression; Have props and photographs along with symbols to add to the wall/paper card representing farm;
- Explore farm animals in different settings: water, mud, porridge, jelly etc.; cold and warm sensory materials;
- Animal prints, washing pigs in mud, hiding animals in hay
- Sensory play with grains such as corn, wheat and rice
- Create massage story based on animals, what sounds do they make, how do they walk, gallop, run: use sounds in the background and oils to represent settings;
- The farmer is very lazy. Why are people lazy sometimes? Can you have a relaxing time now to explain what it means to be lazy?

#### **Maths Focus: Number and place value, calculating (x and ÷) and geometry: shape**

- Make a timetable for the duck which shows all of the jobs that he must do each day. Label it with numbers to 3
- Count all the jobs, use variety of objects, throw/drop them in to the tin
- Sing a song about ducks and count using finger puppets
- Read a story/rhyme: over in the meadow to encounter counting during fun activity
- Use numicon to explore holes and count them
- Sorting animals by type- link to amounts/ counting/ numerals
- Numicon in grains- find and match
- Sets of/ groups of animals to explore calculation
- Shape matching, shape bingo, shape printing, playdough spaces, construction toys linked to shape, shape hunts, hands on shape play such as posting activities.

#### **IDEAS:**

- Find shapes hidden in sensory materials: sand, shaving foam, soil, jelly, cereals, in boxes;
- Cut and slice solid shapes: Swiss roll, Battenberg, sausage etc. and match them with 2D shapes;

- Have a selection of objects corresponding with 3D shapes, match them and encourage pupils to join in and help;
- Use playdough mats to create shapes and match them with pictures;
- Explore sensory activities/games/ shapes with adult, use talk /gesture to request more;
- Place shapes/ducks/farm animals in plastic bags filled in with coloured jelly or hair gel;
- Have a set of plastic frogs floating on laminated leaves and use the song to act out and count along;
- Stacking cups, towers etc.;
- Handling objects and throwing them into the water, one by one with appropriate number songs in the background or while reading poems;
- Making prints using large numbers;

### **EA: Use a range of materials**

#### **IDEAS:**

- Create pictures/collages of foods made on farms using actual components: eg. flour/fibre/ grains to make a bread; Egg shells to create egg; feathers to create chicken etc.; use ready black and white pictures to fill them in with materials;
- Create own farm on your balcony/outdoor space;
- Explore animals in different sensory materials;

### **KSUW: Where food comes from; simple food chains; compare common animals and basic needs of animals and offspring**

#### **IDEAS:**

- Try different dairy products (check for allergies): cow milk, goat milk, soya milk, coconut milk etc.;
- Make own bread;
- Match animals with their favourite foods as a base of the chain food: grass-cow;
- Find out about the animals on the farm. Listen to the sounds they make, explore sounds and props;
- Match sounds with animals using IWB;
- Explore farms in your local area... What kind of farms are they? Could you make contact with the farmer and invite him to school?
- Visit local farm if possible

## **Summer 2**

| <b>TOPIC</b> | <b>THEME:</b> | <b>Oh,</b> |
|--------------|---------------|------------|
| <b>I</b>     |               | <b>do</b>  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><u>like</u><br/>to be beside the seaside: Key text: The beach Ball</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Literacy Focus: Fiction: Stories by significant authors</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Create sensory massage story based on the original text;</li> <li>• Create story sack based on the original story adding significant props in; use iPad to create musical background, e.g. waves, sea animals, beach sounds with people around, wind etc.;</li> <li>• Laminate pictures of characters and hide them under the thin layer of yellow and natural colour sand, help children trace in the sand to reveal the pictures: repeat the same activity with the setting etc.;</li> <li>• Act out story expressively using props children got familiar with; Record your reading to use it again;</li> <li>• Use sand toys for free exploration in the water and in the sand: links to EA and KSUW;</li> <li>• Water play including paddling pool and inflatable play</li> <li>• Knetic sand play to create shapes and models linked to the story</li> <li>• Sensory massage story</li> <li>• Beach sounds on sound buttons such as seagull, icecream van etc</li> <li>• Sensory ice cream role play</li> </ul> |
| <p><b>Maths Focus: Number and place value, Calculating (+ and -) and Measures (capacity /volume)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Use balls to throw them and count them;</li> <li>• Explore numbers in the sand (use glitter to create different colour sands);</li> <li>• Provide the children with a variety of objects that fish/ball could use to travel in, for example: cups, bottles and boxes;</li> <li>• Explain that we are going to help fish to find out which container it should use;</li> <li>• Give the children the chance to explore all of the containers by handling them;</li> <li>• Show the children the coloured water (to make it easier to see) and show them different shapes of containers when pouring coloured water into them;</li> <li>• Help them empty and fill in containers with different liquids and/or sensory materials;</li> </ul>                                                                                                                                                                                                                                                                           |
| <p><b>EA: Painting and sculptures; Investigate sand sculptures;</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Use kinetic sand to create sculptures and ordinary sand to compare;</li> <li>• Create a sun made out of paper shade, or 2D made out of ripped pieces of materials, paper, fabrics etc.; label with pictures/symbols;</li> <li>• Create a selection of yellow handprints and make a sun out of yellow and orange paints;</li> <li>• Watch video presenting sand sculptures;</li> <li>• Learn new summer song about the hot weather; alternatively use one of the seasonal songs from Fort Royal collection;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

- See recipes for sea/ocean and sand slime;
- Jelly in sand moulds sensory play

**KSUW: Identify daily and seasonal weather associated with the season: Identify land and sea**

**IDEAS:**

- Pack suitcase for a trip to the seaside with the children; have a selection of items and clothes that may go in the bag, discuss what is suitable, explore: swimming costume, winter hats, sun cream, sun glasses, beach ball, winter coat, umbrella, towel, flip flops, boots, scarf, dress, shorts etc.;
- Create sandy beach in your outdoor area, use tuff tray, let children walk into the tray and feel the texture of the sand; organise paddling pool, let children move from one container to the other, play with mud and try to create some sculptures (link with EA);
- Alternatively hoist children onto the floor (mattress covered with beach towel, place their feet in the tuff tray full of sand, then move gently to the tray with warm water, use spray bottle with cold water on hands only);
- Introduce children to the Summer season and associated signs: sun, hot weather, appropriate clothing; compare with daily weather;
- Create a calendar by checking weather every day in the school week, take photos with children in your outdoor area, name days of the week;
- Create sensory massage story about warm weather at the beach: using scents, oils, water, hair dryer if possible;
- Make two trays: one with sand and land creatures living on and around the beach and one with water and fill it in with sea creatures: listen to the animal sounds, specifically dolphins as their sounds are healing phenomenon;
- If possible organise group water session in the hydro, play dolphin's sounds, sea related relaxing music and engage children in simple movements pushing the beach ball in the water;

*'Aquatic therapy has long understood that being in the water has a therapeutic effect on people with varying types of disabilities (McKinney, A; Wolf, R.; 2001). Being in the water allows people that are in wheelchairs, freedom in movement otherwise not experienced. To this benefit include dolphins. Dolphins have been cited as having special capabilities that enhance healing potential in people with disabilities (Johnson, L.; Bourne, R.). The sound of dolphins has a frequency of 8 Hz inaudible by humans. It generates a field that brings the brain and biomolecular system to its balanced nature to 8Hz. People subjected to such sonic frequencies improve their mental and physical balance, feeling calm and stress free.*

*People with non-verbal or communicative disorders have found positive results in working with dolphins. Children with special needs including autism and cerebral palsy, etc., are a unique focus to many programs. There has also been recent research for people experiencing depression or anxiety.'*



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| <b>TOPIC THEME: Snap, Crackle and Pop</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Literacy Focus: Stories with familiar settings; Five minutes peace: Jill Murphy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Retell the story expressively, dress up, make cardboard props etc;</li> <li>• Create story sack with real objects used at home;</li> <li>• Look at the enlarged pictures from the book, find bathroom and describe it for children using photos, symbols, signs;</li> <li>• Use bathroom associated sounds to describe setting;</li> <li>• Create a story sack – then use characters to e.g. give an elephant a bath etc.;</li> <li>• Explore bathroom props, match them with photos/symbols, and handle props;</li> <li>• Explore kitchen/dining room props, match them with photos/symbols, and explore props;</li> <li>• Make sandwiches, toasts, create mess on the table using cereals etc.;</li> <li>• Play with kitchen props, tidy up messy dining room/kitchen;</li> <li>• Make coloured bath salts with children to take home. Be cautious when working with salts with children to make sure they do not ingest the ingredients and wash hands properly. Some children to encounter and join in during this tactile sensory activity;</li> <li>• You could make soap using ready soap making kit for children; Link activity to the story – re-read or listen to the recordings of expressive reading;</li> <li>• Read story from book. Introduce story hands. Use story hands based on photos and sounds (buttons) to re- tell to pupils.</li> <li>• Watch short videos of Large family on the you tube, use props at the same time;</li> <li>• Using props create picture story or your own film using ICT equipment where appropriate: comic app, puppet pals, Lego app etc; Adult to create film with a child as a main character/actor; when possible encourage more able children to cooperate and invite them to take part in the film/story;</li> <li>• Create puppet show: use props, act out scenes from different rooms around the house – what reaction can you see?</li> </ul> |
| <b>Maths Focus: Number and place value, calculating (+ and -) and measures (time)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Read to children with expression a number story (Over in the meadow, Safari, Kipper, on the Beach story – link with CLL);</li> <li>• Show them the same animated story on the i-pad;</li> <li>• With support stack blocks with numbers on, adult to verbally model, make mistakes, do the children show a reaction.</li> <li>• With adult help:</li> <li>• Find 1 item, find 2 items. Find number 1's in sensory materials.</li> <li>• Feeling the shapes of numbers.</li> <li>• Explore wooden numbers and numicons in sensory materials;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Explore number lines (3D to start with) and paper version – place value: look for numbers, rote count from a small number;
- Build towers using bricks, Duplo, tiles and pegs;
- Explore dolls house furniture and play food (breakfast set) and make sets with adult support;
- Provide a range of number activities (songs and games) to explore and request a go or more;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; what is missing?
- Lyrics for “One Elephant Went out to Play”

One elephant went out to play

Upon a spider’s web one day.

He had such enormous fun,

He called for another elephant to come... “Oh, ELEPHANT!”

Two elephants...

Three elephants...

Four elephants...

Five elephants went out to play

Upon a spider’s web one day.

The web went creak, the web went crack.

And all of the elephants went KERSPLAT!

- Organise session in the group room, cover up the window using velcroed fabric, put the lights on and say to the children that it is a day, switch lights off and put the moon on to indicate night time; Use dice with two options: day and night, roll the dice with pupils and ‘take them on a journey in time’;
- Use ready boards with day and night activities on cards, when ‘travelling in time’ indicate what people and/or animals do at night and through the day; Repeat game on another occasion to consolidate;
- Explore variety of digital and analogue clocks (sounds); Use ICT based simple cause and effect’ games around the time; Read stories and listen to songs about the time/day and night;
- Use big round props to represent the SUN and the MOON;
- Make a table with different activities children are engaging with through the day and through the night (evening); Use photos of a child when possible;
- Organise a session in the MSR room and link it to the night time;
- Talk about different activities they take part in when in school, sequence them, talk about the beginning of the school day and the end of the school day; Use photos;
- Use switches to make the clock work (ICT based activities);

**EA: sounds and vibrations**

**KSUW: sounds: sounds in the home**

**IDEAS:**

- Use pulling vibration sound soft toys to introduce the topic, move on to variety of vibrating instruments and encourage children to take part in tactile session based on TAC PAC.
- Use simple command words: pull, stop, feel, repeat – can they do it? What's the reaction?
- Watch variety of clips showing how to experiment with vibrations and how to make sounds using variety of props;
- Proprioceptive Activities:
- ✓ Use variety of sensory techniques to apply vibrating resources onto child's body parts: use vibrating cushions, pulling toys, hand-held massagers, head massagers, blow didgeridoo over their backs, hands etc.;
- ✓ With limited verbal communication, simple nonverbal modelling is the best approach. Start your session by sitting in chairs with the drum. Begin playing the drum and encourage kids to lightly place their hands above the head. Encourage pupils to feel and listen to the drum. Ask questions such as, "how does it feel? What does it sound like?"
- Have a set of metal bowls and metal forks, spoons as well as wooden spoons, encourage children to follow your simple steps and bang with different spoons and fork; Can they follow your directions, are they aware of simple cause and effect?
- Listen to the different but familiar sounds, match them with the pictures/symbols;
- Watch clips on you tube: Hey - [sic!] kuchnia cover by CeZik and Sound of Noise - Music for One Apartment and Six Drummers;
- Encourage children to explore instruments and everyday objects/props to make sounds; Can they follow simple instructions: start, stop, bang;
- Encourage children to take part in simple experiments with sounds – use vibrating musical instruments: touch and feel – how do they react, can they feel it?
- Set the paper towel rolls up in a "V" shape with the ends meeting in a bowl or pan. Have a child whisper into one paper towel roll and have another child place his ear up against the other one.
- Together listen to the 3 clips of Andy Pidcock and welsh orchestra: hello song, shake song and thank you song;
- Make a list of unpleasant and nice noises after exploring them with a child;
- Make a string telephone to explore how sounds create vibration: let a child listen to what his/hers friends have to say.

<http://www.pbslearningmedia.org/resource/phy03.sci.phys.mfe.ztunefork/sound-and-solids-visualizing-vibrations/>

<http://www.pbslearningmedia.org/resource/phy03.sci.phys.mfe.zxylophone/experimenting-with-a-glass-xylophone/>

<http://www.pbslearningmedia.org/resource/phy03.sci.phys.howmove.zlistenstick/sound-and-solids-listening-stick/>

<http://www.bbc.co.uk/education/clips/z9h6n39>

[http://www.bbc.co.uk/bitesize/ks2/science/physical\\_processes/changing\\_sounds/play/](http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/changing_sounds/play/)

<https://www.youtube.com/watch?v=vU34pdvi07c>

## Autumn 2

### **TOPIC THEME: Super Stone Age**

**Literacy Focus: Information Texts; Stories with Historical Settings; Caveman Dave: Nick Sharatt**

#### **IDEAS:**

- Act out song about Caveman Dave to the children;
- Read the story expressively during introduction - adult to dress up when appropriate;
- Create sensory massage story using scents, props, oils etc;
- Create story sack with props, sound boxes and scents;
- Laminate picture of the main character, hide it underneath sensory materials, then help to trace over to reveal the picture. Use different sensory materials every day; Repeat the same activity for a setting picture;
- Record expressively read text and use recorded version on the microphone to let the child hold the mic to listen for few seconds;
- Use outdoor associated sounds to describe setting;
- Organise a visit to the multi-sensory room, pretend it is a cave, play animal sounds out from the CD/iPad and read story about Dave in MSR;
- Hoist children onto the floor and create a tent using parachute over their bodies, use sounds and props to retell story, point at the features of the cave;
- To help children get familiar with the setting use props from the story sack – put Dave in the cave, Ava on the mammoth etc.;
- Use mirrored tray and lightning tray to explore props linked to the Stone Age;
- Explain to the children that they are going on a mammoth hunt based on 'We are going on a bear hunt' text to take them back in time to the Stone Age; Briefly explain that cavemen used to hunt mammoths and so they will do that too. Use lightning tray to add props while recreating the story; Adult to use small action figures to take them on a mammoth hunt within the tray;
- Use variety of smells to describe cave, Dave, animals, groves, fields, river etc., make a 3D sensory map (on the stick by wrapping items using string or in the clay by making prints) that will link to the story;

**Maths Focus: Number and place value, Calculating (+ and -) and Geometry (shape)**

#### **IDEAS:**

- Read with the expression counting stories e.g. Over in the meadow, Kipper's toy box, Jungle animals etc., use large numbers and clap;
- Listen to the variety of number songs using hand puppets (create them together using fabric gloves);
- With support stack blocks/Duplo bricks with numbers on, adult to verbally model, make mistakes;
- Find 1 item, find 2 items;
- Find number 1's in sensory materials;
- Feeling the shapes of numbers cut as TOBiS

- Explore wooden numbers and Numicon shapes in sensory materials;
- With help build towers using bricks, duplo, tiles and pegs;
- Use plastic small green bottles and Velcro them onto the A frame, throw them to illustrate action from the song (10 green bottles);
- Find shapes hidden in sensory materials: sand, shaving foam, soil, jelly, cereals, in boxes;
- Cut and slice solid shapes: Swiss roll, Battenberg, sausage etc. and match them with 2D shapes;
- Have a selection of objects corresponding with 3D shapes, match them and encourage pupils to join in and help;
- Use playdough mats to create shapes and match them with pictures;
- Explore sensory activities/games/ shapes with adult, use talk /gesture to request more;
- Place shapes in plastic bags filled in with coloured jelly or hair gel;

### **KSUW: British History: Stone Age: hunter/ Gatherers, early farmers, Way of life;**

#### **IDEAS:**

- Introduce the new topic by listening to the short Flintstone's song. Observe reactions, are children familiar with the characters? Look at some artefacts and photos together and using only sand and stone try to recreate scenes from the pictures of Stone Age; Use plastic Stone Age figures etc. for role play in the sand – be creative and expressive, use a lot of onomatopoeias;
- For children in wheelchairs, you could create a floor based 'bed', show them stones and bones, let them explore with you; then use these to tap their hands, arms, feet and legs as for a Stone massage;
- Explain to the children that they are going on a mammoth hunt based on 'We are going on a bear hunt' text to take children back in time to the Stone Age; Use props collected outside, add water and sounds and go!
- Briefly explain that cavemen used to hunt mammoths and so they will do that too. Use big hexagonal tray to add props while recreating the story; If appropriate, children to use small action figures to take them on a mammoth hunt within the tray; you may have to take children out and collect some natural treasures that can be used for this activity;
- You can use clay to create a bowl; If your child/group will find making the bowl too difficult then they will still have great fun making designs in a flat piece of clay which is much easier.

#### **• STONE AGE CAKE**

This is a fun way to build your very own Stonehenge:

You will need

- one large sponge cake – it need to be quite large in diameter – ours was in a 22cm cake tin.
- some icing (fairly stiff)
- a packet of chocolate fingers
- one jelly baby

First excavate the ditch. Leave a 2cm border round the outside of the cake then dig out a ditch in a circle – we did this using a teaspoon. Remember to leave a space for the entrance. Stick the cake you have dig out onto the outside of the cake using some of the icing to make the bank.

- **STONE AGE MOSAICS**

- ✓ Self-hardening clay
- ✓ Poster paint or acrylic paint
- ✓ Plastic knife
- ✓ Rolling pin or tall bottle
- ✓ White glue
- ✓ Tiles

- **SENSORY SPICE PAINTING**

Before adding any water to the seasoning and spices we had a smell of them all and talked about what we could smell. Tip a small amount of each powder into a container. Mix a small amount of water into each (less water gives stronger colours) and you're ready to paint.

Talk about any different textures you see. Some dissolve well and others are still a little grainy.

Handy Tips: Simplify this for your pupil by letting him/her paint with their fingers. Just ensure that none of the seasonings or spices are too hot or spicy in case your little one just has to have a taste. You will also need to make sure they don't rub any in their eyes.

Prehistoric Cave painting: using a spray bottle with watery paint and a student's hand...this would be a great project to try with a class.

- Cave painting. Use a lot of dye, our first try was too watery. I taped a plastic glove over kid's hand. Next time I will use cardboard traces of hands & find a new paint. But still fun!

Linking this to 'Cave Baby' by Julia Donaldson. Going to try to make our own paint using beetroot and red clay and our own brushes using sticks and fabric.

- **COOKING**

Cooking – salmon cooked in a pit oven, bread, fresh cheese, soup of fruits and berries; Cooking was done on open fires and meals may have developed into more social events. At this time, meals may have started to become as important as they have been in traditional societies ever since. The open fires were often made in shallow pits to conserve the heat and protect from the wind.

## Spring 1

|                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: To infinity and Beyond!</b>                                                                                |
| <b>Literacy Focus: Instructions: Stories set In Imaginary Worlds; Aliens Love Underpants: Claire Freedman and Ben Cort</b> |

**IDEAS:**

- Share the story with Bryan using a variety of materials/objects/sounds/ to retell the story of Aliens Love Underpants with expression; encourage your pupil to look at/track/reach for materials/objects and focus on his/her reactions. Use funny noises to gain his attention – record their vocalisation on the TT buttons. For example, Use sound buttons to encourage a child to join in with the story and then record his/her verbal reactions.
- Make jelly and hide objects in it, you could use sensory materials and food to hide characters and objects in. Ask your pupil to pick up certain objects, does he/she vocalise during this action? You could either sing to them 'Zoom, zoom, zoom we're going to the moon' song or let them listen to it from the ICT source;
- Encourage children to look at the picture of an object and pick up this object, try to take turns with your pupil, use hand-over-hand technique if appropriate;
- Make sure you use variety of sounds, giggling to gather his/her attention.
- Make story setting using collage of materials (3D). Use alien puppets to retell the story again. Act out verbs eg. The alien is flying, model then ask a child to join you and to make the noise for alien flying;
- Decorate your group room/outdoor area in space theme, put the lights on, let them observe, watch reactions, record them vocalising.
- Explore variety of characters within the room; Read 'smelly' sensory story to pupils, about aliens.
- Use a wide range of mark making materials to explore pre-writing options; Make collages of aliens, settings with help from adult.
- Hide aliens in sand, water, whipped cream etc. child to use tools hand-over-hand to find them.
- Use a range of materials to create a 3D story book. Use children's 3D book to re-tell the story again, moving character along settings, using verbs to act out: the alien is 'jumping', running', brushing its hair etc.
- Use different familiar props to act out different characters: dressing up box and props.
- Trace over laminated images of characters and use photo of a child as face of this character. Use as puppets to re-enact a range of fantasy (familiar) stories e.g. smelly, scratchy story about Alien.
- Create different sensory bottles out of plastic water bottles. TALK TO A CHILD WHILE CREATING THEM – DESCRIBE SIMPLY (ONE KEY WORD) WHAT ARE YOU DOING, PLACING IN ETC.
- You can make bottles that have liquids (oil, water, corn syrup, tonic water, ice cubes) or solids (rice, beans, flour) and place different small objects in them (beads, cotton balls, shells, confetti, marbles). Use tonic water to fill them in and UV torch to light it and glow in the group room, pretend they are space rockets, do they follow them when you move them on the wall track?
- Use torch to trace wall track of a rocket on the wall, do they react to the light moving in front of him?

**Maths Focus: Number and place value, Calculating (x and ÷) and statistics**

**IDEAS:**

- Create (link to Literacy following instructions) feely bags with numbers inside, fill them in with tonic water and hang them up in the space room).
- Read to a child with expression a number story (Over in the meadow, Safari, Kipper, on the Beach story – link with Literacy); Show a child the same animated story on the i-pad;
- With support stack blocks with numbers on, adult to verbally model, make mistakes, does your pupil show a reaction to silliness.
- With adult help:
- Find 1 item. Find number 1's in sensory materials.
- Feeling the shapes of numbers. Explore wooden numbers and numicons;
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match big tiles to picture sheets hand over hand, use lightning board when appropriate.
- Build towers using bricks, Duplo, tiles and soft cushions – can your pupil help push them?
- Provide a range of number activities (songs and games) to explore and request a go or more; Roll dice covered in glowing paint, clap hands, tap child's hands when counting numbers;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; what is missing?
- Use Astronaut Finger Rhyme linked to space to encounter counting;

Four Little Astronauts

Four little astronauts winking at me, (Hold up fingers as rhyme indicates.)

One blasts off, now there are three.

Three little astronauts with nothing to do,

One blasts off, now there are two.

Two little astronauts afraid of the Sun,

One blasts off, now there is one.

One little astronaut alone is no fun,

He blasts off, now there are none;

- Use counting songs sharing varied objects at the same time. Support Bryan to pull things apart. e.g. play dough, 2 unfix, rip paper to share;
- Share a bag of noisy objects, cause and effect objects, such as, lights;
- Use props e.g. pizza, cake to model sharing equally, 1 for Andy and 1 for Lola.
- With full support from adult sort familiar items as instructed following a model (colours and sizes);
- Remove the odd items from collections with support. Why doesn't it belong? Explain in simple way;
- Collect items into sorting drawers according to colour and size;



- Compare different soft and hard objects, put them in a line or in groups to make tables, show big, small and variety of colours;
- Sort according to texture, explore variety of sensory fabrics, objects etc. fluffy, rough, wet, dry, cold;
- Use sensory sorters; Play 3D domino with support to help child discriminate;
- Use child's hidden bowl (in THE standing frame) TO MATCH OBJECTS WITHIN THE SAME COLOUR, SHAPE, SIZE ETC.;
- Using a range of blocks, bricks, cardboard boxes, construction. (Use symbols for big and small, focus on matching big and small objects), children to explore and investigate with appropriate support;
- Start by modelling building towers, stacking etc. and knocking them down. Look for any responses, over time look for anticipation from a child prior to knocking down items, stacking cups, building towers, pushing them over. Extend time spent on each building material;
- Repeat similar activities with construction materials eg, blocks, towers coactively, independently;

**EA: 3d sculpture, planets/solar**

**KSUW: Sun Earth and Moon: Space buggies/pants**

#### **IDEAS:**

##### **Whole class activity; Session 1: opportunity for a full inclusion:**

- Explain to the children the reason why they will have to dress up as astronauts; Take them on an imaginary trip to the moon; It's 20....19 and we're going to the moon. It's time to get on board. Play a space tune Zoom, zoom, zoom we're going to the moon;
- Fasten your seat belts-children to place belts across their lap;
- Begin the countdown, using an exaggerated voice. Countdown could be recorded onto a recordable button or communicator; encourage children to press the button to hear the countdown: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ... BLAST OFF!
- Play short video footage of a rocket launch; Whoa – that was great. Is everyone OK? Let's look out of the window. What can you see? Look at the stars, aren't they amazing? Ask if everyone is OK and give each child a reassuring pat on the hand.
- Take children on an imaginary trip around the classroom; Let them look through the round windows in the group room, ask children what can they see? Is it dark or light? Let children go inside (3 at a time with the children working below P3 level constantly staying there), after that children will have sit in their seats, fasten seatbelts and get ready for landing on the Moon. Hold on tight we're going to land, it could get bumpy ... ooh, here we go and phew ... we've landed. Gently shake or bump your learners' seats to simulate a moon landing. Make different sounds, TA's to move around to create a more dramatic effect. We're on the moon – isn't it cool? Use a fog machine to create a smoky effect.
- Move your learners around and encourage them to look at the moon and stars from different angles.

- (At the same time one adult place painted sheet that looks like the Moon on the carpet), children eventually land on the Moon; Let each child stand on readymade clay patch to make their first step on the moon;
- ON IWB image of the Earth seen from the Moon; Let's explore, can you find a moon rock? Can you find any bits of moon rubble? Place the different sizes of moon rocks onto the bed sheet then, as a group, hold the sheet (like a parachute activity) and bounce the rocks high and low (gently). Encourage children to reach out, feel, experience and anticipate. Ensure each child has a moon rock at the end of this activity. We've had such a busy day, but I'm sorry to say, it's time to return to Earth. Everyone back in the rocket please! Fasten your seat belts. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1...BLAST OFF! A child to press the button with help. Put the sound of a rocket on. Shout and make lots of noise to simulate the rocket taking off. Watch out, here come some asteroids. Duck! Let off party poppers and throw paper balls over and to the side of your learners. Create as much fun and enjoyment as you can by ducking and diving to avoid the asteroids. We have landed back on earth safely. Wasn't that a super trip? Stop all motion and movement. Encourage children to cheer and clap. Just before we go, let's take a picture of all the astronauts in class 99 say CHEESE!

### **Whole class activity; Session 2**

- Introduce children to the activity by explaining that they are going to learn all about space. Place a silver emergency blanket over them or encourage them to wear a pair of moon boots. Take children to the Moon to be able to explore outer space and planets from there. Repeat journey activity from previous session but go straight to the Moon. Ask children what do they remember from previous lesson? Observe reactions, can they act out as they did before? Finally, it's time to explore the planets. Lay some bubble wrap out on the floor over the Moon sheet and encourage each child to move over it, either on foot or in a chair. What can they hear? Is that the sound of the moon? As one pupil does this, pass the cardboard moon (previously prepared with help from adult) or lamp moon around the group, allowing time for each child to feel it, look at it and listen to a member of staff describe the experience, for example 'the moon is bumpy', 'the moon is big', 'the moon is grey' or 'the moon is cold'.
- Now ask children to sit in the circle and show them pictorial representations of planets. Each planet on the IWB too. Slowly introduce one experience at a time. Use a torch to focus each pupil's attention on one planet at a time. Use individual sensory experiences to represent each planet as you talk about it: Mercury is very cold – pass an ice pack around your learners, letting them feel it. Venus is hot and covered by clouds of water vapour – spray your learners lightly with warm water. Mars is known as the red planet – give your learners a red fur fabric circle to explore. Jupiter spins very fast and makes lots of different weather in the clouds – let your learners feel some cotton wool or wadding. Saturn spins very fast and this creates hurricane-like storms – use a fan with streamers attached to create a wind effect. If available, attach an electric fan to the switch and give each child the experience of turning the storm on and off. Uranus is a blue-green colour. Encourage your learners to explore a circular card painted blue-green or a blue and green jelly. Neptune is named after the Roman god of the sea – give pupils a bowl with blue water (soak a small amount

of blue crêpe paper in water to give it a blue colour) to investigate. Pluto is very small – pass around a small, light grey or silver ball that fits into children hands.

- Use Amazing Space Journey 3D Solar System app. to explore solar system.
- Follow up with this song !when introducing children to the new WALT in the group room decorated in space theme;
- Sing to the tune of Itsy, Bitsy, Spider
- See the shining stars (Hold up shiny side of star facing out). Up in the big, night sky. Look at them all twinkling and blinking way up high! When the morning comes, (Slowly start turning the star around) the night turns into day and the little twinkling stars. (Show plain side of star only.) All seem to go away! Play this song and take Bryan, Edith and Ethan into the group room to act out the movement on the Earth, take turns and hold the torch (sun) and become a static moon too.
- [https://www.youtube.com/watch?v=8oe6UzVs7\\_Y](https://www.youtube.com/watch?v=8oe6UzVs7_Y)
- Children to create with support, models of the Earth, Moon and sun using paper shades, balloons and cardboard circles. Explore variety of sensory materials, encourage a child to help sticking them onto the surface. Put relaxing music on.
- Create sensory lava bags glowing in the dark;
- Prior to this mix food colouring with tonic water in few possible variations, use them to create sensory lava bags;

## Spring 2

### **TOPIC THEME: Sombreros and Salsa**

**Literacy Focus: Poetry from other cultures: Stories from Other Cultures;**  
**Key Text; Off We Go To Mexico: Laurie Krebs and Christopher Corr**

#### **IDEAS:**

- Start first lesson by exploring 'Mexico', watch short introductory film on the I-pad; Move on to the quiet space e.g. group room to listen to the Mexican music, explore props from the story and talk to a child about the weather in Mexico, use sensory props to compare weather in Mexico with weather in England, support activities with two laminated pictures, your pupil in England and Mexican boy in Mexico; Use ice cubes, heat patches, spray warm water on hands, use warmed sand, freshly cut grass, leaves, artificial snow, use Mexican traditional spices etc.
- Start your exploration of Mexico weather by taking child's shoes off. Gently massage his/her body while you talk about weather differences. Don't forget about the music of rainforest in the background. Start journey on his/her feet, firmly but gently massage feet, then go up to knees, use different sensory props for each part of the body leaving warm water to spray hands only. REPEAT ACTIVITY USING DIFFERENT PROPS FOR VARIOUS BODY PARTS;
- Next time take a child to Mexican beach, focus on sand, warm water, use sensory props from the story, read the story to a child and perhaps record it on the microphone, so next time you can listen to the story together and you can focus on another journey massage. Read expressively.

- Focus on traditional Mexican market: let a child listen to the story, stop reading when you will get to the market, introduce a child to some traditional foods, let him/her try small amounts (be vigilant due to food allergies) of traditional foods including bread, fruit, tacos, salsa sauce, chocolate. Make your own smelly sensory cubes using talking boxes.
- Expose a child to a range of sensory experiences using 'What's in the Box?' sessions, create a box that will include scarfs, smells, maracas, spray with warm water etc. (these sessions are designed to develop pupil's anticipation and attention skills).
- Make sure you use intensive interaction techniques allowing plenty of time for a child to response. Make notes.
- Read the book to a child expressively, use bag with props, and focus on instruments. Observe reactions.
- Using instrument engage with a child in intensive interaction. Give him/her time to process.
- Explore box with scents, find appropriate one to link it to the topic, alternatively use scents of the week together with vaporiser and candles;
- Read selection of familiar and new rhymes linked to the topic and a journey to Mexico;
- How about using the 5 senses to generate descriptions or similes -  
Prepare symbols and Turquoise water, then engage a child in sensory activity:  
Turquoise water feels like...  
Turquoise water tastes like...  
Turquoise water looks like....  
What does Turquoise water smell like??? (Why not adding a scent into the water?)
- For adult: these can be adjectives or nouns. It doesn't have to be a logical association, in fact, the more imaginative the better, you could make up your own poem for a child based on experiences from each lesson! You could link it to the activities child took part in during topic work;

### **Maths Focus: Number and place value, Calculating (+ and -) and Measures (weight)**

#### **IDEAS:**

- With support stack blocks with numbers on, adult to verbally model, make mistakes, do the children show a reaction.
- With adult help: Find 1 item, find 2 items. Find number 1's in sensory materials.
- Feeling the shapes of numbers. Explore wooden numbers and numicons; Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Build towers using bricks, Duplo, tiles and pegs;
- Sing a song five green bottles, use props and throw them down, watch child, can he/she notice the movement. Keep singing to the end put the bottles back on the track, is a child watching your actions?
- With help build towers using bricks, Duplo, tiles and pegs;

- Provide a range of number activities (songs and games) to explore and request a go or more;
- Use sensory and messy play to play with and encourage Bryan to join in imitating gestures;
- Use a range of blocks, bricks, cardboard boxes to co-actively construct with appropriate support;
- Children to explore and investigate modelling building towers with help, stacking etc. and knocking them down. Look for any responses, over time look for anticipation from a child prior to knocking down items. Extend time spent on each building material.
- Put big and small balls/cars in buckets/down tubes, focus on watching with interest and anticipation. Put big and small object in his hands, do the same with variety of foods. Allow time, between consumption, for processing.
- Measure objects around the sensory Mexican room/outdoor space using non-standard units of measure- cubes, paperclips, cars, pencils, soft toys, etc.; Make it fun. Measure a child with a colourful feather.
- Compare different objects by length only.
- Finger painting long / short / wide lines / snakes. Help a child paint one that is longer / shorter / wider.

### **EA: Colour mixing**

#### **IDEAS:**

- Ooey, gooey, slushy and messy! Playing with jelly!  
You will need jelly of course! You will also need an assortment of plastic containers of all shapes and sizes, ice cube trays and a large tray or container to put all the jelly mess in for playtime. Prepare the jelly a few days before watching with excitement!
- Explore the sense of touch - Squishy, sticky, slippery, slimy, sloppy and smooth.
- Make Some Marvellous Maracas!  
What are maracas made of? Most traditional maracas are made from natural materials such as gourds, clay, and wood or coconut shells. More modern ones can be made of plastic, leather or other synthetic materials. They are filled with small objects such as seeds, pebbles or dried beans. To create “recycled rattles” you can start with smaller water bottles from the recycling bin and be even more clever with fillings – finding things you can easily use from around the house, garage or in your junk drawer. Now you are ready to play. Time To Jam!
- Let's Make Tortilla Art!  
Other children could join support group for this activity: they each get a corn tortilla, spoon, straw, toothpicks and a lettuce “paintbrush”, rip a lettuce leaf into strands, placed them in a bundle, and tie them together with a rubber band.
- To create the paint just place a couple drops of food colouring mixed with water into the wells of a mini muffin tin. Start painting, why not make a hot Mexican tortilla sun!
- Other children could join support group for this session and make a tortilla with layers. Use different ingredients and spread them over the top of tortilla cover it

with another piece and add different layer then cook in the oven accordingly to the suggestions on the tortilla package.

- Melt chocolate for children using microwave, must be supervised by an adult. Help a child mix his/her melted chocolate with chosen spices, juices, fruits etc. then pour your mixture into the moulds and leave in the fridge over night to set.
- Engage a child in fine motor skills activities, mix shreds with chocolate, use hands to do that and put your mixture in the microwave, when melted use spoons to add mixture into your paper muffin cases to make chocolate nests etc.

**KSUW: Study of central America: Mexican food, pottery: changes of state (food);**

### **IDEAS:**

- Explore book 'Colours of Mexico', present Bryan with paints, talk about the colours, then show child a sketch of a half butterfly, using hand-over-hand finger painting technique cover one side and then fold it together, use glowing in the dark paint to then open it in the dark room. Play song about butterflies in the background, after session watch Monarch butterflies on the i-Pad.

Spread newspaper over the work area.

Paint palm with green paint.

Press palm with green paint.

Pour a small amount of yellow paint into a flat container.

Dip pad of thumb in yellow paint and press above the cactus print to make flower. Add red dots and black marks using paint stick.

- For the NEXT session children join in whole class (opportunity for the full inclusion), they are hoisted onto the mattress to be part of the group: magic carpet – visit to the Mexico
- Tell children the magic carpet can take you anywhere you want, travelling around the world and beyond to discover new things, places and people. Remind them that the suitcase is ready to go with them. Ask children if they remember what is inside? Explore props;
- Invite everyone from your group to sit on the carpet (put as many as possible class quilts on the floor, place some pebbles underneath secretly making sure it is not too comfortable) and ring a bell or shake the tambourine to get their attention. Sing the magic carpet song to warm them up (to the tune of twinkle, twinkle little star):

Magic carpet fly with me,

Let us see what we can see

Zooming up above the sky

Let us wonder why oh why?

Magic carpet fly with me

Let us see what we can see

- Ask them to imagine they are flying up high on the carpet above the earth. Is it a bit of a bumpy ride? What can you see down below? Have pictures of Mexico, including beach spread around the magic carpet. Set up fan and have spray bottle with warm water to imitate rain and wind.
- Ask someone to find photo of a beach and explain that they are going to explore Mexican beach today. Have tray with sand prepared on a side, children must be bare feet, they will visit the beach, play with water, find some Mexican creatures

there, sunbathe with their feet in the sand wearing sunglasses and drinking chocolate cocktails. At the end of the session talk about where you've been and what you've discovered. Look at the photographs if necessary.

- Magic carpet say goodbye,  
Another time we'll see you fly  
Zooming up above the sky  
Let us wonder why oh why?  
Magic carpet say goodbye,  
Another time we'll see you fly

## Summer 1

### **TOPIC THEME: Ready Steady Cook**

**Literacy Focus: Labels, Lists and captions; Stories which raise issues/dilemmas.**

**Key Text; The Shopping Basket: John Burlingham**

#### **IDEAS:**

- Start first lesson by exploring 'Shopping basket' text, read it with expression, watch short introductory film on the IWB; listen to the recorded story from the microphone, explore props and talk about Steven's shopping list, using real objects;
- Create massage story based on action (walking); Use sounds in the background;
- Prepare items from the shopping list for next lesson. Make sure a child will be able to explore different food textures, tastes and smells, prepare resources for this lesson in advance.
- Adult to count on objects from the list and possibly cross them off/tear velcroed symbols off while reading. Use facial expression and change of voice when reading.
- Coactively engage in activities which involve making a choice. Start by choosing between two preferred objects/activities etc. before moving onto choices between a preferred and a non-preferred.
- Retell the story to a child, ask him simple questions and try use switches to answer yes or no. Make sure a child takes part in sensory activities involving switches prior to the lesson. Arrange interactive reading, use talking dice.
- Support your expressive reading with multiple sounds in the background, how does child react, does he/she show enthusiasm, is he/she scared?
- Using talking A3 version of the text share the story of The Shopping Basket again.
- Share the story of The Shopping Basket and use TOBIS this time. Engage more able children in making a shopping list for support group.
- Use sensory story to explore the characters that Steven comes across. Put them in the list over the lightning board. Can a child show awareness of the picture you are looking at?
- Engage a child in a game to identify the different animals – use symbols and sounds to support. Describe them to a child. Adult to model linking sounds with animals.

**Maths Focus: Number and place value, fractions and Measures (money)**

#### **IDEAS:**



- With adult verbal, gestural and physical support coactively exchange money for a variety of items in both real contexts and in imaginary ones.
- Make sure a child will encounter variety of activities that involve money: trip to the shop, trip to the local café, and playing shop in the classroom;
- Exchanging money for goods with physical support during break time;
- Exploring plastic money in sensory materials;
- Listening to variety of songs about money: Songs involving 1p/£1 coin images.
- Searching for money in sensory materials.
- Searching for bronze and silver with full support and modelling, adult to make 2 obvious piles.
- Children to be shown other denominations. Explore sensory materials and place in to obvious piles or pots with support.
- Play with food from Steven's list (Tobi's) pretend you are making a shopping list and then put Tobi's in the basket pretending you are in the shop;

**KSUW: skeletons, nutrition and health: Cooking: healthy food/snacks: savoury: Symbols and keys, maps routes in the locality**

**EA: Improve mastery of techniques including sculpture:3d sculpture, fruit and veg, still life sketches**

#### **IDEAS:**

- SENSORY STORY:
- 'Seasoned with spice' story:  
Place the images of fruit and vegetables in the place a child can see them, the selection of blended fruit and veggies together with spices, box with fruit and veggies and bowl with small chunks of fruit and veggies; Reach for the first set while reading to model what to do;
- Focus on a skeleton model again, explore the bones, name some of them and ask children to touch their body parts to feel their bones through the skin; then label it with pictures;
- Listen to the songs about skeletons, healthy living and good food on you tube using i-pads;
- Focus on jaws, explore teeth, count them together using model; tell children how important they are for us, ask what do we need our teeth for? Then let children clean their ready laminated sheets with very dirty teeth, use real toothbrushes;
- Try to do the same using big model created by more able children, cover it with glitter, playdough etc. and ask a child to hold toothbrush with hand and clean it;
- Ask children to colour in sheet with head parts using fingers, then cut out and stick them in the correct places together;
- Explore variety of foods that are good for you and your teeth and body, use wooden set to classify them and sensory plate to create own favourite meal;  
Then let children try different fruits and vegetables and create a chart;
- Children to choose preferred fruits and vegetables to make own salad;  
Ask many questions while cooking with your children to encourage conversation (holistic communication)!



- Fruit salad.  
Use kiwis, pineapples, watermelon, and bananas. These fruits have contrasting outside and inside textures. Let the children feel and examine the outside of the fruit. Then cut it open and give the children a piece to touch and look at. Discuss the feel, smell, colour, and any sounds made when cutting it. Encourage children to taste. When you are done checking out the fruit, cut up leftovers, and mix.
- Painted Toast  
Ingredients and items needed: wheat bread, milk, food colouring, pastry brush, toaster, plastic knives  
Have children brush the toast with milk that has been coloured with a small amount of food colouring. They can paint shapes, faces etc. toast bread after.

## Summer 2

### **TOPIC THEME: Swords, Shields and Chivalry**

#### **Literacy Focus: Myths and Legends**

#### **Key Text; Arthur the King**

#### **IDEAS:**

- Start two week block by showing a child three versions of the same story (pictorial representations), let him/her use eye gaze to choose the story he would like to look at/listen to from the recording;
- Listen to the story together, pause and explain pictures using holistic communication or photos;
- Use facial expression, sign and make onomatopoeias when appropriate, use props and act out some scenes;
- Read the story to children again, repeat actions, include simple switches with noises, let children press to listen and explore, match and explain what/who they are representing;
- Watch short story on the i-pad about King Arthur; Repeat activities with switches;
- Adult to act out as a Merlin using either mask or soft toy, children to be encouraged to help create magic potion, use intensive interaction method to support child's responses;
- Make story maps to make it more visual when changing the TALE slightly; then read aloud picture story, observe reactions, and include emotions;
- Read story from book. Introduce story hand puppets. Use story hands based on photos and sounds (buttons) to re- tell to pupils.
- Watch short videos/listen to the songs about brave Arthur the King, on the you tube.
- Using props create picture story or your own film using ICT equipment where appropriate: comic app, puppet pals, Lego etc.;
- Set up the scene in the group room when possible; create a relaxation area by using hessian sacks or wooden boxes to make an Anglo Saxon room. Burn scented candles and play CDs of Celtic sounds. Add some green crepe paper streamers to the metal cover of a fan to emulate trees and create a cooling river side breeze. This can create a perfect area for one-to-one work, relaxation and intensive interaction.

- Show the photographs and props of King Arthur, Merlin and Lord Pellinor; as you show each picture - bring the appropriate items out of your treasure basket for a child to see, taste, smell and feel. This will help to reinforce the image;
- Once a child have had the opportunity to smell and taste some typical Anglo Saxon foods and spices, cook a simple meal in the classroom so that he/she can experience the smells of the herbs and spices as they fuse together during cooking.

- Massage

Re tell actions and events in the story when a child is lying down on the mat;

ARTHUR: With your fingertips use a quick, light grabbing motion imitating Arthur picking berries in the woods;

MERLIN: Draw circles on the body to imitate Merlin cooking positions;

SWORD: Using clawed hands, draw the fingers down the body to imitate the sword shape end;

MERLIN: Place your palm flat on the body and spread fingers, then draw the fingers up to imitate the horn Merlin is blowing into;

### **Maths Focus: Number and place value, Calculating (+ and -) and Geometry (position and direction)**

#### **IDEAS:**

- With help pupils anticipate making a tower out of blocks/boxes, e.g. adult counts 1st, places 2nd, adult counts 2. Knock them down. Do this repeatedly and then adult fails to put 2nd block and count 2.
- Pattern of getting higher and higher then knock down. Make a tower shorter and shorter. Use contrasting colours. Repeat activity in a variety of ways, e.g. longer, bubbles – more and more then less.
- Create a pattern of 2 colours with blocks. Build the same colours repeatedly and then make an obvious mistake, do the children react? Ask what colour comes next, do this with 2 of different objects.
- Pattern with music.
- Use lightning box and puppets to move them in various orientations/positions.
- Name your actions: introduce actions: jumping up, down, put things in and out of the boxes;
- Encourage a child to take part in a variety of physical actions, push/pull/roll/go under/over etc. model actions.
- Read story: Enormous turnip to repeat pull and push actions;
- Create (link to Literacy following instructions) feely bags with numbers inside, fill them in with tonic water and hang them up in the space room).
- Read to a child with expression a number story (Over in the meadow, Safari, Kipper, on the Beach story – link with Literacy)
- Feeling the shapes of numbers;
- Explore wooden numbers and numicons; Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match big tiles to picture sheets hand over hand, use lightning board when appropriate.
- Build towers using bricks, Duplo, tiles and soft cushions – can Bryan help push them?

- Provide a range of number activities (songs and games) to explore and request a go or more; Roll dice covered in glowing paint, clap hands, tap child's hands when counting numbers;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; what is missing?
- Provide a range of number activities (songs and games) to explore and request a go or more;

**KSUW: Anglo Saxons: how they lived, homes, foods, jobs etc., way of life;**

**EA: Improve mastery of techniques including drawing, painting and sculpture with varied materials**

#### **IDEAS:**

- Introduction to the topic:  
Explain to the children that they will travel in time to visit people during Anglo Saxon invading times;
- Listen to the dramatic Celtic music, explore costumes and artefacts; Dig in the tuf tray (excavation activity); Digging for artefacts and fossils Activity: Grab your toy tools, paintbrushes, toothbrushes or any other tools you think could be used to dig out the dinosaurs. Put them next to the artefacts/fossils excavation container and invite your children to dig out all of them, can they remember what we called these artefacts and fossils?
- Among representations of old artefacts hide some buttons and props from present times, can children sort them into two containers (link to PSRN)?
- Listen to the Celtic music, show children plastic figures representing different invaders, ask them to colour in parts you talk about, move figures towards next region when finished;
- Support and Core groups could join in in painting the sections then label each area with the name of a place using symbols.
- Create a sensory map of Britain with children, use cookie mixture and make a shape for him; Using variety of sensory materials decorate different parts invaded by warriors coming from Denmark and Germany; Taste your map afterwards, does a child enjoy creative activities in sensory materials, and does he/she taste different foods?
- Use wooden shapes to create sensory shield, glue the surface and add sensory materials to create patterns, when dried spray different areas with variety of smells known to a child;
- Using DUPLO bricks create a house to look similar to Anglo Saxons village house;
- Alternatively use sensory materials to create Anglo Saxons village house; Use hay, straw, mud, sand, stones, water etc.;

## **UKS2 Cycle A**

### **Autumn 1**

**TOPIC THEME: Extreme Earth****Literacy Focus: Stories with Historical Settings and Explanation Texts****Key Text; Escape from Pompeii: Christina Balit****IDEAS:**

- Read the story of Escape from Pompeii, symbolised version. Take time on each page to introduce the prop for that part and link to the symbol provided and word on the big mac. Adult to say the word as well to link word/picture/prop/symbol. (This will probably need to be repeated at the beginning of every session);
- Focus on a key symbol/word in each session and complete activities linked to that.
- Children to choose the correct prop/word; copy the sign/word; begin to say where the props are e.g.: if the boat is in the water does the child say in? Symbols to support.
- Re - read story to the children, alternatively use recorded version on the microphone – let children hold the mic to listen attentively for longer periods of time;
- Show children big pictures of characters supported with props (soft toys dressed up): one at a time;
- Act out as some of the characters, use one descriptive word and associate one prop with each character from the story, can children recognise them? Repeat session with different characters;
- Building blocks to knock down: Duplo, wooden blocks, cushions etc.;
- Bury toy people in the sand, children to find them;
- Show understanding of the story by selecting, objects, photos of the objects and/or symbols relating to the story. Try showing photos of the props to see if there is a reaction to the photo, match photo to object and say the name of the object;
- Create small world of Pompeii in tuff tray: Adult to model the retelling of the story;
- Pushing pebbles into clay to make roman roads;
- Setting fire to a pile of paper in metal container, look at/smell/experience the burning, heat, colour, of the paper. When the paper is cool to touch pour into tray and allow children to explore.

**Maths Focus: Number and place value, Calculating (+ and -) and Calculating (x and ÷)****IDEAS:**

- Explore number lines (3D to start with) and paper version – place value: look for numbers, rote count from a small number;
- Build towers using bricks, Duplo, tiles and pegs;
- Provide a range of number activities (songs and games) to explore and request a go or more;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; what is missing?
- Use counting songs sharing varied objects.
- Support children to pull things apart. e.g. play dough, 2 unfix, rip paper to share.
- Share a bag of noisy objects, cause and effect objects, such as: lights.
- Use props e.g. pizza, cake to model sharing equally, 1 for John and Mary and 1 for adult;

- Explore resources e.g. Food based play dough, pots/boxes with items to manipulate.
- Counting songs to share objects to manipulate.
- Before practical activity: As pizzas can be quite messy, get a large piece of paper and, using a plate, draw round it to get a circle then decorate it with ingredients of your choice, with help from adult slice your pizza design and share it in your group.
- Whole class sharing activity: children cut pizza base with adult help, then decorate it so each piece has the same amount of e.g. mushrooms, tomatoes etc. Then, they share their product between peers in the group, are there any slices left?

**EA: Different mediums: Jackson Pollock: splatter, paint, abstract**

**KSUW: Classification of Rock Types. Study a region of Europe (Italy), Describe and Understand Volcanoes and Earthquakes.**

### **IDEAS:**

- Play the volcano song on the iPad <https://www.youtube.com/watch?v=bwTkTzdkVS4> then show the children a video clip of a volcano erupting. Use a drum/cymbals to play when the lava erupts.
- Children to help to make a 'lava gloop' using cornflour/water/food colouring. Encourage the children to hold the gloop in the air and let it drop onto the tray to recreate the lava falling from the volcano. Allow the children time to explore this while also playing the volcano song/sounds from a volcano erupting. Add some PVA to the gloop and using large paintbrushes encourage the children to drop the paint onto black paper to create a lava effect. Add red glitter to the wet mixture when on the paper.
- Play the volcano song on the iPad. Children are going to create their own volcano in the sand. Place a bucket/thin container in the sand and build up the sides with sand to create a volcano shape. You can add sand to the bottom of the container to keep it in place. Then children to add the vinegar food colouring and washing up liquid and then the baking soda and watch the volcano erupt. Take pictures for the children to use for mark making in literacy.
- Children to make a giant picture of a volcano. On the balcony, cover the floor with backing paper, white side up. Adult to paint on the brown mountain part of the volcano. Then children to have tennis balls, dip them in paint and throw them onto the paper... this should create a splatter effect in the style of Jackson Pollock, Children could also have loaded paintbrushes to flick the paint onto the picture. When dry (Next session) Children to label using symbols. Take pictures of this process for the children to use in literacy.
- Make a lava lamp <http://handsonaswegrow.com/how-make-lava-lamp-without-alka-seltzer/> <http://www.sciencekids.co.nz/experiments/easylavalamp.html>

Other shorter ideas:

- Add food colouring to shaving foam
- Create a hand print volcano
- Earthquakes:  
<https://www.youtube.com/watch?v=3NexnQhNAoM> Song about earthquakes. Children to join in with chorus using instruments they can shake.

- Children to make their own maraca filled with rice/beans to use to accompany the song. Decorate it with blue tissue and then add some green cut out parts to represent the land on the earth: Like a mini globe maraca!
- Build towers using boxes/junk modelling. Shake the shakers and then as they get louder encourage the children to knock over the towers to represent an earthquake.
- Use the resonance board to demonstrate the vibrations in the earth. Have a variety of objects to drop onto the board. Move around so the children can feel the vibrations.
- ROCKS:
- Children to have large trays filled with soil and rocks, search for the hidden rocks/stones/pebbles and place to one side. Then give the children a tray of water to wash their rocks in. Next model rolling out some clay (quick dry) allow the children to do this support where necessary. Then encourage the children to push their rock into the clay to create a piece of artwork. When the clay is dry the children can paint their rocks. (Where appropriate children to label rocks when finding them with symbols to describe how they feel)
- Make rocky road!!!  
Shake painting with rocks: Each child to have a container with a lid, Wrap the paper around the inside and then add the rocks along with some drops of paint. Children to choose. Then put the lid on and shake and roll the container. Open the lid and check add more paint if needed. Then take out the paper to reveal some great rock art!

## Autumn 2

### **TOPIC THEME: Shiver Me Timbers**

**Literacy Focus: Adventure and Mystery; Poetry: Chants and Rhymes**  
**Key Text; Peter Pan**

#### **IDEAS:**

- Have a range of objects and props to represent some of the key events in the story of Peter Pan. For example: an eye patch, a magic wand, a green cap (Peter's hat), a feathered headdress (you may like to make this from feathers you find!), an alarm clock, a bow and arrow, a nightdress, a sword, a hook etc. Use these props to explore characters in more detail, using pictures from the story and encouraging role play;
- Use massage story to further explore the text with music in the background;
- Take pictures of children dressed up to stick in books for children to 'label';
- Create a sea scene in a tuft tray (water beads, blue foam, blue spaghetti) with crocodile toys hidden. Children to find toys with appropriate support and role play with them;
- Make Captain Hook's hook! (Cup and cardboard) and use to role play;
- Take pictures to stick in books for children to 'write' about. You could use fancy dress box or explore props as appropriate to take photos for books for 'writing'/mark making;

- Make models/paintings/collages of different characters from the story and children to write labels and to stick on each model to describe their personality/appearance;
- Make a 'wanted poster' for Peter Pan's shadow/Captain Hook. Children to select correct picture and 'overwrite' some things that the characters have done wrong!
- Supported by adult, create own sensory story using props in the tray to create settings: use water, boat, sand, jelly, figures etc. Name each prop and talk about it to the children, let them explore and choose the place in tray they want to place it;
- Read the story aloud, expressively and emphasising dramatic tension. Encourage participation, use props;
- There are lots of noises in Peter Pan: adult to do the sound effects and engage children, encourage them to copy you; Can they groan or moan or shout like pirates?
- Touch their toes, arms and face parts when retelling the story expressively then move on to explore sensory version of the story you have made;
- Use supportive sounds when needed;
- After reading: Invite the children to share their first responses to the story. What did they most enjoy?
- Children could create pictures/draw over, scribble with appropriate support– of chosen character, perhaps they can use descriptive words from a bank of words/symbols to label her work;
- They could look for hidden characters in sensory liquids, foams, etc.
- Encourage children to 'tune in' to listening by watching clips of the film version/pictures from the books and talking about what noises they might be able to hear in the scene i.e. as Peter flies through the window, what can you hear? A rush of wind, a rustle of feathers? Think of ways you can recreate this!
- Explore variety of chants and rhymes linked to both, topic and the story. Support your session with instruments;

### **Maths Focus: Number and place value, Calculating (x and ÷) and measures (Time)**

#### **IDEAS:**

- Match symbols of significant events/activities/routines that happen each day of the week at school, e.g. Monday – swimming, Tuesday – outdoor learning, Wednesday – Topic, Thursday – PE, Friday – assembly.
- Make a day time and night time collage – cut pictures from magazines depicting day and night time scenes. Talk to the children about why they have put it into a particular set, such as "because it is dark"; "because the lights are on"; "because I can see the sun". They could add some symbol supported words to their collages, such as: sun, moon, dark, light, sleep, awake, etc.
- Sequence a school day. Give children timetable symbols relating to activities during the day e.g. CLL, Play, drinks, MSR, lunch, physio, assembly. Vary the number of symbols according to the child.
- Name the days of the week by rote.
- Use symbolised days of the week. Can the children recognise them and order them. Can the children name significant events that occur in each day? Use the days of the week song (Sunday, Monday etc.);



- Name the months of the year. Can the children chant the days of the month? Let the children choose their favourite song on YouTube to sing the days of the week;
- Show the children symbolised months of the year. Explore seasons, what season is now? Make links with sensory materials available. Can they recognise them and order them.
- When is it Christmas? Birthday? Etc.
- Look at the daily timetable. Encourage the children to talk about what comes before and after, next, first. What we did today, yesterday, tomorrow. What do we do in the morning, afternoon and evening?
- Read to the children with expression a number story (Over in the meadow, Safari, Kipper, on the Beach story – link with CLL); Show them the same animated story on the I-pad;
- With support stack blocks with numbers on, adult to verbally model, make mistakes, do they show a reaction.
- With adult help: Find 1 item, find 2 items. Find number 1's in sensory materials.
- Feeling the shapes of numbers. Explore wooden numbers and numicons;
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Build towers using bricks, Duplo, tiles and pegs;
- Provide a range of number activities (songs and games) to explore and request a go or more;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; what is missing?
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;

**EA: Perform with control and expression solo and in ensembles.  
Develop and understand the history of music**

- **Sea shanties 19<sup>th</sup> Century**

**IDEAS:**

- Children to be involved in 1:1 supported signing during singing time; try mixing your sensory learners with higher functioning pupils in your key stage and see how they respond to each other. Encourage social skills such as: turn taking, waiting, listening, eye contact (with other pupils, not just adults) and expression of feelings;
- Symbols/photos and songs to be available on the IWB;
- Children to be involved in repetitive phrases; Use variety of instruments when appropriate;
- Listen to the shanties, dress up, listen to the sea sounds;
- Create story massage linked to simple shanty, apply creams;
- Use soundbeam;
- Create own instruments together;



**KSUW: Life cycles of Humans, Plants and Animals: Use 8 points of a compass; grid references on maps.**

**IDEAS:**

- Plant some seeds (cress, beans or grass), taking photos of each stage (seed, shoot, plant) and use these for sequencing in later lessons. Repeat with a bulb. Also highlight the things that the plant has used to grow (sun, water, soil), explore these during sensory activity, mix with hands, plant, create;
- Animals: Introduce some animal life cycles, focus on one animal at a time. Show animation if appropriate:
- Chicken: explore feathers, eggs, sounds, create handprint chicken;
- Butterfly: make prints with hands, finger painting and printing by folding the page, read hungry caterpillar story;
- Place the desired amount of pasta into a plastic bag, add a few squirts of liquid watercolours or food colouring, and give the bag a good shake. Once the pasta is coloured as you'd like, spread the pasta on paper towels to dry. Each type of pasta represents a different aspect of the butterfly life cycle. The curly rotini pasta is a "caterpillar", the shell pasta is a "chrysalis", and the bowtie pasta is a "butterfly."
- Frog: make lily pads and laminated put on the water surface in the container filled with water, place plastic/rubber frogs at the top, sing songs, explore sounds;
- Coloured tapioca/water beads to use as 'frog spawn' sensory play, googly eyes pressed in playdough as 'frog spawn'.
- Look at a selection of YouTube clips of different animals and have a selection of plastic and soft toy animals available for support and exploration. Notice how they move, if they have fur or scales, colour, number of legs.
- Group the types of animals by a chosen category e.g. number of legs.
- Make a bubble wrap crocodile. Talk about the (simple) life cycle of a crocodile, find pictures of lots of different eggs to help think about what animals come from eggs.
- Create 3D life cycles by hanging objects made from PE hoops, e.g., frogspawn, tadpole, froglet and frog, label with symbols/photos;
- Humans: Use photos from home as them as babies to talk about the human life cycle; use simple key questions to build understanding.
- Use sequencing pictures to create individual/group posters. Talk about things that we can and can't do at each stage.
- From a selection of photos order the pictures from the youngest (baby) to the oldest (pensioner).
- Order the staff and children in the room according to age, who is the youngest and who is the oldest. Include all.
- Create a map/plan of the classroom together. Play 'Toy Detectives': hide a class toy and mark its location on the classroom plan. The child then uses the sensory map and 'x marks the spot' to find the hidden toy with appropriate support.
- Involve children in treasure hunt; Ask them to read an old pirate map and find the treasure hidden somewhere outside; Group work, class divided into teams of different abilities;

- Create sensory map of the outside area: Collect variety of 'treasures' and add them to the stick using string; Can children remember where they found particular props by touching the sensory map;
- Create sensory pirate map using 3D objects (link it to the story);

## Spring 1

### **TOPIC THEME: Curiouser and Curiouser**

**Literacy Focus: Instructions: Stories set In Imaginary Worlds;**

**Key Text: Alice in Wonderland: C.S. Lewis**

#### **IDEAS:**

- Use sensory book to introduce the story, children to take part in coactive exploration of making sensory materials, adult to use words and signing to support the instructions being given. e.g., making play dough, making gloop. Repeat similar activities to look for learned responses over time.
- Using sensory activities e.g., tuft trays filled with...shells /pinecones /sand /compost /hay /water etc. encourage the children to explore the materials by modelling what to do. Extend to hiding objects within these mediums and again model finding the objects.
- Using torches/instruments/sensory mediums adult to repeat 1 action and wait for response from the child. If no response, repeat same action again e.g., banging drum, shining light, hiding under a piece of material. Over time look for any similar response from the child, e.g. they bang the drum after the adult has.
- Share the symbolised story using a variety of materials/objects/sounds/ to retell the story of Alice in Wonderland, encourage the children to look at/track/reach for materials/objects.
- Encourage children to point to characters in the book/objects/props. Look for responses to the different objects when listening to and looking at the sensory story on IWB e.g., soil for going down the rabbit hole, smelling bags for the walk through the flower garden, choosing items to have at a tea party. Children to choose props to respond e.g. who is this? Or which one is Alice?
- Collage, make flowers for the garden, and choose colours and different materials from real objects or symbols for the flowers.
- Make hats for the tea party, choose colours and different materials from real objects or symbols for the flowers.
- Water play boats for the riverbank story setting, children to choose each piece of equipment that they want to put in the water. Children to make boats to go in the water. Choose materials and colours.
- 'Once upon a touch... story massage for children' uses 10 set moves in the Alice story; they are used to suit the story (all on top of clothes and on the child's back although different body areas are suggested) with music.
- Use: Musical Story Massage- Alice in Wonderland with music in the background to explore different places in the story; each clip to be represented with different prop and picture;

## **Maths Focus: Number and place value, Calculating (+ and -) and fractions**

### **IDEAS:**

- Use counting songs sharing varied objects. At the same time start tasting foods you will use for cooking together. After that start sharing with others.
- Support children to pull things apart. e.g. play dough, 2 unfix, rip paper to share.
- Share a bag of noisy objects, cause and effect objects, such as: lights;
- Use props e.g. pizza, cake to model sharing equally, 1 for May and John and 1 for an adult;
- Exploring resources eg. Food stuffs play dough, pots/boxes with items to manipulate.
- Counting songs to share objects to manipulate.
- Before practical activity: As pizzas can be quite messy, get a large piece of paper and, using a plate, draw round it to get a circle then decorate it with ingredients of your choice, with help from adult slice your pizza design and share it in your group.
- Whole class sharing activity: children cut pizza base with adult help, then decorate it so each piece has the same amount of e.g. mushrooms, tomatoes etc. Then, they share their product between peers in the group, are there any slices left?
- Engage children in simple containers filling and emptying; cutting playdough creations, soft foods and wooden props etc;

### **EA: Learn about great artists and designers**

- **Escher**

### **Improve mastery of techniques with a variety of materials**

### **KSUW: Understand mixtures and solutions. Know about reversible changes and identify reversible**

### **IDEAS:**

- Explore a variety of materials to include; wooden blocks, Duplo,
- Sand, shredded paper, gloop, shaving foam, flubber, jelly, jelly jewels, slime, play dough, cooked pasta, variety of tinned foods, toothpaste.
- Using all the above materials but be involved in the process of changing them e.g., making the jelly, gloop, jelly jewels.
- Explore a variety of materials to include;
  - ✓ wooden blocks
  - ✓ Duplo
  - ✓ Sand
  - ✓ shredded paper
  - ✓ gloop
  - ✓ shaving foam
  - ✓ flubber
  - ✓ jelly jewels
  - ✓ jelly
  - ✓ slime
  - ✓ play dough
  - ✓ cooked pasta

- ✓ flour
- ✓ clay

- Look at little book of sensory play for more ideas. Using all the above materials but be involved in the process of changing them e.g., making the jelly, gloop, jelly jewels, adding water etc.
- Take pictures of the materials above before and after changes have occurred. Children to choose the picture according to the materials being explored.
- Make a variety of potions using glitter/food colouring etc.
- Tear strips of black/white/grey paper. Use different textures of paper. Collage together to create large art work.
- Look at a range of black and white pictures/objects to contrast.
- Create black and white hand/foot prints;
- Make clay cups and decorate to represent the tea party;
- Use variety of coloured sensory materials to make additional pictures on fabric;

## Spring 2

### **TOPIC THEME: Circle of Life**

**Literacy Focus: Focus study on a significant author;**

**Key Text; Fantastic Mr Fox: Roald Dahl**

#### **IDEAS:**

- Share the symbolised story using a variety of materials/objects/sounds/ to retell the story of Mr Fox with expression, encourage the children to look at/track/reach for materials/objects/props related to the story, use torch to highlight them in the dark room/space;
- Use child's name every time you expect child to react;
- Hide pictures of characters under sensory materials, encourage child to trace over and/or reveal by sweeping with fingers/brushes;
- Encourage children to point to characters in the book/objects/props. Look for responses to the different objects e.g., smelling bags;
- Together, create and use sensory book, children to take part in coactive exploration of making sensory materials, adult to use words and signing to support the instructions being given. e.g., making play dough, making gloop. Repeat similar activities to look for learned responses over time. Focus on characters.
- Have large pictures of characters available and symbols to match to them (if appropriate).
- Collage a picture of one of the characters (use fluff/feathers etc.)
- Use I-pad to draw a picture of their favourite character together after mark making in sensory materials;
- Use the emotion symbols. Make faces in front of the mirror.
- Children are to indicate if the character is happy, sad etc.
- 'Draw'/select and name the emotion.
- Use feelings cards to discuss- copy the face, take a picture and label.

- Use: Musical Story Massage- Fantastic Mr Fox with music in the background to explore different places in the story; It is based on 'Once upon a touch... story massage for children': they are used to suit the story (all on top of clothes and on the child's back although different body areas are suggested) with music.
- Children are to make a tactile picture of a scene (use real objects where appropriate e.g. Seeds, soil for the farm);

### **Maths Focus: Number and place value, Calculating (+ and -) and statistics**

#### **IDEAS:**

- You could use sorting hoops and photographs/symbols to specify the sorting criteria.
- Sort by: colour, size, function, whether they like it or not (food), summer winter clothes, animals (4/2 legs, fluffy or feathery-link to Literacy);
- Handle shapes in sensory materials;
- Listen to songs about shapes;
- Explore big 3D soft cushion shapes; Make bubble wrap circles (stamps);
- Hide objects in a variety of sensory materials. Explore and see how the children choose to sort the objects.
- Sorting a variety of items: resources that could be used for colour: Use could pace them in one big sensory bin or in small tray: 2D shapes, 3D Shapes, counters, rubber animals, threading beads, cotton reels, pegs and peg boards, Duplo;
- You could use little shapes for table top activities and larger foam shapes to sort into rings on the floor.
- Function: Begin by giving children sorting criteria such as food/not food clothes/not clothes; do the activity with the children, when possible ask for verbal instructions for you;
- Repeat some of these sorting activities but adding an obvious distractor to begin with e.g. putting an animal in with the Lego sorting then less obvious e.g. cotton reels in with bead threading etc.

### **KSUW: Food chains: Focus on key physical & human features of agricultural land;**

**EA: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**

#### **IDEAS:**

- Collaging of food chains e.g. – fox, chicken, and grain.
- Explore textures one at a time.
- Farm themed craft pack in trays to create different animal pictures. Encourage AH and JH to repeat the name of the animal back/match symbols to the pictures.
- Coactively make a diorama of different farm scenes, i.e. a yard with a barn/pigsty/mud etc. and a field with grass and animals.
- Create a 'book' with different scenes, for example fields/barns/ponds/pigsty/stable/muckheap etc. Adults to laminate when complete. In subsequent sessions, children to coactively stick different animals onto the pages.
- Session with real animals;

- Farm animal sound cd game.
- Make a
  - ✓ Scarecrow
  - ✓ Junk model/Lego tractor
  - ✓ Shredded wheat nest cakes
- Shredded wheat. Grass, soil etc. sensory play. Explore animals in a variety of sensory materials.
- Make bread dough for sensory activity. Taste bread made by other groups.
- Edible mud activity
  - ✓ Chocolate angel delight or similar
  - ✓ Oreos
  - ✓ Gummy worms
  - ✓ Tractors etc.
- Corn on the cob rolling pins!
- Sensory bottles to coactively make and explore
- Milk the cow activity: glove and cold milk;

## Summer 1

### **TOPIC THEME: Heroes and Villains**

**Literacy Focus: Information Texts; Myths and Legends:**  
**Key Text; Theseus and the Minotaur**

#### **IDEAS:**

- Share the story using a variety of materials/objects/sounds/ to retell the simplified story.
- Using massage story with sounds, oils, scents and props;
- Encourage the children to look at materials/objects. Use sound buttons to encourage pupils to join in with the story. Ensure symbols and photographs are available to support the re telling of the story. If possible group to choose the correct symbol and photograph to match the page of the book that is being read. Also encourage signing of the word.
- Stop at key points of the story that are familiar and role play based on intensive interaction using ½ props. Don't use more than 5 key words during two weeks block of learning;
- Use a variety of stringy materials linked to Theseus and the Minotaur, e.g., spaghetti, string, wool, silly string etc. Group to label 'art' using pictures symbols linked to that story from a choice of two (where the other photograph/symbol is from another story) explore different materials and ensure options of materials to choose from.
- Create 'stringy' artwork and pictures linked to the trail that Theseus left through the cave. Make patterns with cooked spaghetti, dip wool in paints to make trails and stick on paper, spray silly string and make patterns.
- Use the picture as a 'maze' to use with small world characters – children to act the story parts (adult film on iPad for them to watch back)
-

- Adult to prepare a string trail around school. Children to get ready to go on an adventure to find what's at the end! Back their bag, find their sword and helmet etc. and set off! Take it in turns for children to be leader.

**Maths Focus: Number and place value, Calculating (x and ÷) and Geometry (Position and Direction)**

**IDEAS:**

- Use lightning box and puppets to move them in various directions/positions.
- Name your actions: introduce actions: jumping up, down, put things in and out of the boxes;
- Encourage child to take part in a variety of physical actions, push/pull/roll/go under/over etc. model actions.
- Read story: Enormous turnip to repeat pull and push actions with prop;
- Create 3D maze to go around in the hall;
- Use sensory bin with action figures in the water to move them with support and comment on direction;

**EA: Improve mastery of techniques focussing on sculpture and pottery.**

**IDEAS:**

- Using school resources handle and examine Greek pots and urns.
- Encourage children to use play dough initially to copy the Greek pots.
- Explore clay, then with support make a pot out of clay and leave to dry.
- Choose a colour to paint pot. Use fingers and sponges;
- If clay is not available, then use salt sough and add terracotta coloured powder paint.
- Create wall tile making marks with appropriate support in clay.
- Re-create the wooden horse from Troy, using card/wood/junk etc. Group to label as above with appropriate support. Use junk modelling to re-create the wooden horse from Troy. Make shields/ armour/helmets using card and different dried pasta shapes for sticking and then paint. Show response to different materials – begin to make own choices.
- Create bin books with sensory materials to put feet in, use Greek music in the background to encourage movement;
- Re-create a picture of medusa using old tights and stuff them with tissue/newspaper to make the snakes for the hair.
- Respond to choices of materials for collage. Reach for chosen material, shake head/gesture if doesn't want a certain material. Use pipe cleaners/straws/rolled up tissue to make collage of Medusa. Respond to choice of 2 materials at a time. Use play dough to make snakes –choice of colours – add glitters to dough to make more interesting. Co actively roll dough for snakes. Keep giving choices of 2 and monitor responses. Make snake sock puppets - provide a range of different materials to stick onto snake puppets to respond and choose from.

**KSUW: Ancient Greeks: way of life, clothes, food: Making Greek food;**



**IDEAS:**

- Begin your lesson by trying variety of Greek foods: feta cheese, olives, crisps etc.;
- Explore props in sensory bins: use action figures to dance with them when listening to the Greek music;
- Use massage story with music in the background to re tell the story about Minotaur again (link with Literacy), you could do that in the sensory garden;
- Use white bed sheets to dress up as Greeks and have a party with music on in your sensory rea or in the sensory garden;
- Prepare Greek sweet dish, taste ingredients, explore packaging, mix (link to position Maths) together and cook;
- Hide small world Greek figures/artefacts/modern day objects. In the sand/paper/water etc., search for items. When found and if possible, children to sort into old and new piles.
- Gather artefacts. Match to photos of present-day similar objects
- Make a Greek headdress (leaves in art cupboard) dress in 'togas' for a Greek party.

**Summer 2****TOPIC THEME: It's show time!****Literacy Focus: Traditional Stories and Fables****Key Text; Jonah and the Whale****IDEAS:**

- Create a story sack with props related to the tale;
- Use massage story with props and sea sounds in the background;
- Alternatively use text: The rainbow fish to link it to the text and the setting; Go on holiday! Pack bags, get on 'plane', use heat pads and sand to set the scene! Take a photo and stick on a 'postcard'. Children to write (finger mark making) a postcard home about their holiday.
- Create a rainbow plate fish. Using symbols and modelling, create a list of the colours they have used.
- Explore setting and the characters by setting up scenes in the trays, use water, sand, fabrics etc., label with photos/sounds/symbols;
- Use hiding games for preschool and kindergarteners to emphasize that no matter how we try to run from God, he can find us;
- WHOLE group activity: In a variation of the game Duck, Duck, Goose the adult leader sets up a small tent, covers it with a bed sheet and makes eyes out of felt to represent a giant whale. Children gather in a circle around the tent; one player at a time goes around the circle chanting, "Fish, fish, fish ... ." Finally, he shouts, "Whale!" and the tagged person must get up and catch him before he sits down. If the "whale" succeeds in catching the person who tagged him, the first player goes into the tent and remains there until someone else is tagged.
- Create fold up book for Jonah Fold the long paper accordion-style:



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| <p>Glue the poster board to the ends for the front and back covers; With symbols and pictures from previous sessions decorate the story on the inside of the book;</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Maths Focus: Calculating (+ and – with Money), Measure (Shape) and Measure (capacity)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Explore different sizes containers in water and other sensory materials;</li> <li>• Set up ice cream shop and use shaving foam with mixed paints for scoops, add them into plastic or real cones: count together;</li> <li>• Children to pour coloured water into different sized containers with appropriate support;</li> <li>• Create tuff tray for capacity exploration: sensory materials, spoons, measuring cups, funnels, containers, shaving foam, sand, rice, orbeez, playdough etc.;</li> <li>• Use cups with holes and cups without holes to explore capacity and volume;</li> <li>• Create sensory bottle (lava lamp) with numbers and shapes inside;</li> <li>• Place foam fish in the tray filled with water and encourage children to catch them with kitchen strainers;</li> <li>• Transferring Cocoa (Left to Right): Children to use a spoon to move cocoa from the bowl on the left to the right. The cocoa gives off a nice scent. Cinnamon and other spices can also be used.</li> <li>• Blow bubbles to observe shapes with music in the background;</li> <li>• Explore real money, handle it, rubber over with crayons hand-over-hand;</li> <li>• Explore money in sensory bins filled in variety of sensory materials: dry, wet etc.;</li> <li>• Listen to the songs about money;</li> <li>• Involve children in money exchanging for goods during snack times;</li> <li>• Create money slime (slime filled with real money);</li> <li>• Make a touchy feely bag filled in with gel and coins;</li> </ul> |
| <p><b>EA: Learn about a range of artists, designers and architects; Record observations using sketchbooks; Antonio Gaudi, Mosaics, Stained glass</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Explore tiles: different shapes and colours (link to maths) in sensory materials;</li> <li>• Hand over hand create own mosaics on MDF: explore glue mixed with blue glitter;</li> <li>• With support mix sand with water to create your own version of Sagrada in the tray, you can do that on the balcony or outdoor learning area;</li> <li>• Cover A3 sheet with variety of colours to add black shapes only (link to maths) and make a picture of Barcelona;</li> <li>• Create whale out of hand prints/feet prints;</li> <li>• Create Sea in the bottle, use orbeez, oil, water, glitter and some tiny creatures;</li> <li>• Make beach and ocean sensory squish bags;</li> <li>• Make city linked sensory squish bags;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>KSUW: Study a Region of Europe (Spain): Explore Christianity in the context of Jonah and the Whale parable from the Old Testament.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>IDEAS:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

- Pack suitcase for a trip to Spain: have a combination of preferred and non-preferred items – pack together, explore items, comment;
- Explore things like sun cream, sand, water, explore seashells, stones, coffee beans;
- Read expressively simplified Bible stories, use props, sounds and try to do that outside;
- Listen to the Spanish music, use dressing up box the pretend you are in Spain, place feet in the sand in the tuff tray and relax;
- Listen to the songs from the production, get familiar with them, explore props and engage in the dancing part;

## 6. Sensory elements in the creative curriculum based on Cycle B

### KS1 Cycle B

#### Autumn 1

#### **TOPIC THEME: My World and I**

**Literacy Focus: Narrative: Stories with familiar settings/Non-Fiction: Recount, fact and fiction; Key text: Someone bigger**

#### **IDEAS:**

- Listen and participate in a sensory story being told as part of a small group. Children to hold the props from the story as adult makes a noise associated with them.
- Create sensory story using elements related to the clothing of main characters;
- Use variety of kites outside;
- Recreate the story by dressing up and flying the kite indoor/outdoor;
- Engage children in acting out parts of the story;
- Match pictures with props;
- Create matching picture story sequencing board;
- Create massage story related to the main text;
- Adult to make noises from the book – children to turn to locate.
- Repeat with books that make noises, animals' noises on iPad, musical instruments, fan (makes wind sound), wind sound on iPad, marriage music, police car etc
- Share the story using a variety of materials/objects/sounds/ to retell the stories... make as sensory as possible, use noises to attract attention, encourage pupils to imitate, join in. Kick up leaves, make kites, fly in windy weather, visit the church, make confetti, throw confetti, role play with zoo animals , name the animals
- Create actions for children to imitate e.g. clap hands for next page, kick up leaves.
- Use dabbers to overwrite the photocopied pictures from the book.

- Use switch toys e.g. horse, policeman.
- Re - read story to the children, alternatively use recorded version on the microphone – let children hold the mic to listen attentively for longer periods of time;
- Show children big pictures of characters supported with props (soft toys dressed up): one at a time;
- Act out as some of the characters, use one descriptive word and associate one prop with each character from the story, can children recognise them? Repeat session with different characters.
- Role play as fire fighters- use water spray bottles and ‘put out’ sensory fires such as red and orange foam
- Laminate printed characters from the story and create a split pin characters.
- Show understanding of the story by selecting, objects, photos of the objects and/or symbols relating to the story. Try showing photos of the props to see if there is a reaction to the photo, match photo to object and say the name of the object;

**Maths Focus:** Number and place value, calculating (+ and -) and measures (Length/Size)

#### **IDEAS:**

- Share with the group different counting songs involving props.  
Use of different props such as:  
Five little ducks – use water, rubber ducks, quacking sounds (Big Mack)  
5 in the bed – use of pillows, quilt  
5 little monkeys – monkey sounds and singing the song to the group  
5 green bottles – use of bottle shapes, crashing of bottle sounds
- Look for responses in a variety of environments – MSR, active learning, outside, sensory garden.
- Read to children with expression a number story (Over in the meadow, Safari, Kiper, on the Beach story)  
Show them the same animated story on the i-pad engaging in the activities with them;
- With support stack blocks with numbers on, adult to verbally model, make mistakes, do the children show a reaction.
- With adult help:  
Find 1 item, find 2 items.  
Find number 1's in sensory materials.  
Feeling the shapes of numbers.  
Explore wooden numbers and numicons;
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Explore number lines (3D to start with) and paper version – place value: look for numbers, rote count from a small number;

- Build towers using bricks, duplo, tiles and pegs; compare heights and length and use size lated vocabulary
- Create bat kites and compare the lengths of string to use
- Build construction models using boxes in outdoor area and explore height
- Explore length using sensory materials such as playdough
- Provide a range of number activities (songs and games) to explore and request a go or more;
- Sing counting songs, make groups of objects, take away one and model again;
- Hide items out of sight, observe reactions; What is missing?

**EA: Make and combine sounds musically; Sing songs expressively**

**IDEAS:**

- Join in songs about different body parts, e.g. 'heads, shoulders, knees and toes', '1 finger, 1 thumb'
- Touch different parts of the body as play Simon says: Encourage children to touch the body part on an adult or doll
- Explore instruments creating loud and soft sounds with peer group
- Explore sensory and movement activities
- TacPac activities
- Sing head, shoulders, knees and toes with support of an adult
- Explore senses:
- Touch: Massage/explore sensory/messy play
- Sight: tracking lights/using switch to activate independently
- Touch: Feather painting/fan with ribbons:
- Sound: explore instruments on different body parts
- Taste: different flavoured jellies: which do we like the best? Explore jellies/cereals/shaving foam
- Hide their bodies under different materials, how do they respond?
- Looking in mirrors with support of an adult
- Pointing to body parts...use voice/signs/symbols to indicate choice
- Sing along to familiar songs (counting songs, tidy up song etc.)
- Put on a wide variety of music for children to listen to
- Play a range of instruments (drum, shakers, bells) with adult support
- As a class sing songs together and play instrument to make music.

**KSUW : Identify and name basic body parts; Generate, model and communicate ideas; Use a range of tools and materials to complete practical tasks**

**IDEAS:**

- Draw round our friends and label
- What is the same about people? We all have 2 eyes, 2 legs etc: Check this as a tick list with familiar adults around school
- Smell: home-made spice paint
- Sight: blind fold games/feely bags of different objects can they guess what they are?

- Hear: hide a ticking clock can they find?
- Play and instrument behind screen can they guess which it was?
- Explore using body parts to make noises.
- If you're happy and you know it?
- Looking in mirrors
- Self-portraits: in sand, shaving foam, water and brushes outside.
- Go outside with different materials on a windy day, what happens? Fly some kites. Which do we like? which work? What makes a good kite? What does a kite need? Watch kite festival on you tube
- Explore basic kites by making bat kites at outdoor learning-template on nature detectives website
- Watch videos on a range of ways to make a kite - use lolly stick with happy or unhappy face show a preference
- Look at kite in story: Someone Bigger
- Explore a range of materials to choose what to make the kite out of
- Practise, free hand making a kite: (plastic bags and string)
- Give children a selection of materials to choose from
- Give children a selection of tools to choose from
- Children to follow a design to make the kite using the materials and tools selected
- Give children support using the tools
- As a class go outside and test the kite at the kite festival

## Autumn 2

### **TOPIC THEME: Out and about through the year**

#### **Literacy Focus: Poetry**

#### **Key Text; Someone Bigger; Jonathan Emmett**

#### **IDEAS:**

- Children are listening to the selection of poems being recorded for them. They listen while looking at the pictures and exploring props.
- Children use variety of sensory materials linked to each poem and choose the one that they prefer, making preferences.
- Children explore Bag Books with the poems from Out and About selection. Adults to read each verse and child to focus on the prop describing it. Have they got favourite pages? Are they listening and responding?
- Explore sound boxes with props inside linking to the weather conditions described in the poems. Use fabric calendar each day to decide what is the weather outside.

- Create weather sensory bottles with the children- children to select the colours and props to include
- Listen to the sounds linked to the words from the poem.
- Firework poem: Linked to the bonfire day in outdoor area.
- Outdoor learning: Group to explore outside area. Allow children to explore different things linked to fireworks and bonfire. Have a selection of props ready. Encourage children to take part in holding a sparkler with support from an adult.
- Listen to fireworks on the white board. Do they react to the fireworks or bonfire sounds?
- Explore fireworks app on the iPads
- Use party poppers in class if possible. What is children's reaction?
- Give children sticks and paint to create prints and make marks on paper linked to a bonfire. Use different tissue paper colours linked to a bonfire to tear and scrunch. Decorate with glitter.
- Use sticks to paint on blank paper or over pictures with fireworks.
- Children to be encouraged to make marks:  
Using light box  
Light cube  
Sensory materials
- Use Out and about poems to go on an poetic adventure. Make a box of resources linking to the words in the poems and read it aloud or listen to previously recorded once while you go on an adventure. Experience wet, cold, noisy, muddy etc. Repeat the same activity with the 4 different poems.
- Take photos of children's actions while retelling the poem on the go, use your recordings to add them to the Poe-tree.
- The journey to and from sleep is a magical one. One moment you are in your bed in a world where science rules and rules rule. How do you get from one place to the other? Create a picture poem for each child, it could be a collage of things they have done so far in Literacy, topic etc. Add their poems to the Poe-tree.
- Make a sound poem using instruments and app little fox; take children for a sensory walk around the classroom or outside in the field, conker wood, playground etc. Use instruments as you go as well as elements found outside, record, create QR code and display on the Poe-tree.
- Make a sensory poem in large format, ask children to write using feet while responding to the rhyming story or a song in the background? Is it a happy poem, stinky feet poem or a sad poem. Use hands instead if appropriate.
- Explore the sound-words in the poems with the group. Each child picks a prop that matches one of the words. Adult can start the first line like that e.g. I love it when... it is wet
- Place the sound-word at the end. Now add next one. Children to take turns and adult to sound it out.
- Simply repeat the first line to finish! Read it aloud with sound effects.

### **Maths Focus: Number and place value, calculating (x and ÷) and geometry: shape**

#### **IDEAS:**

- Find shapes hidden in sensory materials: sand, shaving foam, soil, jelly, cereals, in boxes.
- Cut and slice solid shapes: Swiss roll, Battenburg, sausage etc. and match them with 2D shapes.

- Have a selection of objects corresponding with 3D shapes, match them and encourage children to join in and help.
- Use playdough mats to create shapes and match them with pictures.
- Explore sensory activities/games/ shapes with adult, use talk /gesture to request more;
- Encourage children to join in hand-over-hand activities;
- Use tactile activity to make them familiar with shapes (use sensory heads and wooden boxes to hide shapes);
- Model: building or knocking down;
- During interaction/turn taking games show awareness when object is out of sight. Begin to search for object;
- Use variety of songs available on: i-pad, whiteboard;
- Explore a range of shapes in different contexts.
- With support, feel the edges and corners of everyday objects
- Can they find the box/tube/ball? Etc
- exploring a range of shapes 2D or 3D
- Watch shape songs on YouTube
- big tuff tray
- Shape posting and sorting activities
- Playdough 2d shape cutting
- explore different sized balls – P.E. balls, sensory balls, physio balls
- Edges in the MSR
- Different sized boxes, wrapped up in shiny paper
- Manipulate everyday objects such as spoons, forks, cups etc
- Use counting songs sharing varied objects.
- Support children to pull things apart. e.g. play dough, 2 unfix, rip paper to share.
- Share a bag of noisy objects, cause and effect objects, such as: lights.
- Exploring resources eg. Food stuffs play dough, pots/boxes with items to manipulate.
- Counting songs to share objects to manipulate.
- Before practical activity: As pizzas can be quite messy, get a large piece of paper and, using a plate, draw round it to get a circle then decorate it with ingredients of your choice, with help from adult slice your pizza design and share it in your group.
- Whole class sharing activity: children cut pizza base with adult help, then decorate it so each piece has the same amount of e.g. mushrooms, tomatoes etc. Then, they share their product between peers in the group, are there any slices left?

**EA: Use a range of materials; Sing songs;**

**IDEAS:**

- Explore a range of different coloured materials and glitter (In mirrored trays or builders' trays)
- With support, take part in creating a firework picture.

- Encourage them to splatter paint outside with bright colours. Do they take part in the activity?
- Drizzling glue and glitter firework art.
- Wet  
Engage in water play  
Freeze different objects in ice cubes. Do they tolerate the wet material?  
Tolerate creating art linked to snowflakes and cold.  
Go under an umbrella and have water poured over them  
Splash feet in water/foot spa
- Christmas art:  
Explore a range of different coloured materials  
With support, take part in creating Christmas art with support.
- Take part in Key stage singing every week, with support from an adult.
- Take part in whole class singing/signing or using actions of familiar songs such as number rhymes involving objects, with support from an adult.
- Be part of a group playing different instruments or listening to music.
- Do the group tolerate listening to different music and singing?
- Read sensory stories: Cold and Autumn in outdoor learning sessions, use materials from outside to support story telling of Autumn.
- Explore materials while reading the sensory story Cold. Explore glass, water and ice while reading. What are the children's reactions?
- 

**KSUW: Identify and name common materials; Describe simple properties of materials;**

**IDEAS:**

- Set up trays with wooden, plastic and metal objects, let children explore with clearly displayed pictures/symbols; Name objects and ask them how would they use them, can they feel and see the difference?
- Mix selection on wooden, plastic and metal objects, with appropriate level of support, pupils to sort materials accordingly.
- Explore water and ice, can they observe ice melting over the time?
- Explore glass, paint over glass, can they observe difference between making marks on glass and paper?
- Use water paints to paint on large piece of paper.
- Go on the adventure walk around school, look for different rocks, bring them to class and test if they can float.
- Explore variety of rocks, create own rocks out of mixed chocolate (white/dark/milk) with variety of toppings e.g. raisins, marshmallows etc.
- Explore a range of wet and dry materials – E.g. messy play wet and dry leaves
- Exploration of materials in MSR
- Explore set objects that have similar characteristics – E.g. hard and soft – hard conkers, soft leaves



- Exploring characteristics of materials – E.g. sponges and rubber ball - that revert back to original shape and stones, metal spoons – that cannot be changed
- Adult to use describing words when group are exploring the different objects/materials.
- Fireworks and bonfire
- Watch firework displays on the IWB or iPad

## Spring 1

### **TOPIC THEME: Through the Keyhole**

**Literacy Focus: Focus: Stories with familiar settings**

**Key Text: Dragon on the Doorstep**

#### **IDEAS:**

- Share the story, encouraging the group to focus their attention on the props related to the text. Use bag books when available;
- Allow the group to explore for a short period of time before moving on to a different prop.
- Play 'hide and seek' with the props with a piece of material to begin with and then move it to around the classroom. Look for Rowan and Ryan to look and positive gestures and vocalisations with the activity.
- Use laminated pictures to practise mark making independently.
- Use sensory press bags to practise fine motor skills.
- Repeat the activity to look for consistent reactions to the activity.
- Give the group a choice of props to explore. What do they do with it? Take the props to different environments to explore in a different context.
- Allow the group to watch the story on the iPads. What are the group reactions to the story?
- Share the story as a sensory story with props.
- Use the props/puppets to retell the story.
- Use big macs with sounds of animals: can they match /choose the right big mac to match the right animal?
- Use costumes/material to be the different characters as read story.
- Encourage children to join in, exploring/using the props/costumes/ big mac recordings
- Adult name the animals
- Cars group to select a named puppet from a choice of two
- Wash dolls clothes with the lion
- Hiding animals amongst other toys, encouraging pupils to use hands to move the items

**Maths Focus: Number, addition and subtraction and Money**

## IDEAS:

- Share with the group different counting songs and games involving props.

Use of different props such as –

Five little ducks – use waters, rubber ducks, quacking sounds (Big Mack)

5 in the bed – use of pillows, quilt

5 little monkeys – money sounds and singing the song to the group

5 green bottles – use of bottle shapes, crashing of bottle sounds.

- Adults counting during a target game (throwing balls/beanbags into a ring or bucket).
- Explore numbers on light board, in shaving foam, sand, water, jelly etc.
- During number songs are they focussed on the song and the props?
- Do they show a preference to a particular rhyme?
- Offer the group a choice of number activity.
- Have a variety of real coins/toy coins and laminated large pictures. Start with a discussion about what they are/can they match some and understand they all represent money.
- Have a 'shop' style role play area for children to use in free play. Adult to join children in their free play and ask to buy things/sell things. Do children independently/with support use coins to exchange for item.
- Make shopping lists for children to then find the correct objects, have some objects labelled 1p, 2p and 5p) for numeral recognition
- Bury some coins in the sand for children to find and sort
- Bake some currant buns and have money available to exchange in response to song.
- Read the great pet sale-children to count how many pets/identify the coins/talk about which pets they would buy etc.
- Explore money stamps and ink
- Make rubbings of coins in piggy bank
- Use cause and effect money pigs
- Adult to model how to:  
Find 1 item.  
Find number 1's in sensory materials.  
Feeling the shapes of numbers.  
Explore wooden numbers and numicons;
  - Hide numicon tiles (1-2) in a variety of sensory materials. Encourage independent exploration where possible;
  - Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
  - With help build towers using bricks, Duplo, tiles and pegs;

## **EA: Models of houses/Insides of houses**

### **IDEAS:**

- Explore wooden furniture and use chosen element to paint by dipping items in the paint and making stamps on the canvas wallpaper with support;
- Explore doll house and add some furniture into a shoebox creating own space;
- Tear wallpaper and stick it in the boxes;
- With support pupils to explore 2D blocks, Duplo, building blocks to explore. Encourage them to manipulate blocks to create a model.
- Will they take part in manipulating blocks to create a small structure?
- With support create small model houses.
- With support, using junk modelling boxes create a model of a house. Group to be encouraged to manipulate and stack boxes with little support.
- Make hand print based homes;
- Explore dolls house imaginative play

## **KSUW: Changes in Living Memory**

**Use basic geographical vocabulary to refer to local and familiar features**

**Build and improve structure (of houses)**

### **IDEAS:**

- Show the group a selection of objects they would find in their own home. Model to the group using the objects functionally.
- Allow pupils to explore a range of functional objects, different materials they would find in their home – soft cushions, hard metal spoons or plastic. Doorbell sounds, window open (fan) door shutting noises – use of sound buttons. Use sounds on IWB;
- Share a picture of their house using google maps. Look for recognition of their houses.
- Do the group show any recognition to their own homes?
- Set up tuff tray with Small world to create a little town;
- Set up a tuff tray with Lego, Duplo, large Duplo, wooden bricks to encourage building;
- Add stick puppets of the children and adults to develop small world imaginative play
- Look at the pictures of our school grounds in and out. Match pictures with pictures.
- Linked to C.L.L. – locations around school. Look for awareness and enjoyment of different places around school – MSR, active learning, the hall, physio room, pool. (Take pictures)
- Local walk – look at park, shops, factory, houses, railway station (geographical features). Group to show awareness of being in a different environment.
- Use of soft play equipment in butterfly room to create structures linked to houses, with support from an adult.
-

Whole class activities:

Go on a walk in the local area. Look at the different houses and buildings. Group to take pictures of the outside and share their pictures when they get back to class.

Compare the different homes and buildings.

What do the buildings look like? What do you find there? Were they old or new?

Introduce old homes/homes from the past. Using photo pack and IWB videos.

Look at a range of pictures of different houses from the past. (Castles, caves, iron age round houses).

Using pictures, look at the features of the old houses – windows, doors, rooms, lights.

What are the similarities and differences? Use sorting rings to explore old and new homes.

Look at the text 'Dragon on the doorstep' and think about the locations in the book.

Find locations around school using photographs.

## Spring 2

### **TOPIC THEME: How does your garden grow?**

**Literacy Focus: Traditional Stories.**

**Key Text; The Enormous Turnip**

#### **IDEAS:**

- Explore props in order for children to become familiar with the texts; Explore front cover;
- Use sensory story with scents and fabrics and massage version of the story; You can also create simple Box book with single elements being attached to the MDF boards or corrugated plastic boards;
- Make a story sack with a turnip to be hidden in a brown bag, children can pull out from elasticated opening;
- Record text onto the talking microphone for children to listen to; Use sound buttons with pre-recorded sounds associated with the text;
- Prepare tuff tray with soil/compost and plastic vegetables in; next time use soil with seeds that children can explore and plant while exploring;
- Use artificial grass to create garden in the tuff tray with plastic/soft vegetable as in the garden from the text;
- Use stretchy fabric to pull as the characters did in the story;
- Listen to the spring garden sounds you can find on the you tube;
- Roll turnips in the compost outside on your balcony or garden area; Plant mini turnips in the compost and ask children to pull them out with the tweezers and different tools; Or have variety of root vegetables buried in soil for children to dig up
- You could use vegetables including the enormous turnip to make a vegetable soup using large cauldron;
- Create characters from the story on the wooden spoons, let children use the spoons when exploring compost with seeds and vegetables;
- Use soil and brown paint with fingers to make marks.

- Mark making with vegetables e.g writing with carrots and paint
- Create scented tubes with smells like soil, vegetables etc;
- Encourage the group to roll turnips in paint and roll on paper.
- Use glue sticks to create marks using glue and model to the group sprinkling seeds on the glue;
- Group to make marks using their feet, mud welly prints or bare foot prints;
- Independently explore and make marks in soil, seeds;
- Bury letters of initial sounds in soil for group to look for them;
- Use large initial card letters for them to make marks for displays;
- Explore push and pull sorting cards from twinkl; use them as instructions;
- Laminate The Enormous Turnip Small World Characters, from twinkl, then hide them in transparent plastic bags secured with the tape with some sensory materials e.g. rice, pasta, flour, lentils etc., to practise fine motor skills when pressing through;

### **Maths Focus: Calculations (+ and -), fractions and measures (mass/weight)**

#### **IDEAS:**

- Read to the children with expression variety of number stories/rhymes (Over in the meadow, Safari, Kipper); Use Story sacks with numbers up to 5;
- Show them the same animated story on the i-pad;
- With support stack blocks with numbers on, adult to verbally model, make mistakes, do the children show a reaction. Hide squidgy numbers in sensory materials;
- With adult help:
- Find 1 item, find 2 items. Find number 1's in sensory materials.
- Feeling the shapes of numbers.
- Explore wooden numbers and numicons in sensory materials;
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore numicon tiles with homemade playdough, pressing;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Count vegetables buried in the compost;
- Count characters from the story, pull them out from the story sack;
- Use green bottles to count, pull of the velcroed board and throw;
- Explore scales, use vegetables to place them on the scale, explore heavy and light, compare with hands on tasks;
- Use heavy items that have to be picked up with two hands (vegetables) then in contrast use small vegetables to be picked with pincer grip;
- Participate in group cooking activity to make vegetable soup using heavy and light ingredients.
- Go outside and roll/push heavy objects – such as tyres, bikes. Throw light objects such as feathers/leaves/ball modelling vocabulary;

- Using balance scales, fill one bucket with objects to make it heavy;
- Use scales while making healthy snacks such as beetroot brownies etc.
- Listen to the songs about weight, heavy and light;

## **EA : Learn about a range of artists, craftsmen and designers**

### **IDEAS:**

- Group to print with fruit and vegetables in order to create a picture.
- Take part in tree rubbings and leaf rubbings.
- Roll different fruit and vegetables in paint
- Print with different fruit and vegetables
- Use of chalks to mark make different fruit and vegetable pictures on black card;
- Plant cress in cups with kids silly faces on;
- Print with fresh vegetables and fruit on fabrics, e.g. fabric bags, look at natural colours;
- Make a collage with cut out vegetables;
- Make a face on sandwich using vegetables;
- Create a colourful salad using plastic props or real vegetables and fruits;
- Make patterns using plastic or real vegetables with adult support, in Orla Kiely style, take photos and print on iron-on sheets, then add onto fabric bags or t-shirts;

## **KSUW: Identify basic plant parts**

### **Growing plants (water, light, warmth)**

### **Design purposeful, functional and appealing products**

### **IDEAS:**

- Explore seeds and compost in a tray.
- Explore the different textures of plants.
- Open fruit lemons, oranges and apples to find seeds.
- As part of a group, with support, make a healthy sandwich.
- As part of a group, with support, explore cooking with different fruit and vegetables. Scoop out vegetables (such as an avocado, cutting with support to create a soup as part of a group.
- Create a healthy pinwheel with support.
- Explore tuff trays with garden set up and seeds;
- With support: Plant beans, cress, avocado, observe and look after it;
- Prepare vegetables tasting plates;
- Hide vegetables and tools in Guess what boxes;
- Explore smells/scents in jars;
- Set up a tuff tray full of green peas and let children mash them with plastic potato masher;
- Set up a tray with used dry grinded coffee as an alternative to compost, it can be you base for the garden set up;
- Explore the story 'Jasper's Beanstalk' to see the stages of growth of a plant

- Explore the story 'Titch'

## Summer 1

### **TOPIC THEME: Minibeast Safari**

**Literacy Focus: Information Texts, A selection of information texts about minibeasts.**

**Key Text; Non Fiction**

#### **IDEAS:**

- Share with the group a simple non-fiction book and a selection of minibeasts objects. Support it with natural props.
- Create a sensory box book based on MDF with significant props to explore in a form of the book;
- Use sensory massage: see topic ideas;
- Go outside looking for mini beasts in the outdoor area. Use magnifying glasses.
- Use of sound buttons to listen to sounds of different minibeasts (bee, cricket, grasshopper) – sticking photograph on the top of the sound button
- Explore and look for minibeasts in green dyed spaghetti and soil (use of outdoor area).
- Use of straw jelly worms.
- Chocolate angel delight with plastic minibeasts and oats.
- Hide minibeasts objects in sand and soil for group to look for.
- Hide plastic small minibeasts in ice cubes
- Minibeasts in jelly
- Explore small world environment with the different minibeasts objects. Adult to sing different minibeasts songs to encourage group to interact with adults. (Sing and sign the songs)
- sensory bin – with soil/shredded newspaper/sawdust
- digging pit with vermiculite around the area – filled with plastic minibeasts and sticks, twigs
- Minibeast houses – plant pots, sticks, stones, logs
- Watch Andy's Minibeast Adventures, listen to Danny Go songs
- Create flying butterfly crafts
- Fine motor spiders web activities
- Inky wincey spider – water tray, spiders, drain pip. Take part in mark making activities, making marks underneath a photograph.
- Make marks on large pieces of paper or outside chalk board or pavement.
- Use of different tools.
- Painting with bugs
- Make marks in soil, sawdust, with sticks in mud.
- Make marks in shredded paper.
- Have pictures of minibeasts at the bottom of a tray covered with different materials

- Hide objects in:
- Soil
- Jelly
- Foam shredded paper
- Sawdust
- Make marks underneath pictures of themselves with hand-over-hand or some support. Use of sticks, create a butterfly picture, dabbers, paint a caterpillar with an outline.
- Alphabet songs/rhyme to become more familiar with the alphabet (support group to show recognition of sounds, adult singing with them)
- Make a class non-fiction book based on minibeasts

### **Maths Focus: Number and place value, calculating(+ and -) and measures (length and height)**

#### **IDEAS:**

- Sing number rhymes – 5 little speckled frogs, 5 little monkeys. One two buckle my shoe.... 1,2,3,4,5 once I caught a fish alive. 5 little ducks
- Use water tray to pick out numbers/objects and count together.
- Fill tray with water/ sand/ pasta/ jelly and partially hide objects (2D/ 3D) for children to find.
- Use playdough to make minibeasts and count
- Reach into feely bag and draw out objects – count as you do this
- Experience counting in as many settings as possible. Blow bubbles and counts them, children jump and adult counts, count flowers on the field, leaves on trees.
- ✓ Number tray linked to minibeasts (Ladybirds / spider)
- ✓ Minibeast habitat – compost, leaves, stones and logs
- ✓ Minibeast houses - plant pots and sticks (Sticks in the end)
- ✓ Number tuff tray – ladybird's with different number of spots, Numicon and pom poms
- ✓ Sensory bin with insects in
- ✓ Digging tray with minibeasts and magnifying glasses

#### **Introduce pattern**

look at patterns in the environment and around school, on minibeasts and other animals.

- Collect together a tray of coloured objects – talk about the colour – use red blue green etc on different occasions. Emphasise 'same' Add in one object of a different colour – can they find the odd one? Look at colours and recognise different one, take a turn to add an object to the tray.
- Repeat similar activity using butterflies, ladybirds, other bugs – can they add to/take away the same or the different object.
- Print on a strip of paper to make a caterpillar using 2 alternate colours
- Make a pattern of black spots on a ladybird, bee.
- Put matching minibeasts in a variety of media for them to pick out – talk about the same and different.
- Pull objects out of the sand/rice/oats/foam water tray – matching with a picture

Introduce terms long and short, tall and short using symbols and signing



For long, use worms, caterpillars etc. For tall use themselves.

- Use signs for long/short
- Show children lots of long/short objects, which have a significant difference - make comparisons adults to use appropriate language.
- Match items/choose longest/shortest.
- Use sand/water/jelly/ pasta – hide long/short objects.
- Hide long/short objects for the children to find.
- Use ropes, jelly worms, string, ribbon etc.
- Link to minibeasts
- Length of caterpillar / worms
- Spaghetti messy play
- Make pasta necklaces

**EA: Use painting and Sculpture to explore mini beasts; Make and combine sounds musically**

**IDEAS:**

- Take a tray out in to the outdoor area filled with soil and plastic (big) minibeasts. With support, the group to explore and 'look for' the minibeasts in the tray.
- Look for a range of minibeasts in cooked green spaghetti
- Group to collect leaves and twigs to use as part of making their own minibeasts environment.
- Explore outside area, looking for minibeasts on the field, playground and outdoor area
- Look at pictures of different minibeasts
- Printing and using minibeasts stencils
- To make a symmetry painting, fold a sheet of paper in half then open it up back up. Help you child dab paint on one side of the paper, roughly in the shape of a butterfly wing. Now for the magic – fold the paper and press it down gently, then open it up to reveal a stunning symmetrical butterfly!
- Minibeast masks: You can adapt this simple mask to make different kinds of minibeasts, from stripy bumblebees to brightly coloured beetles.
- Use stones to create bugs by painting them or rubbing in the tray with paint, e.g. lady birds, beetles;
- Ladybird potato stamps;
- Handprint spiders;
- Use of chalks and outside or inside chalk board: Have pictures of minibeasts for group to mark make using different mark making materials

**KSUW: Habitats: Differentiate living, dead, non, living;**

**IDEAS:**

- Begin and end topic sessions with a minibeasts song, learning the song as a group. Encouraging the group to imitate some sounds and actions. The group to be encouraged to watch the adult's mouth movements.
- Group to take part in making activities such as making a minibeasts out of clay, with support.
- Explore variety of minibeasts (props) in the natural environment. Match minibeast with colours. Are they blending in, are they easy or difficult to find?
- Create a bug hotel using sticks and stones found on the mini beast safari around the school. Adults to help use glue guns/spray glue etc. children to explore props in sensory materials sticking them together.
- Mini beasts massage take children on a mini beast safari using their body, use different bugs to explore their hands, legs and face parts, engage them in the story retelling e.g. Mr butterfly is about to fly gentle move their ears if appropriate;
- Creepy crawly collage: Natural objects make wonderful art materials and they provide a great sensory experience for children too.  
To make a minibeast collage, collect flower petals, leaves, sticks and feathers. (Never pick wild plants, please only gather what's fallen naturally to the ground.) You can make your creepy crawly on the woodland floor or stick your items onto a piece of card.  
Hunt for creepy crawlies. Peep under stones and logs to find beetles, woodlice and centipedes.

## Summer 2

### **TOPIC THEME: Splish, Splash, Splosh**

**Literacy Focus: Significant Author**

**Key Text; Sharing a Shell**

- **IDEAS:**
- Read the sensory story expressively/ explore bag book.
- Watch video of the animated story on YouTube using iPad.
- Explore the different ways of moving in the story – what might they look like? Rolling, rollicking etc. Moving our bodies like different sea creatures. Involve body massage.
- Pupils to watch adults moving when they act out parts expressively. Make sure the actions are big and obvious.
- Watch children act out the story, use props from dressing up box.
- Give clues – what is the story about? Use props and sensory water bottles linked to the text. Use torch, bubbles, water pistol, water tray, fish, ice cubes, bubble machine, shells, beach/ fish smells. Have laminated pictures available.
- Retell the story from the point of view of the crab. Dress up, listen to the sounds of the sea.
- Singing sea creature songs. Listening to sea sounds and exploring how it makes us feel.
- Adult to have a water pistol/spray bottle and bubbles to use within the story.

- Adult to re-read the story using sensory objects, instruments etc.
- Use 'role-play under the sea' area;
- Use the (soft rocking chair) as a kayak boat in active learning to explore physical sensations of being on a boat
- Create edible sensory sand- see recipe included
- Jelly Baff and sea creatures' sensory play
- Hide under the sea themed soft toys around the outdoor area/classroom/trays. Encourage the children to work together with support from adult to find them;
- Create muddy sand and water station outside to explore sea life with props linked to the story.
- Create paper plates-based pictures from the book.
- Make handprints and transform them into the creatures/setting from the book.
- Create sensory beach themed bottle with the children, add characters inside.
- Explore characters hidden in sensory wet and dry materials.
- Prepare stations with opportunities for writing using variety of props: shells, sticks, pebbles in coloured sands. Have a selection of large shells, crayons and paper for children to make shell rubbings with.
- Have some small-world figures of characters from the story and other sea creatures available in the water area.
- Create a role-play rock pool area. Have a tray of water with pebbles, shells and plastic sea creatures. Also provide fishing nets and buckets and spades for children to use to catch the sea creatures and examine what they find.
- Encourage children to explore gently pressing shells into playdough or clay to create patterns and textures.
- Have sea creatures in jelly for the children to explore.
- In tuff tray, prepare a beach themed exploration setting with water and sand links.
- Fill a large tray with sand and different types of shells. Encourage children to feel and describe the different shells.
- Create a small-world rock pool with a shallow tray of water, some pebbles and shells and small-world creatures.
- Put a CD player outside, with under the sea themed music playing.
- Provide materials for children to create their own rock pools. This could include clear plastic trays or bowls, water, sand, pebbles, green/brown cellophane, shells and plastic sea creatures. Encourage the children to investigate the changes in the clarity of the water as the sand settles, how the cellophane feels when it is wet, etc.
- Provide bubbles and encourage children to blow bubbles using bubble wands.

- Put fish-shaped ice cubes into the water tray for children to explore what happens to the ice as it gets warm.

**Maths Focus: Number and place value, calculating(+ and -) and measures (length and height)**

- **IDEAS:**

- Share with the group different counting songs involving props. - Check which counting songs are the correct ones to teach.

Consolidate counting songs (using props) from past years.

- Five little ducks – use water, rubber ducks, quacking sounds (Big Mack)
- 5 in the bed – use of pillows, quilt
- 5 little monkeys – monkey sounds and singing the song to the group
- 5 green bottles – use of bottle shapes, crashing of bottle sounds
- Look for responses in a variety of environments – MSR, active learning, outside, sensory garden.
- Read to children with expression a number story (Over in the meadow, Safari, Kiper, on the Beach story)
- Show them the same animated story on the i-pad engaging in the activities with them;
- With support stack blocks with numbers on, adult to verbally model, make mistakes, do the children show a reaction.
- With adult help:
- Find 1 item, find 2 items.
- Find number 1's in sensory materials.
- Feeling the shapes of numbers.
- Explore wooden numbers and numicons;
- Hide numicon tiles in a variety of sensory materials. Encourage independent exploration where possible;
- Explore placing tiles on board with help hand-over-hand. Match tiles to picture sheets.
- Explore number lines (3D to start with) and paper version – place value: look for numbers, rote count from a small number;
- Build towers using bricks, duplo, tiles and pegs;
- Provide a range of number activities (songs and games) to explore and request a go or more;
- Sing counting songs, make groups of objects, take away one and model again;
- Activities to explore different positions:
- Use nesting beakers or stacking rings
- Stack a tower of bricks or blocks
- Draw pathways in the sand, cornflour, gravel; with a paintbrush, pens or pencil
- Roll balls of different shapes (rugby, etc) and sizes and watch the way they move
- React to or look towards a sound that is being played out of sight
- Look for a toy that they see an adult hide / don't see being hidden

- Collect and explore objects that will roll (a ball, an apple); slide (a lego brick, a book); roll and slide (a tin of baked beans, a pound coin)
- Roll and slide objects down a half pipe piece of guttering? (Speak to Nick)
- Explore spinning and rotating toys, such as spinning top, yo-yo, moving toys, bicycle wheel etc.
- Spin on an office chair/stool
- Hide different objects for the group to find such as balls, fish, and building blocks in dolls house, tent, classroom, active learning, sensory room, and sensory garden.
- Encourage exploratory play with a dolls' house, then try some more structured play: ask children to place objects "in the living room", "on the table", "under the bed", "in the cupboard", "on the cooker" etc. Or place an object, such as a cat, in different positions. Do the group respond to 'in', 'on', 'under'?
- Use a toy multi-storey garage and a range of toy cars, lorries, motorbikes etc. Ask children to drive the cars in to and out of the garage, park in the garage/out the garage. Do the group look for the cars in different places/positions?
- Group to create a tent/beach hut - Follow simple instructions to go "in" or come "out" of the tent.
- Create a map from the story of Tiddler. Use the different fish to put them 'in' the treasure chest', 'on the shipwreck' etc. How will Tiddler get home?
- Use of the tuff tray small world to hide Tiddler and put him in different positions.

**EA: Develop techniques of colour, pattern, texture, line, shape, form and space. Learn about great artists;**

**IDEAS:**

- Look at photos of familiar people/ seaside places/create pictures linked to the art work of the artists;
- Use paper/fabric to make pictures using water colours, food colouring etc;
- Create hand prints/foot prints using colours palette linked to the pictures of the artists;
- Make pictures using props: sea shells, sticks, sand gluing them onto cardboard etc.;
- Paint on the ice in plastic plates using different shades of blue;
- Make boats using simple drawing to cover with thorn paper etc.
- Explore props linked to the pictures of the artists and use them to make marks in playdough, clay, sand etc;
- Create wax resistant under the sea pictures and explore shape and form through clear shapes such as fish and sharks.
- Spray card or fabric with mixture of blue shades (paints);

**KSUW: Compare and classify properties of materials (floating and sinking) Use basic geographical vocabulary to refer to a less familiar area (seaside);**

**IDEAS:**

- Explore a range of seaside items showing sustained concentration – bucket and spade, water play, ball games
- Move fingers in water/ sand play
- Respond the same to food that likes/ doesn't like – seaside food e.g. fish, chips, ice cream

- Respond the same to smells that likes/ doesn't like – herbs in outdoor learning, air fresheners, perfumes, salt water
- Respond to different water-based activities – bubbles, water spray, washing up liquid and water.
- Explore floating and sinking with boats, fish etc
- Use sponges and containers and fill and empty

## LKS2 Cycle B

### Autumn 1

#### **TOPIC THEME: Location, location, location!**

**Literacy Focus: Narrative: Stories with familiar settings/Non-Fiction: Instructions.**

**Key Text; This is Our House**

#### **IDEAS:**

- Use sensory and massage story for each session.
- Explore props together while telling story. Explore one or a few props/pages from the story at a time and take time for children to explore and respond. Use mirror to let them watch adult say words and actions. Explore props together. Use sad face like George in story using mirror with corners of mouth going down. Repeat with smiling face. Observe children looking at adult. Use bubbles or other motivators to gain attention. Use clapping, tapping rhythms when saying the words.
- Do they copy actions e.g. clap once or twice touch face, try sad face. Observe copying of actions. Make up songs related to story to tap along to. Use instruments to keep interest. Blow bubbles, encourage action. Encourage holding object together and move it while both holding on.
- Use objects from story. Explore together e.g. use orange wig to place on their head, then adult's. Use Mirror to view themselves. Use car to move up and down over body, or on tray. Encourage holding car, and hand over hand move car over their arm, then adult's. Explore props such as wig and glasses and observe copying putting on head. Use glasses. Have pair of glasses, hat, wig each. Adult to put it on them. Do they pick up theirs and copy?
- Use pictures of object and characters from story, starting with two. Name them e.g. hold picture and say 'George' and house and encourage Izzie to copy words. Extend if secure with two.
- explore book together and props and name them. Take time to explore and name repeatedly. Model matching prop with picture, naming them as you do it. Ask to find a prop related to story. Start with choice of 2 and extend once secure.
- Let them explore props. Observe which ones are picked up most. Ask which one they like/don't like. Revisit using pictures or photos.
- Share book with children, observe them talking about the story. Do they comment on pictures, events? Ask them to find specific images e.g. by pointing, talk about

feelings of characters. Use 'magic bag' /grumpy grandad bag filled with objects. Children to take an object out and name them, sing song together.

- Use blanket and props/pictures. Hide object (under blanket in box with shredded paper etc). Take turns to pull one out. Support naming them. Revisit using different media e.g. rice, sand, etc.
- Hide symbols in media and encourage children to pick out symbol and name or find matching object.
- Use different media for adult to hide objects/pictures in. ask children to look and take one out. Say 'where's the blue car?' Can they find it. Use other areas such as outside/hall to hide objects and ask children to go and find them. Use two keywords e.g. coloured objects such as orange glasses or blue glasses/cars/ etc. Provide props and box/doll's house, swing and ask them to place characters in different positions.
- Use props to retell the story and begin to use role-play to tell the story. Decide on who will play each character, what props they will need. Encourage pupils to organise what they will need and say. Use ipad to record the role play to share with the group at first and then with class if they are willing. Use photos to create a class book.
- Retell story in Fort Royal Park
- Listening: Show children range of props (different colours and sizes. Adult to name each one. Ask children to find specific objects using colour//size/object and preposition
- Use 'listening sheet' to give instructions e.g. colour swing red, use black and white character pictures
- Revisit using bingo game where children have to give peer a requested objects

### **Maths Focus: Number and place value, Calculating (+ and -) and Geometry: Position and Direction**

#### **IDEAS:**

- You could start each session with 'Grumpy Grandad' or Old McDonald Use bags to explore different sounds.
- Use small selection of musical instruments and observe response to each. Play different rhythms, counting alongside. Use body parts to make multi-sensory.
- Show a photo for a number song. Begin by exploring props of the chosen song with children whilst engaged with an activity in order that they can begin to make an association between the activity and the song. Once they appear to be familiar with this song begin to explore the chosen number song props immediately before an activity commences.
- Listen and respond to simple songs and rhymes. Accompany songs with actions and props if appropriate. Children to choose a song from the objects available eg. Ducks for 5 little ducks, aliens for 5 little men, Monkey for monkeys jumping on the bed. Etc. Or make own up using familiar songs. Revisit in different contexts and songs. Can children give an item or take one away at correct time? Model on lots of occasions. Use children as part of the song.
- Explore items in a tray filled with, sand/gloop, pasta etc. Adult to count each object as it is found, make into a song eg. How many things can Childs name find, Childs

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>name find, Childs name find? How many things can Childs name find? (Then count them) Childs name has found 5. (Sang to here we go round the mulberry bush)</p> <ul style="list-style-type: none"> <li>How many things can we find in the sand, find in the sand, find in the sand, how many things can we find in the sand? We have all found 2! (Sang to the wheels on the bus!) Use early play toys for eg, pop up toys, pirate/buckaroo. Ready steady go etc.</li> </ul>                                                   |
| <p><b>EA: Learn about great designers.</b><br/> <b>Improve mastery of techniques such as drawing and painting with valid materials</b><br/> <b>Use sketchbooks to collect, record, review, revisit and evaluate ideas.</b><br/> <b>Use fabrics, printing, collaging.</b></p>                                                                                                                                                                                                                                                     |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>Explore props linked to the patters</li> <li>Explore variety of wall papers, create own wallpaper using sensory items for printing</li> <li>Use variety of mark making tools for drawing and painting</li> <li>Hand and feet painting</li> <li>Make designs of fabrics</li> <li>Explore variety of fabrics: thin, hard, rough, soft etc.</li> </ul>                                                                                                                  |
| <p><b>KSUW: Use maps, symbols and keys to build their knowledge of the wider world (Immediate Locality)</b><br/> <b>Present features in the local area including sketch maps and plans</b></p>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>IDEAS:</b></p> <ul style="list-style-type: none"> <li>Explore photos of school grounds and school building inside on IWB in a large format</li> <li>Explore pictures of local key statues</li> <li>Explore pictures of local area</li> <li>Take children on a journey taking photos of them in different areas, explore pictures following week</li> <li>Make dioramas</li> <li>Make sensory maps on the stick</li> <li>Create a sensory map using variety of fabrics</li> <li>Create a sensory map using props</li> </ul> |

## Autumn 2

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: Shine a light</b>                                                                                |
| <p><b>Literacy Focus:</b> Narrative; Stories set in imaginary world.<br/> Key Text; Sir Charlie Stinky Socks</p> |
| <b>IDEAS:</b>                                                                                                    |



- Participate in the literacy sensory story for each session: Share the story using a variety of materials/objects/sounds/ to retell the story of Sir Charlie, encourage the children to look at/track/reach for materials/objects. Eg use the puppets of the characters on request, knight, princess, witch, horse and dragon. Use sound buttons to encourage pupils to join in with story.
- Participate in massage stories
- Talk about the characters and encourage children to point to them while reading. Adults to model using the puppet and props and children to mimic the actions.
- Explore the props and encourage independent exploration, using them to interact with the story.
- Encourage children to make vocalisations related to the story when they are listening and exploring the props.
- Use switch activities on IWB or computers.
- Offer lots of different types of mark making additional to the sensory including copying over his name on a laminate, you can also use this for the sensory activities before.
- Hide pebbles and magnetic letters in gloop, jelly and encourage Children to pick them out and put them into a separate container.
- Make pretend party food co actively with an adult using salt dough/play dough and cutters.

### **Maths Focus: Addition and subtraction, Fractions and Measure; length**

#### **IDEAS:**

#### **Add and Subtract:**

- Track a moving object, use a variety of light up toys and assess his responses. Also show awareness of tactile activities eg, massage, tacpac etc and Vocalise or attempt to touch people to secure attention.
- Share with the group different counting songs and games involving props.
- Use of different props such as

Five little ducks – use water spray, rubber ducks, quacking sounds (Big Mac)

5 in the bed – use of pillows, quilt, teddies

5 little monkeys – monkey sounds and singing the song to the group

5 green bottles – use of bottle shapes, crashing of bottle sounds

- Use of different sounds and instruments with an adult counting e.g. tap drum
- Numerals hidden in different medium, eg Numicon in ice.
- Use on-body rhymes when counting e.g. tap leg/arm when counting/ roll child gently from side to side
- Observe children's responses to moving objects as you count them. Do they look at them? Do they help move them? Do they show a preference for certain songs/props? Can they draw attention to objects they wish to have and events in which they wish to share.
- Explore Resonance Board
- Use of Numicon in play dough
- Counting songs using ICT

#### **Fractions:**

- Explore Numicon shapes, numbers etc, in ice, dough, foam, gloop etc.

- Share with the group different counting songs and games involving props.
- Look for anticipation of different songs and games that they have become more familiar with from previous two-week block.
- Look for group reaching out to explore 'more' of an object for increased periods of time.
- Pupil shows awareness by watching items being placed or stacked on surface in front of them. Pupils experience adult use of language / intonation that refers to 'another one', 'more'.
- Offer group two objects/activities in order to introduce choice making during learning activities.
- Encourage children to communicate/request a numeracy activity they would like to do, using photos, signing etc.
- Numerals on the light board
- Numerals in different medium such as foam, sand, ice, water etc.
- Explore of number song props
- Explore Resonance Board

### **Measure (Length):**

- Use variety of objects to experience measuring large items e.g. tables, balls, mats etc.
- Explore use of rulers, let children try mark make along them
- Practise counting numbers on a large 3D number line that looks like large ruler
- Draw around children, use everyday objects to measure volume

**EA; Use sketch books to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with a variety of materials. Understand seasonality; prepare and cook mainly savoury dishes.**

### **IDEAS:**

- Creating Light art- Cut out silhouettes of candles, torch, fire, Collage different light sources from around the house which children will be familiar with, use a variety of materials including reflective ones. Have opportunities to cut up and rip pieces of paper, card, tissue paper to develop independence. Have restricted choices so children use materials to represent the object, so it is recognisable. Stick labels on them with words related to the topic.
- Making Soup, cutting the vegetables and putting them in a saucepan to cook whiz it up with a blender. (use of switch buttons to operate blender)
- Practise cutting them and using a range of cooking tools.
- Design and make Cakes.
- **Sandwiches** think of different fillings from a limited choice and with support make them.
- **Drinks:** Making marvellous mocktails with fruit.
- **Smelly Jelly:**
- Create normal jelly but create our own recipes and put other things in e.g. sweets, fruit, vegetables and other quirky items within reason.
- Add flavours like cinnamon, ginger, marmite....
- Have a list of symbols for children to choose from.

**KSUW; Sources of light; shadows and reflections.**

**Notice light is reflected from different surfaces. Recognise that shadows are formed when the light from a light source is blocked by a solid object.**

## IDEAS:

- Use light and dark areas to text for shadows
- Playing mirror games OHP shadow puppet show
- Use light box to investigate and explore shadows
- Using cut toilet rolls (or other alternative) explore mixing two colours of paint to create a firework scene on black card. (Use brightest colours possible)
- Children to choose two colours from a limited choice, adult to model expectations and encourage independence (as appropriate). Repeat with other colours to build up a really colourful scene. Add glue to the picture and finish off with a shimmer and a sparkle of glitter to bring the picture alive.
- Watch firework clips on the iPad and then use firework apps to explore independence and develop gross and fine motor control.
- Have blue paper/card and yellow circle for the sun, clouds cut out, using blue/white/grey colours only create a **DAY** time sky scene and stick the cut-out bits on top. Repeat the above process using cut out moon, stars (gold and silver card), and use black card with greys, purples and dark blues to create a nighttime effect then stick the cut-out bits on.
- Look around school and identify different light sources and take photographs on the iPad and cameras.
- Explore Creating shadows using projectors and torches in a variety of environments around school.
- With support use puppets to create shadows from the story sack and their own hand encourage children to join in and create their own shadows.
- **Shadow pictures:** Have cut out silhouettes of recognisable objects e.g. bat, characters from the story, snowman... create 'shadow pictures' using a variety of silhouettes.
- **Shadows/Light & Dark dance:** Possibly use this activity in the soft play linked to the iPad and mobile speaker encouraging a range of communication for a favourite song.
- Have a Feely bag(s) with a variety of materials in. (foil, space blanket, fluffy material). Ask children to put their hand in the bag, choose something and talk to them about the properties e.g. soft, bright, heavy, shiny, use simple descriptive language throughout. Use torches or other light sources to see if they are reflective and ask questions if they like or dislike the object. Encourage communication (individual to pupils to request a specific object or want).
- LAVA LAMP - With support create several lava lamps with different reflective materials inside, talk to the children about which ones reflect the light the best, use simple descriptive language throughout. When finished use the Lava Lamps to go on a display or to put them outside to add decoration to the balcony. With support Collage boxes to make 'reflection boxes' with materials and items that have reflective properties. Including foil, crisp packets, space blankets, mirrors.
- Collage of items that have reflective material.
- Create light up/ shadow Box - Over a few sessions Cover and fill a box with reflective materials and use torches to shine light into the box to see different reflections. Allow the children to explore the materials safely and to coactively be

part of the construction. This could be done alongside other members of the class as a buddy system so they are included in the design process.

## Spring 1

### **TOPIC THEME: Frozen Planet**

**Literacy Focus:** Narrative; Stories with issues/dilemmas

Key Text; Lost and Found

#### **IDEAS:**

- Read a symbolised version of the story to children and introduce them to the props of the story so they have a multi-sensory approach as the story is read. Show children a prop from the story e.g. a penguin and another object. Encourage them to identify the Penguin using their voice and pointing/gesture.
- Do this for other events in the story e.g. boat trip, and the arctic. Have ducks for the sea and a snow ball for the south pole. Show children a picture and ask them to choose the prop which matches to the picture.
- Sensory stories and massage
- Hide a mini marshmallow inside one of the plastic penguins coactively open the penguin and announce there is a marshmallow (or other soft treat) inside, once they have received this a few times by the adult supporting children, adults should look for a consistent reaction e.g. a smile, a noise and then a reach for the objects. As the unit progresses give pupils more processing time to see if they reach for the object with less support or independently. They can receive a treat from inside another penguin for achieving her objectives e.g. selecting to correct prop relating to the picture or request from an adult.
- Explore instruments that include a xylophone, bells, which may remind them of a cold wintery scene and iPad apps that make noise modelling the names of objects for them to repeat. Ask children to repeat/imitate the name of the object before they have a go so they understand that they are asking for before they receive it.
- Create different props for the story eg loo roll penguins. Encourage fine motor skills activities including, mark making and copying patterns. Playdough models of characters
- Create a boat from recycled materials or other props from the story.

### **Maths Focus: Number and Place Value, Addition and Subtraction, Statistics**

#### **IDEAS:**

- Share different counting songs and games involving props. Sing both and then present children with props. Whichever they touch, start singing the song or use iPad for song. Revisit with different choices of two songs. Move onto photos of props, and symbols once secure.
- Sing counting songs, supported by props or visual cues.
- Encourage them to anticipate next part of song, take props away/ hold up fingers/ take away numeral etc.
- Sing 5 little speckled frogs, 10 green bottles, 5 buns, one man went to mow, 5 little monkeys jumping on the bed etc. Have numerals and Numicon handy.
- Explore Numicon shapes, numbers etc, in ice, dough, foam, gloop etc. Can find children matching shape? Count holes in Numicon shape and use pegs to place in. d they request more when needed?

- Pupil shows awareness by watching items being placed or stacked on surface in front of them. Pupil experience adult use of language / intonation that refers to 'another one', 'more'.
- Consolidate and Appl
- Numerals in different medium such as foam, sand, ice, water etc. Explore of number song props and resonance Board.

#### Statistics:

- Children to find matching pairs, eg shoes, socks, gloves, boots etc.
- Children to be given a range of objects to group together, eg, cars, elephants, boots, plates, bowls, cups, buckets, spades, balls, bean bags, penguins, cubes.
- Following that use two groups of the objects used previously as they are familiar with them and that are obviously different e.g cars & penguins. But this time put them in a tray mixed up for them to sort into two groups.
- Ask them to sort the e.g. *trains* and put these on or by the symbol/photo. Model this for children then let them have a go. Repair misconceptions after they have had a go at sorting but let children make mistakes as this indicates learning isn't secure yet. Repeat for consistency increasing the amount to sort if children have understood the learning.
- If able challenge children and give them objects so they are not as explicitly different but may be different in e.g. colour so cubes, counters, Numicon shapes.
- Numerals in different medium such as foam, sand, ice, water etc. Explore of number song props and resonance Board

**EA; Use sketch books to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with valid materials.**

**Learn about great artists (Wilson and Monet).**

**Improvise and compose music for a range of purposes using the interrelated dimensions of music.**

#### IDEAS:

- · Water colours focus on Monet
- · Ice sculptures
- · Freezing paint
- · Adding white to make different shades of the same colour
- Do the colour mixing experiment with food dye and milk. Use shaving foam and liquid watercolours to create a painting. Use watercolours on the fake snow to create a piece of work. Create pictures with glue, salt and watercolours.
- Make marks with oil pastels, paint over the picture with liquid watercolour sprinkling salt over as you paint. Leave overnight. The next day, brush the salt off and it should reveal a picture that looks like it is snowing.
- Explore 'cold' colours
- **Create a range of Polar paintings inspired by Wilson.**
- Use black card and mix white paint with PVA and sand which will give an interesting texture. When dry stick on objects you would find in the polar regions. Use the polar animal cutouts. Especially penguins

- Use a range of 'Cold' colours blue, white, grey, silver, encourage children to make large wiggly sweeping motions to look like a snow scene.
- Create Monet- type pictures
- Use:
- [https://www.purplemash.com/app/tools/Wellama\\_Ch5\\_Activity\\_2](https://www.purplemash.com/app/tools/Wellama_Ch5_Activity_2)

### **KSUW; Understand Polar Circles.**

**Identify the position and significance of arctic and Antarctic circle**

**Describe and understand key aspects of physical geography including climate and the water cycle**

#### **IDEAS:**

- Use the beebot map of the world and show where the polar regions are and put animals where they are.
- Place 'snow' on the top of a globe. Place appropriate animals in the snow. Feel the coolness of the fan. Explore the animals in ice cubes. Pour warm water on the ice.
- Dress up in hats, scarfs, gloves (lots of). Sing 'put your coat on'.
- Paint boxes in white/ stick on images of igloos and make a house/igloo.
- Water play with the appropriate animals. Explore the water going through the toy water wheel.
- Children to watch short clips of animals in the Arctic: polar bears and then select from a choice of polar bear and distractor. Watch Antarctic and then select penguin from choice of two, one being a distractor.
- Use shredded paper and in the 'igloo' room hide a selection of plastic animals and pictures of animals from the North and south pole children to find them and match to another picture of the animal/object
- 'Play we're going on a polar bear hunt' sensory story. (See separate plan)
- Explore the water cycle channels (guttering) outside.

## **Spring 2**

### **TOPIC THEME: Pharaohs and Pyramids**

**Literacy Focus:** Narrative: Stories with historical settings

Key Text; Temple Cat

#### **IDEAS:**

- Introduce children to the Ancient Egypt topic, take them on the imaginary journey to the hot Africa, let them pack the suitcase using cards/symbols and visit the sensory room within the classroom;
- Hieroglyphs - use tea bags to print on large paper to create 'papyrus' for next session. During next session- print with a variety of objects to represent hieroglyphic pictures;
- Explore pyramids-photos, the shape, use iPad to play a song about pyramids. Children could use class-made papyrus to make marks;

- Explore artefacts, listen to the short story about Ancient Egypt on the i-pad with music in the background;
- Share a story bag that will include the book, props, spices, sprays and CD (alternatively find sound on YouTube);
- Use frozen mud bricks (brown paint, mud, water) to build a pyramid together. Anticipate knocking it down. Mark make in a tuff tray when they start to melt;
- River Nile- water play, boat play, have grasses and reeds to explore. Use reflective tuff tray filler, blue paint, use boats and leaves/grasses in paint to make marks;
- Pharaohs- dress up in fancy dress, look at models/pictures of pharaohs. Use metallic paints and gems, ribbons etc to collage a picture;
- Place 'snow' on the top of a globe. Place appropriate animals in the snow. Feel the coolness of the fan. Explore the animals in ice cubes. Pour warm water on the ice.
- Dress up in hats, scarfs, gloves (lots of). Sing 'put your coat on'.
- Paint boxes in white/ stick on images of igloos and make a house/igloo.
- Water play with the appropriate animals. Explore the water going through the toy water wheel.
- Use shredded paper and in the 'igloo' room hide a selection of plastic animals and pictures of animals from the North and south pole children to find them.
- Freeze animals into ice and jelly.
- 'Play 'we're going on a polar bear hunt' sensory story. (See separate plan) [Twinkl](https://www.twinkl.co.uk/resource/the-runaway-iceberg-ebook-t-e-1000)
- Watch <https://www.twinkl.co.uk/resource/the-runaway-iceberg-ebook-t-e-1000> The runaway penguin

### **Maths Focus: Number and place value, Calculating (+ and -) and Geometry (shape)**

#### **IDEAS:**

- Problem solving:  
Start each session by placing on the table two large (A4) laminated picture representations of objects you will use: Engage pupils in variety of situations/play/games in which they can use these two objects e.g. stacking, threading, painting, rolling, blowing, pressing etc; At the end of each session challenge pupils and ask them to match used objects to pictures; Use first session as a tutorial lesson, reduce support gradually;
- Find number 1 and 2 in sensory materials set up in trays, bags, tall containers, water, gloop etc;
- Sort numerals from shapes hidden in dry sensory materials: sand, shaving foam, soil, jelly, cereals, used dry coffee, in boxes.
- Cut and slice solid shapes: Swiss-roll, Battenberg, sausage etc. and match them with 2D shapes.
- Have a selection on objects corresponding with 3D shapes, match them and ask children to join in and help.
- Use playdough mats to create shapes and match them with symbols/pictures.
- Use tactile activity to make them familiar with shapes (use sensory heads and wooden boxes to hide shapes); alternatively, you can use Guess what box?

- Take a variety of 3D shapes to active learning, explore whether they roll etc. Play a game where children push shapes down the slide/slope;
- Use feely bag to feel shape then find same one on table;
- Explore shapes in school/local environment, take pictures;
- Stacking different shapes/boxes/rolling balls to each other/rolling balls down tubes

**EA: Improve mastery of techniques such as drawing painting and sculpture with varied materials (Egyptian context)**

**Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**

#### **IDEAS:**

- Children could start their session by listening to the traditional Egyptian music: to create 'mood' ; also have spices available for smelling and heat pack to represent the sun; costumes for dressing up to be available;
- Have a tray filled with sensory materials that could depict the mummification process e.g., cooked spaghetti, string, jelly sweets, flubber etc., add good colouring (red) children to explore the sensory tubs then use the string /spaghetti/ spaghetti hoops/baked beans/tomato sauce to create a piece of artwork. Have symbols representing different organs and match them accordingly with the cooked props; Use a plastic head and fill it with spaghetti to represent the brain – remove it with children and fill in canopic jars accordingly; Let children taste, feel and smell;
- Wrap children's body parts in toilet paper to represent mummies; Mummification of props, dolls peers with adult help and supervision; Things You'll Need: Disposable plastic kitchen gloves, uncooked chicken leg, paper towels, salt, re-sealable plastic bags, shallow plastic bin, baby oil or cooking oil, spices, white cloth strips, clear shellac, foam brush, permanent markers, plastic gems, rhinestones, buttons or sequins; Adult led activity, children to follow simple instructions during hands on activity: Peel the skin off the chicken leg. Wash the chicken leg thoroughly, then pat it completely dry with paper towels. Rub salt all over the chicken leg and place it in the re-sealable plastic bag. Fill the plastic bag with salt so that the entire chicken leg is encased in salt.
- Use class-made play-dough for mark making using some small props: mini figures representing different goods and stencils to press them in play dough or clay. Ready pieces paint in gold using sprays and gold paint with brushes and sponges.
- Adult led: create an Egyptian scene using sand mixed with paints, children can use their hands/sponges or paintbrushes to cover the paper in a fairly thick layer of 'painty sand.' Children can then be shown how to use scrapers to leave marks in the sand in order to create a picture when dry.
- For the papyrus, you'll need to make some Berry Ink! Use fresh berries and squash them in a sieve/rose to then dip in a stick and write in hieroglyphs.

**KSUW: Broader History Study: Ancient Egypt**

- **Way of life, death rituals, houses, food, customs**
- **The achievements of the earliest civilisations**



- **Develop a chronologically secure knowledge and understanding of world history**

#### **IDEAS:**

- Focus on a sensory approach to Ancient Egypt with a variety of resources to support this: Spices: Herbs, Heat pack, Sandpaper, Sand; Using some of these make a sand cake (components and ingredients stored in classroom cooking box) or spicy play dough to then attempt to make a 3D representation of a desert or Ancient Egypt with appropriate support;
- Use the water tray to depict the river Nile, adult to pour water from a height and fill one side of tray until it flows into the other, use boats and fill with jewels to show boats carrying 'goods', filling in and emptying containers (boats);
- Organise an Egyptian feast, taste variety of fruit and dry snacks, then make an Egyptian bread: adult led activity;
- Explore variety of Ancient Egyptian gods, touch and feel;
- Make a home-made playdough together, adding ingredients and mixing with hands (tactile); It could be representation of the bread; Next time just make a playdough with a mixture of ground spices for mark making;

### **Summer 1**

#### **TOPIC THEME: "I'm a pupil get me out of here!"**

**Literacy Focus: Narrative: Stories from other cultures**

**Key Text; The Leopards Drum/Rumble in the Jungle**

#### **IDEAS:**

- Begin sessions with exploration of rainforest sounds, water spray in the air, drumming and rain maker instruments.
- Create a sensory box book based on MDF with significant props to explore in a form of the book; Use max 1-2 key words to support box book exploration/reading;
- Leopard Drum massage: take children on a safari using their body, use different animals/imitation of foot prints to explore their hands, legs and face parts, engage them in the story retelling e.g. birds are about to fly: gentle move their ears if appropriate;
- Make a drum like Osebo (Tin can or bucket, give children opportunity to choose what materials they'd like to use/colours they'd like to decorate with). Pass it around group and take it in turns to play it.
- Have props related to rainforest setting; pass them around the group as a 'pass the parcel' game playing jungle drum music in the background. When the music stops, it is that child's turn to explore the prop.
- Create a large rainforest collage. Take it in turns to add the materials. Give children chance to choose the materials they would like to use.
- Take turns to retrieve and use instruments. Sing 'I am the music man', giving children chance to choose instrument and play.

- Take props and iPad to sensory garden. Go around garden finding different animals along the way. Play jungle/drum music on iPad to accompany the story.
- Create jungle tuff tray; include sensory materials (eg. mud and sand) and small world animals. Take it in turns to take/add an animal.
- Create collages to represent each character with tactile materials as well as paint etc.
- Make hand prints to represent animals;
- Hide the animal/animals from that session in a variety of mediums:
- Inside boxes
- Under the table
- Hanging from the vines in the rainforest area
- In sand
- In shredded paper
- Under chairs
- Behind back
- Sing song each time: Where is the monkey? Where is the monkey? Eiei Where is the monkey? ... found the monkey ..... found the monkey etc (tune of farmers in his den. Or other songs!!
- 

### **Maths Focus: Number and place value, Calculating (multiplication and division), Measure (Money)**

#### **IDEAS:**

- Experience number patterns in a variety of contexts: visual, auditory, kinaesthetic and tactile, each time adult to model and wait for imitations, for example:  
Feel beats of one and two on a board/tray,  
See an adult jumping one, two and three times  
Hear two short rings of bells/ beats of instruments. Children to choose the instrument each time, adult to look for any responses, sing I am the music man, note any interactions.  
Blow bubbles/bubble machine adult to count as pupils reach to pop each bubble.  
Rhythm pals music box  
Tac Pac  
Use switch toys from ICT and link to songs animals link to old MacDonald for example Tambourine song  
Drum song
- Explore items in a tray filled with, sand/gloop, pasta etc. Adult to count each object as it is found, make into a song eg. How many things can ..... find, ..... find, How many things can ..... (Then count them) ..... has found 5. (Sing to here we go around the mulberry bush!)
- Use a range of role-play tea set table items to explore with the group. Cups saucers, jugs, tea pots, spoons etc. Use in water tray, sand tray. Adult model pouring sand, coloured water in and out of containers. Co-actively pouring liquids and putting lids on jugs and pots etc.
- Put concrete objects into boxes/tubs/containers. Choose boxes with photos on to see
- what is inside; look for any responses to these choices.

- Anticipates turn taking, e.g. holding hands out to receive an object being passed around the group. 'share' it by passing it around the group, note any anticipation, does the child pass the object on? Pass the parcel game.
- Sing pass pass the drum around pass pass the drum around when the drum stop with you you can pat the drum. ....pats the drum, ..... pats the drum, eiei Leah pats the drum (tune of farmers in his den) Use a variety of instruments to repeat.
- Simple shop where the children exchange a large coin for a toy. Children to be given time to explore the toy before 'paying' for a new toy.

**EA: Improvise and compose music, Appreciate a wide range of live and record music**  
**And Use sketch books to collect, record and evaluate ideas**

**IDEAS:**

- Make rainmakers using colourful paper, beads etc.;
- Explore outside on the balcony/outdoor area, make handprints recreating animals;
- Mud, sand, water, jungle leaves: printing;
- Look and find for different Madagascan rainforest animals in each sensory activity, use them to make marks/prints in paints;
- Sing songs linked to this e.g. ugly bug ball, down in the jungle, walking through the jungle;
- Where possible allow opportunity for materials to be mixed to combine materials and change them e.g. sticking sticks into wet soil, finding the shells out of the sand.
- Use collage to change materials – rip up leave and stick them onto wood to make natural collages. Mix sand and soil together, stick onto collage etc
- Create large scale piece of art, e.g. using leaves to create a giant leaf, using petal/flowers to create a giant flower.

**KSUW: Classify living things and describe and understand climates**

**IDEAS:**

- Children to explore a range of rainforest bugs/animals in sensory materials;
- Provide children with a range of natural materials – leaves, sticks, stones, soil, wood, feathers, pot-pouri, shells etc. to explore. With support create 'natural habitats';
- Use builders' trays, sand trays to allow for independent exploration;
- Use outdoor areas – sensory garden, conker wood, swale to collect materials.
- Explore different textures/patterns and link them to the animals: leather, plastic, foil, wool, tissue paper etc;
- Feely boxes/bags/smelly tubs – exploring textures/smells;
- Prepare sensory trail with jungle sounds and experiences using variety of natural scents;

|                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: From Source to Sea</b>                                                                                                                                 |
| <b>Literacy Focus:</b> Narrative: Adventure and Mystery; Non Fiction: Recounts (Newspapers and Magazines).<br>Key Text; Stick Man                                      |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                      |
| <b>Maths Focus:</b> Number and place value, Calculating (x and ÷) and Measures (capacity /volume)                                                                      |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                      |
| <b>EA: Use sketchbooks to collect, record and evaluate ideas</b><br><b>Learn about great artists, architects and designers; Barbara Hepworth and Andy Goldsworthy.</b> |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                      |
| <b>KSUW: Study a region of the UK (not local area)</b><br><b>Explore and investigate coastal region (Bristol channel, Severn estuary, Barry Island).</b>               |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                      |

## UKS2 Cycle B

### Autumn 1

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: Skyscrapers and Subways</b>                                                                                                                                                                                            |
| <b>Literacy Focus:</b> Narrative: Stories which raise issues and dilemmas/Non Fiction: Recounts.<br>Key Text; James and the Giant Peach                                                                                                |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                      |
| <b>Maths Focus:</b> Number and place value, Calculating (+ and -) and Measures (weight)                                                                                                                                                |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                      |
| <b>EA;</b> <ul style="list-style-type: none"> <li>• Learn about great architects</li> <li>• Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing</li> </ul> |

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| <b>IDEAS:</b>                                                                                                                                                                                                                                                                                                                                                |
| •                                                                                                                                                                                                                                                                                                                                                            |
| <b>KSUW;</b>                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Use and research criteria to develop products which are fit for purpose and aimed at specific groups (Y5/6)</li> <li>• Analyse and evaluate existing products and improve their own work (Y5/6)</li> <li>• Study a region of the Americas (Y5/6)</li> <li>• Classification including microorganisms (Y6)</li> </ul> |
| <b>IDEAS:</b>                                                                                                                                                                                                                                                                                                                                                |

## Autumn 2

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: Rags to Riches</b>                                                                                                                                                                                                       |
| <b>Literacy Focus:</b> Narrative: Stories with historical settings.<br>Key Text; Oliver Twist                                                                                                                                            |
| <b>IDEAS:</b>                                                                                                                                                                                                                            |
| •                                                                                                                                                                                                                                        |
| <b>Maths Focus:</b> Number and place value, Calculating (x and ÷) and Measure (money)                                                                                                                                                    |
| <b>IDEAS:</b>                                                                                                                                                                                                                            |
| •                                                                                                                                                                                                                                        |
| <b>EA: Develop and understanding of the history of music, including great musicians and composers (Edward Elgar)</b>                                                                                                                     |
| <b>IDEAS:</b>                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Listen to a range of music by Edward Elgar, visit Statue/House, Listen to musical of Oliver Twist by Lionel Bart</li> </ul>                                                                     |
| <b>KSUW: British History; an extended period study, the changing power of monarchs, turning points in British History</b>                                                                                                                |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>• Brunel/Stephenson , study of transport over time</li> <li>• Recreate Victorian School environment, compare schools now and then</li> <li>• Compare homes/clothing/food</li> </ul> |

## Spring 1

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: Rise of the Robots</b>                                                                                                                                                                    |
| <b>Literacy Focus:</b> Narrative: Film Narrative<br>Key text; Wallace and Gromit A Grand Day Out                                                                                                          |
| <b>IDEAS:</b><br>•                                                                                                                                                                                        |
| <b>Maths Focus:</b> Number and place value, Calculating (x and ÷) and Measure (money)                                                                                                                     |
| <b>IDEAS:</b><br>•                                                                                                                                                                                        |
| <b>EA:</b> To improve the mastery of art and design techniques, such as drawing, painting and sculpture with a range of tools and materials.                                                              |
| <b>IDEAS:</b><br>•                                                                                                                                                                                        |
| <b>KSUW: Electricity: Investigating Circuits</b><br><b>Broader History study: A study over a period of time: Inventors and Inventions</b><br><b>Use mechanical and electrical systems in own products</b> |
| <b>IDEAS:</b>                                                                                                                                                                                             |

## Spring 2

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>TOPIC THEME: Hakuna Matata</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Literacy Focus:</b> Narrative: Stories from other cultures/Non-Fiction: Information Texts<br>Key Text: The Hunter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>• Create box book based on mdf with attached props linked to the text;</li> <li>• Make a story sack with objects, scents, spices included;</li> <li>• Create a smelling station with smells associated to Africa/foods;</li> <li>• Create a massage story based on the text, use animals to walk/run over children's body parts;</li> <li>• Make hand and foot prints to create African animals based on the prints;</li> <li>• Children to listen to an adult to read the story of The Hunter expressively, focus on the characters Jamina and her grandfather including all of the different animals. Use lots of props related to the story, e.g. animals, heat pad, African characters.</li> <li>• You can record the story on the 'microphone speak' for children to listen;</li> </ul> |

- Using the props from 'The Hunter' put objects 'in' a box, shredded paper, bag, envelope, draw, cupboard etc.
- Using the props from 'The Hunter' put objects 'on' a box, cupboard, blanket, tray, table, chair etc.
- Using props from 'The Hunter' put objects under a blanket, table, chair etc.
- Using props from 'The Hunter' put objects 'behind' a box, bag, cupboard, a child, etc.
- Mark making: Chalk on black paper.
- Outline of zebra's, children to draw the stripes.
- Outline of giraffe's children to draw the markings.
- Coloured glue sticks and glitter;
- Create own, based on We're going on a bear hunt...story, called We are going on a safari....create stations around your classroom and engage children in walking/travelling from one to another, use scents, props, plants etc;

### **Maths Focus:** Number and place Value, Calculations (+ and -) and Measure: Length

#### **IDEAS:**

- Record the children making sounds and counting them (up to 3) and play them back to the children. Use the Sound Beam.
- Finger trace number shapes in sand, rice, pasta, oats, baked beans etc.
- Use markers to 'write' number shapes.
- Count the number of beats on a drum and sounds made by other musical instruments.
- Dressing up: find appropriately sized clothes for teddy and for themselves, or for dressing dolls of various sizes;
- Encourage the children to be proactive in reaching for items and making choices related to size. Use the language to support what they are doing i.e. 'You want the big ball!'.
- Have a selection of big and small boxes, balls, foam shapes, Lego, Duplo, soft toys.
- Put all of the big animals in one field and the small ones in another using the language of biggest and smallest
- Dressing up: find appropriately sized clothes for teddy and for themselves, or for dressing dolls of various sizes
- Find the "big" and "small" object from pairs (e.g. Can you find the big ball? Can you find the small plate? Can you find the big spoon? Can you find the small chair? etc.)
- Make a long worm with play dough. Can you make one that is longer / shorter than the adults' one? Make snakes out of clay and paint and display them.
- Making necklaces with beads – can you make one for the eg dolly and one for your friend? Which one needs to be longer?
- Car races – who can make their car go a long way? Who can make their car go the furthest? Whose went the shortest distance?

**EA: Improve mastery of techniques such as drawing painting and sculpture with varied materials**

**IDEAS:**

- Children could co-actively create silhouettes and sunsets. Use potato prints and sponges to create scenes.
- Use range of brushes, rollers and dabbers and encourage children to hold and manipulate tools with support. Use outside area for splattering and using rollers. Use large paper/sheet to create tribal art for display.
- Use splatter painting and black paint on bright colours to create tribal art.
- Explore and make African instruments; Use seeds, plastic bottles etc;
- Rain sticks: For centuries many tribes have used rain sticks to summon the rain. Let the children fill paper towel rolls with rice, beans etc. Cover the ends with a small circle of poster board and masking tape. Let the children paint. You can use a mailing tube. Cover the end w/poster board and clear tape, then filled it with rice.
- Experiment with the sound of different amounts of rice. When you like the sound, tape up the other end.
- Explore variety of drums and make your own using junk modelling;

**KSUW: Study of a non-European country (African Settlement)**

**IDEAS:**

- Use a range of modelling materials – dough, wet sand, clay, mud etc. Encourage children to co actively make marks in the materials with tools or hands;
- Use boxes, containers, cups, bowls to fill with materials and create African huts.
- Use tuff tray with sand, mud, grasses etc to explore.
- Use iPad with sounds from African plains to create atmosphere.
- Explore variety of textures and materials linked to the Africa;
- African masks: Using a paper plate fold in 1/2. Cut out eyes, nose and mouth. These can be painted. You can hole punch all around edges and add yarn or raffia;
- Matching animals with printed patterns;
- Create a set of sensory tactile tiles, each tile representing skin of a different animals, use artificial leather, foil, fur, bark etc.;
- Hand and foot prints to make African animals;

**Summer 1**

**TOPIC THEME: Knock Knock? Who's there?**

**Literacy Focus:** Narrative: Focus study on a significant author/Non-Fiction: Recounts;  
**Letters Key text:** The Jolly Postman

**IDEAS:**



- Create sensory story based on delivering variety of post; story props could be attached to the mdf boards for exploration with 1-2 key words associated with each page;
- Prepare sensory massage story based on the postman's journey, use child's body as a map for delivering different post; Use variety of paper materials to support the story e.g. plain paper, cardboard, corrugated paper, tissue paper, foil etc;
- Role play activity: Collect, sort and deliver the post, each new delivery introduces a different type of post (eg postcards, letters, parcels).
- Create envelopes by dabbing, printing variety of props and exploring letters;
- Make stamps out of potatoes: Printing in sensory materials: playdough, flour, jelly, coffee, cocoa etc;
- With support take part in mark-making: write your own letters, postcards and invitations to the characters in the book;
- Set up a role play post office.
- Use the bicycle to investigate pushes and pulls. How does a bicycle work? What about a scooter?
- Look at silhouettes on postage stamps and make your own;
- Sing some songs about transport; for example, 'The Wheels on the Bus' or 'Down at the Station, early in the Morning'.
- Make a sensory map of the journey;
- Create sensory trail in the outdoors on site, arrange for props collection linked to the text;
- Use dress-up to explore the text in depth;
- Provide head and shoulder massage to soothe particularly agitated children so they can relax and listen.
- Use wooden spoons to create main characters;
- Set up tuff tray with a map to explore;

### **Maths Focus: Number and place Value, Calculations (+ and -) and Geometry: Shape**

#### **IDEAS:**

- Make a pictogram based on the different types of mail items;
- Create variety of stamps using different shapes, use dabbers;
- Counting songs and rhymes about journeys and postmen;
- Create simple board games with setting from the story to roll large dice and explore counting;
- Practise writing post codes using sensory materials;
- Explore numbers hidden in sensory materials, touchy-feely bags;

**EA:** listen with attention to detail and recall sounds with increasing aural memory

#### **IDEAS:**

- Explore environmental sounds; Identify them;
- Explore sounds of transportation used in the text;

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Create a sensory sound map using instruments or iPad's, APP's, talking squares etc;</li> <li>• Use natural materials collected outside to recreate sounds;</li> <li>• Create tuff tray with variety of instruments and symbols/pictures indicating what they could represent;</li> <li>• Use sound lotto to explore sounds;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>KSUW: Understand land use in the local community and Develop products that are fit for purpose;</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>• Find out how a letter gets from its sender to its destination. Sensory walk in the local area; Remind the children about road safety. How do you keep safe when you are out on your bike or scooter?</li> <li>• What is your home address? Can you find your house on Google Earth with adult support.</li> <li>• Make a list of where people in the class have been on holiday. Explore pictures from different parts of the world, compare with the local environment.</li> <li>• What type of house do you live in? Make a poster showing different types of houses using sensory materials;</li> <li>• Make a sensory map of the journey.</li> <li>• Create sensory trail in the outdoors on site, arrange for props collection linked to the text;</li> <li>• Create tuff tray with a map of locality including the school grounds;</li> </ul> |

## Summer 2

|                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TOPIC THEME: Grand Designs</b>                                                                                                                                                                                      |
| <b>Literacy Focus: Narrative: Traditional Stories and Fable.</b><br><b>Key Text: The Three Little Wolves and the Big Bad Pig</b>                                                                                       |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                      |
| <b>Maths Focus: Number and place Value, Fractions and Statistics</b>                                                                                                                                                   |
| <b>IDEAS:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                      |
| <b>EA: Use sketchbooks to collect, record, review, revisit and evaluate ideas</b><br><b>Learn about great architects/designers</b> <ul style="list-style-type: none"> <li>• Kevin McCloud and George clarke</li> </ul> |

**IDEAS:**

- 

**KSUW: Classify materials according to a variety of properties****Develop products that are fit for purpose****Analyse and evaluate to improve own work****IDEAS:**

- 

## **7. Sensory diet/Scent of the day**

A sensory diet is a treatment that can help children with sensory processing issues. It includes a series of physical activities that child can do in school and at home. It has nothing to do with food, however food can be used as a prop. It's a carefully designed series of physical activities and accommodations tailored to give each child the sensory input he/she needs. Sensory diets can be used as part of sensory integration therapy. Completing a sensory diet routine can help children get into a 'just right' state, which can help them pay attention in school, learn new skills and socialise with peers. Teacher or an occupational therapist can design a sensory diet routine tailored to meet child's needs.

Wake up club at Fort Royal is an excellent example of a sensory diet. Variety of sensory activities can be incorporated into that for example different scent representing each day of the week to help remember the routine of the day and stay within the 'just right' state.

Videos available for all on IRIS;

## **8. 'Once upon a touch' based stories and other sensory stories (based on massage)**

The key to sensory storytelling is to use your imagination and look at whether all five of the senses can be used during the storytelling. Creating your own sensory story is very easy and doesn't have to cost anything. You just need to follow these simple steps...

Choose a story, it could be a key text for Literacy or a story for Reading session only: Choose a book, story or theme that you and your pupils will benefit from - remember you don't need a book to tell a story!

Summarise it: Summarise the story into short sentences – about 10 for the whole story is ideal. Keep it short and simple!

Pick 10 keywords: Think about roughly 10 keywords in the story - these should be the most important for the story to be told and will usually include the who/what/where/doing words.

### **Doing words could be action words if children are familiar with them.**

Find props: Look around your classroom/KS for props to bring your sensory story to life - and especially find props to represent your keywords. Props can be anything from using the space behind a bookshelf as a dark cave or using coffee grains from the cupboard as mucky dirt. Pound shops and charity shops can be great places to find cheap props too! (Please bear in mind that not all props are allergy-free/safe for children to use without your supervision).

Make some noise! You can use sounds, songs, clapping and actions to create a truly sensory story experience. Remember to use i-pads and variety of apps. Encourage your pupils to join in or make their own sounds and movements.

Use your imagination: Don't feel that everything must be literal. Rain could be the noise of your fingers pattering on the table, a water spray, wagging your fingertips to indicate raindrops falling to the ground or a combination of these things. The more clues you give your pupils to help them understand a word the better.

Repeat, repeat, repeat! Be ready to tell the same story several times. Repetition is very important in helping young children with special educational needs to learn.

## **9. Ideas and recipes for messy play and exploration**

Be sensitive that some children may react differently to some foods, e.g. pan from spice and gag at slimy textures. It can also be vomiting or spitting food out. Sensory food aversion can

occur for many reasons, but often it is the result of difficulty processing the sensory aspects of eating. Some children will naturally dislike foods they may be allergic to.

Self-help skills are embedded with cookery sessions, try to encourage independence.

Strategies how to use media:

Start off with one media, sometimes have more than one media out, allow children to explore and mix them together to see what happens. Make pictures using all possible media on different texture papers. When making pictures out of media, simply add PVA glue in the mix, so it will stick to page and be preserved. Encourage the children to explore the media with body parts and tools. Use it to intensive reactions. Encourage children to explore the cause-and-effect elements e.g. splatting, rubbing, clapping. Make variety of patterns and prints with stencils using media. Add food colouring, smells and glitter to any of the mixtures making it more of a sensory experience. You can also add different textures.

For any cookery session allow children to explore food with their senses: listen to the noises during eating, tasting ingredients, smelling ingredients, observing processes, looking at patterns and colours, touching, feeling the packaging and the ingredients and exploring hot and cold processes. Teach children to use switches to control electrical appliances.

If they are hypersensitive to touch, so they struggle to touch unknown textures, they may feel peculiar, noxious, or even in pain.

- Try wearing gloves or mittens as a first step
- Use zip lock bags to become familiar with messy play without getting messy
- Explore messy materials under the cling film (hard, soft, textured, warm, cold)
- Let children observe before tactile exploration
- Use other body parts apart from hands to explore, e.g. elbows, toes;
- Use small amounts of messy play resources for example on the spoon, egg cup, small bowl etc. and gradually increases the range and quantity of the media

If they are hyposensitive and need to touch things excessively, they will need stimulating materials to awaken their interests.

- Use cold, frozen or warm media
- Use objects that are course of rough
- Use objects with pronounced edges
- Use kitchen equipment that vibrate

Useful tools to use in variety of messy media: cotton buds, sieves, brushes, bowls, spades, buckets, whisks, masher rolling pins, plastic hammers, funnels, baking trays, spray bottles, plastic body parts, objects of interest linked to the topic, hidden in media;

Following strategies and activities can be incorporated to any recipe directly linked with the theme you are working on:

- Tasting sessions of foods directly linked to the topic or tasting basic ingredients like flour. To make it more interesting, if children allow, do it blind folded, discuss likes and dislikes – expand);
- Grow your ingredients before cooking them e.g. herbs, strawberries;
- Visit local shops together to buy some ingredients;
- Focus lessons on learning the skills rather than focussing on the final result;
- Look at packaging, look at how can they open it themselves;
- Make recipe sequences using pictures or symbols, or TOBis;
- Use everyday recipes such as making tea or a toast;
- Create a logbook with each child to log what ingredients they do or don't like, accept, or what skills they have tried or want to try. For PMLD children log what textures and flavours they accept and what their reactions are;
- Make a class cookery book;

## **10. The Advantages of Black & White in Developing vision and cognitive development.**

Interested in some expert input on how to support development of vision and cognitive development I children with developmental delays? Read on and get some insightful tips from Developmental Psychologist Dr Dana Erhard-Weiss.

Did you know?

In the first 3 months, children can focus on objects that are 8-11 inches away. This is more or less the distance from their parents' faces while nursing or feeding.

Bold black-and-white images stimulate the development of the optic nerves and encourage young children cognitive development without over-stimulating them.

Appropriate visual stimulation for young children is the best way to help extend tummy time when appropriate for PMLD students. It also teaches the muscles of the eyes and the brain to coordinate and function properly.

Engagement with contrasting images, diverse textures and patterns boosts children's learning and focus.

What Can Babies See in the First Few Months and PMLD students over their lifetime?

Visual Development

Bold black-and-white images stimulate the development of the optic nerves. Focusing on such visual stimuli trains children vision, teaching the eye muscles and brain to coordinate and function properly.

In the first 3 months, babies can focus on objects that are 8-11 inches away. This is more or less the distance from their parents' faces while nursing or feeding. Vision rapidly improves thereafter for normally developing children; some of our students will remain at that stage for the rest of their lives, hence the importance of stimulating their vision with black and white resources.

This is how you can use the black-and-white props to encourage the development of your pupil's vision:

You can place objects at various distances using the props, thereby helping your student practice his or her ability to focus. Place the black-and-white toys around 10 inches away from child and gradually increase the distance as student makes progress.

After some time (individual) children begin to follow moving objects. Slowly move a black-and-white toy in different directions while making sure child's gaze is following the movement.

Visual stimulation is one of the best ways to extend tummy time for those with physical needs (see each physio plan). Tummy time is very important for baby's development from day one, but not always for younger adults with PMLD; as it strengthens babies' back and chest muscles, preparing them for rolling over and crawling. The circle within a circle image, for example, is especially easy for children to focus on, and is therefore very attractive and engaging. In addition, the design of that kind of image will remind pupil of your eyes. The structure of the eye, with the round contour, iris and black pupil, is an area of high contrast that also draws children's attention.

### Cognitive development

Despite their immature vision, babies, and children with PMLD are able to interpret simple images and engage with them. Engagement with images, textures and patterns boosts learning and facilitates a better understanding of their environment.

While reaching out to a black-and-white crinkly tail, your student feels the textures and hears the crinkly sound it produces. Gradually, child will begin to understand that the action of touching is causing the noise. These are the beginnings of understanding the complex notion of cause and effect.

Such tactile-visual experimentations also support child's developing spatial perception, which, in a nutshell, is child's ability to perceive relationships between objects around them and better understand the visual world.

Focus and attention are also an important part of cognitive development and are possible when pupil is offered the right kind of stimuli – not too much and not too little. Every child is different, but research has found that simple contrasting patterns generally attract children's

attention for longer periods of time and, at the same time, help them relax. Here are some tips that will help you offer your baby the right level of stimulation while encouraging the ability to focus.

While student is focusing on a hanging black-and-white rattle or toy, you can point to the object and name it or gently move it to produce a sound. This can help child focus. It also gives opportunities to explore new vocabulary in literacy and topic.

Observe your student. Is she/he looking a little restless? Is he turning his head away or seeming disengaged? If so, your student might be a little over-stimulated. You can reduce the level of stimulation by removing some of the toys from the session and gradually add them when appropriate. Today's world is full of stimulation and distractions that can affect both children and parents/careers. You may feel the overwhelming impact of this reality in your own life. The clean fuss-free environment created by the black-and-white design can help both children with sensory needs/PMLD and parents relax and enjoy their time together.

## **11. Role of play in teaching and learning. Loose parts, what are they?**

Loose parts: What does this mean?

Ideas for adding and using loose parts for activities in a childcare program.

Loose parts is a wonderful term coined by architect Simon Nicholson, who carefully considered landscapes and environments that form connections. Nicholson believed that we are all creative and that "loose parts" in an environment will empower our creativity. Many play experts and early childhood educators adapted the theory of loose parts.

How can I provide loose parts?

Loose parts can be natural or synthetic. It is helpful to think of loose parts as something that will help children inspire imagination and creativity on their own terms and in their own unique way.

Giving meaning to loose parts

Giving meaning to loose parts requires us to think about the possibilities of how a child learns and consider the materials and environments she uses. Loose parts create endless possibilities and invite creativity. For example, if a child picks up a rock and starts to play, most likely that rock can become anything the child wants it to be. Imagination, creativity, curiosity, desire, and need are the motivation of loose parts.



Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. Loose parts can be used alone or combined with other materials. There is no set of specific directions for materials that are considered loose parts. The child is the direction.

#### Loose parts encourage open-ended learning

A term strongly connected to loose parts is open-ended. Open ended materials, environments, and experiences encourage problem solving and are child centered. Children involve themselves in concrete experiences using loose parts, which lead to explorations that occur naturally, as opposed to adult directed. However, adults do play important, intentional roles in preparing, guiding, and documenting open ended learning experiences.

Consider how often children enjoy bringing materials from one area to another and making connections, such as the child who brings pretend food from the dramatic play area into the block area or the child who offers a plate of rocks and grass and shares his recipe for spaghetti; how creative! When children are encouraged to integrate play materials and areas in their own creative ways, they are experiencing open ended learning.

#### Examples of loose parts in:

##### a natural play area:

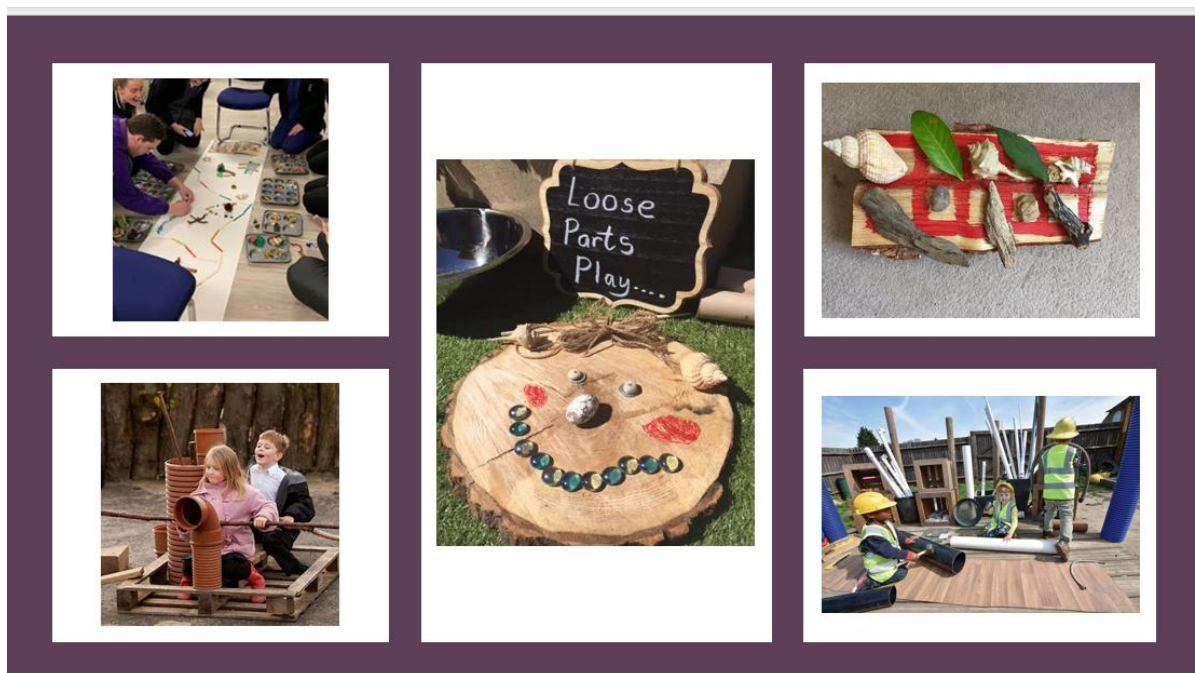
water • sand • dirt • sticks • branches • logs • driftwood • grasses • moss • leaves • flowers • pinecones • pine needles • seeds • shells • bark • feathers • boulders • rocks • pebbles • stones

##### a playground:

balls • hoops • jump ropes • tires • sand • water • dirt • straw • boulders • rocks • stones • pebbles • buckets • cups • containers • digging tools • chalk • scarves • ribbons • fabric

##### an indoor environment:

blocks • building materials • manipulatives • measuring • pouring devices (cups, spoons, buckets, funnels) • dramatic play props • play cars, animals, and people • blankets • materials • floor samples • water • sand • sensory materials • recycled materials (paper tubes, papers, ribbons, caps, lids, wood scraps, wire, foam, cardboard) • plastic gutters • small plungers • tools • art materials (buttons, spools, natural and coloured popsicle sticks, beads, straws, paints, brushes);



Children choose creative, loose parts over fancy toys: interesting facts

During a holiday gathering, two young children were fortunate enough to receive holiday gifts and toys. The parents noticed that the children spent the most time doing three things: eating,

playing with their aunt's long necklace of large beads, and pouring water from cup to cup and floating carrots in the water. Yes, the toys were played with, but the most time and joy came from the eating, playing with the beads, and experimenting with the water.

It is in this free exploration and creation from the children that adults can see their concrete ways of thinking and doing, or as the famous psychologist Eric Erickson put it, adults can see their "natural genius of childhood and their spirit of place." The cleverness and connections to formal learning that unfold from loose parts is amazing and is a motivation to make sure practitioners include loose parts in early childhood environments, whether it is home care, centre care, or group home care.

### Choking Cautions

Young children can choke on small objects and toy parts. All items used for children under three years of age and any children who put toys in their mouths should be at least 1¼ inch in diameter and between 1 inch and 2¼ inches in length. Oval balls and toys should be at least 1¾ inch in diameter. Toys should meet federal small parts standards. Any toys or games labelled as unsuitable for children under three should not be used.

Other items that pose a safety risk and should not be accessible to children under three include, but are not limited to: button batteries, magnets, plastic bags, Styrofoam objects, coins, balloons, latex gloves, and glitter.

## RECIPES

### Dirt and mud slime recipe for kids

#### Ingredients:

- 8 oz. Clear glue
- 8 oz. warm Water
- 6 to 7 oz. liquid starch
- 1 TB Brown food colouring
- 1/4 cup old coffee grounds/poppy seeds

#### Creepy Crawlies you can use with the slime:

- Fake bait worms
- Large plastic insects
- Insects TOBis



#### Instructions:

1. Pour the clear glue into a bowl. Fill up the glue bottle with warm water, shake, and add that to the bowl. Make sure you use approximately equal parts glue and water.
2. Add the liquid water-colour and mix well. I used a tablespoon of it, but you can adjust that amount as you'd like.
3. Add the coffee grounds. I broke open an old Keurig container, which equalled about a quarter of a cup. Again, you can adjust the amount as you like.
4. You need to take the next part very slowly! Add to the liquid starch a tablespoon or so at a time and mix well. After slowly adding and mixing in about half of the starch, knead the slimy concoction (just like you'd knead dough). Then add a tablespoon of starch at a time after that, kneading after each addition. Once the slime has reached the consistency you like, stop and get playing!

### Ocean/Sea Sensory Play | No Time for Flash Cards

Collect your materials.

You will need a container to make the gelatine in a large container to play in, some fun sea animals and glass pebbles, plain gelatine (use 5 boxes for sand tray size container) and some blue food colouring. You will also need a little bowl, scissors, many cups of water and a pot or kettle for the boiling water.

Start by pouring all the gelatine into a little bowl. Boil 5 cups of water and add a few drops of blue food colouring to the water.

Pour 15 cups of cool water into your container.

Sprinkle the gelatine on the top and let rest for one minute.

Pour the boiling water in and stir until the gelatine is dissolved. Put the mixture in the fridge for about 3 hours.

When the gelatine is set, place the sea animals in the tray and start exploring!



### COCONUT CLOUD DOUGH RECIPE

Ingredients:

2.5 kg of basic white flour

2 cups of vegetable oil

Coconut extract (I added about half the small bottle)

Fresh, shredded coconut, desiccated coconut

If possible, have the kids to help put everything into a large bowl and mix it!



### CHRISTMAS PUDDING PLAYDOUGH

Basic no-cook dough recipe

– 2 cups flour

– 4 tbsp. cream of tartar



- 3 tbsp. coconut oil, melted in the microwave
- 1 cup salt
- 2 cups boiling water

Mix the flour, cream of tartar and salt together and add the melted coconut oil. Stir and then gradually add the 2 cups of boiling water a little at a time. Once added keep stirring until the dough is soft and resembles playdough (a few minutes). It will be very soft. As it cools down it will become stiffer and less soft.



Add the following ingredients and knead into the dough until combined. If you think it needs a little more of something go ahead and add it.

- 2 heaped tbsp. of cocoa
- 2 heaped teaspoons ground ginger
- 2 heaped teaspoons mixed spice
- 2 tsp vanilla extract
- Finely grated rind of one lemon

### EXPLODING BALLS

High ratio baking powder, couple drops of food colouring and mould into a ball; hide sequins inside, set in the fridge and then put in a bowl of white vinegar and watch explode;



### SAND SLIME

- 8 oz of school glue
- 4-8 oz of liquid starch
- 4 oz of play sand

Note: You can use clear glue or white glue for this activity.  
Liquid starch can be hard to find in stores. We buy ours online here.  
Method

Begin by combining the sand and the glue in a sand bucket or bowl.

Slowly begin to add liquid starch to the bucket, slowly adding more starch and mixing until the desired consistency is reached.

Once the slime is formed remove it from the bucket/bowl and knead it with clean, dry hands. At first the ingredients will be sticky and gooey, but after a bit of mixing the perfect, most glorious slime will form.

Troubleshooting:

Is your slime too sticky? Add a little more starch and knead.

Is your slime too rubbery? OOPS! You added too much starch. No worries. Just add a little glue to your slime and knead it in!



## FOSSIL DOUGH

This simple, no cook dough will keep your children busy for hours. The children I worked with always called it fossil dough because of the texture and its ability to make wonderful imprints of their dinosaurs.

The coffee ground dough is made using simple ingredients, including cold coffee and coffee grounds and all ingredients are easily found in your home.

The dough will last for at least a month if stored in an airtight container.

Fossil Dough Recipe...

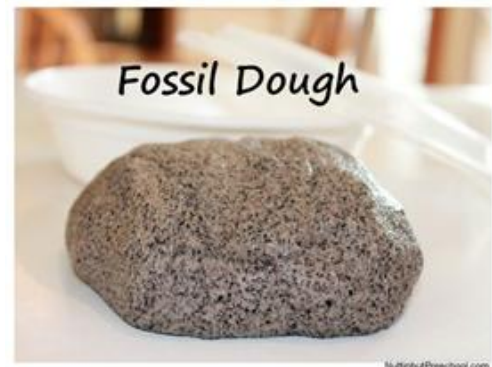
1 Cup Flour

1/2 Cup Salt

1 Cup Used Coffee Grounds

1/2- 1 Cup Cold Coffee

Mix everything together, except the coffee. Slowly add coffee until the mixture comes together. Knead the dough on a countertop. Store in an airtight container. This recipe does not air dry well. I will post another recipe later that does.

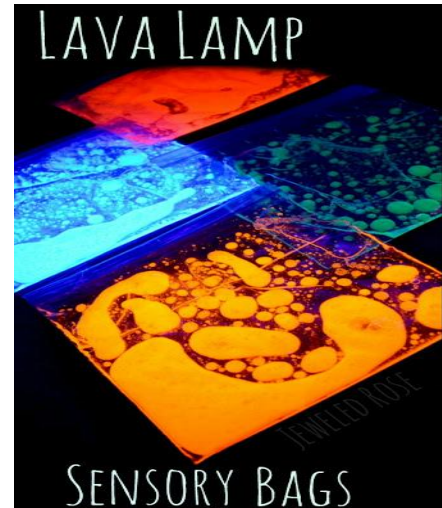


## LAVA LAMP

Sensory Bags Materials List: Cooking oil, baby oil or gel; Zip seal bags, homemade glowing water colours, clear packaging tape, tonic water;

All you have to do is fill each bag 1/4- 1/3 with baby oil. Then add 1-4 tablespoons of glowing homemade water colours. You can add varying amounts for different effects. The water colours are a simple mix of water and glow in the dark and/or fluorescent paint, food colouring and tonic water. If you use glow in the dark paint you will need to charge the bags by a light source just before play. If you use fluorescent paint you will need a black light.

Seal the bags, making sure to squeeze as much air as you can out. Then secure the top of the bags with clear packaging tape, and that's it. Then it is time to PLAY & explore!



## EDIBLE PUMPKIN PLAYDOUGH



### What You Will Need

- (1) 16 oz [can of pumpkin](#)
- 2 cups of [cornstarch](#)
- 1 TBSP of [cinnamon](#)
- OPTIONAL Sensory Play Food: We added some delicious extras to our dough for extended sensory play! Pumpkin Seeds, Chocolate Candies and Sprinkles were definitely fun additions for tactile and edible play!

### Directions

1. Mix pumpkin and cinnamon in a medium/large bowl.
2. Gradually add cornstarch until the mixture is doughy but not sticky
3. Keep refrigerated until ready for play.



4. Use sensory play food as desired to mix into your play dough. HAVE FUN! (FYI, 1 can made enough for 6-7 kids)

### EDIBLE MARSH MALLOW DOUGH



#### You Will Need

- 1 jar of Marshmallow fluff (you could melt marshmallows but this was quicker)
- 1-3 cups of icing sugar (again, cornflour will work BUT it taste vile and can give your tinker tummy ache if too much is swallowed. It is flour after all.
- 1-3 tbsp oil

#### Directions

Place the marshmallow fluff in a bowl and start adding the icing sugar. I timed it and it took me 12 mins of adding and mixing the icing sugar into the fluff. Add your oil 1 tbsp at a time, too much and it will go more like slime – which is also a cool way of making edible marshmallow slime!

Once you have your playdough, add colours!! You can add any food colouring you like.

### MOON DOUGH



#### You Will Need

- 8 cups all purpose flour
- 1 cup baby oil
- Mixing bowl
- Mixing spoon

#### Direction

- pour the flour into bowl

- Now add the baby oil into that same bowl.
- Now start mixing the baby oil and the flour together. Be patient and stir this mixture very well until the dough and the oil are mixed together smoothly.
- Once the dough it's mixed well, start mixing the dough with your hands until the dough no longer has big clumps of flour and oil and the texture is grainy.
- You homemade moon dough is now ready to be played with.

## CLOUD DOUGH



### You Will Need

- 1 cup cornstarch
- 1/2 cup hair conditioner (any kind will do)

### Directions

- Find a medium-sized bowl and measure out your ingredients. You will need 1/2 a cup of hair conditioner to every 1 cup of cornstarch you use.
- Begin by adding the cup of cornstarch to your bowl. Then add your measured 1/2 cup of hair conditioner. Add it gradually to the bowl and mix both ingredients until you get a thick mixture. Continue stirring until it is soft and fluffy.
- Grab the mixture and start to knead it for about one minute or until it is soft.

## 10. Tuff Tray/Table Tray Ideas (Continuous Provision)

Tuff trays are a great way to encourage exploration and investigation of any Topic. Children are encouraged to use their imagination and creative skills with the resources presented. When designing a tuff tray think of the different senses: sight, touch, hear, see and smell. These can be incorporated into your tuff tray for an even more sensory experience for the learners. Tuff trays are also a great way for children to consolidate their learning. Tuff trays can be a great source of communication therefore adding symbols can encourage children to communicate what they can see. You can use a range of materials and edible items to your trays to create different settings and scenes. See below for some examples of tuff trays:

### Literacy focus:



### Number focus:





## Measure focus:



## EA focus:







# KSUW focus:



## 11. References

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