



**Early Years & Primary Sensory Curriculum**

**Spring 2**

<u>Engagement Scales</u>	<u>Staff Role</u>	<u>Motivation</u>	<u>Repetition and Variation</u>	<u>Language</u>
<p>1. <b>Rejection:</b> The learner is present in the session, but only because they have to be. There is an active rejection of another person’s presence in their social space.</p> <p>2. <b>Encounter:</b> The learner is present in the session without any obvious awareness of its progression. It is sufficient that there is a willingness to tolerate a shared social atmosphere.</p> <p>3. <b>Awareness:</b> The learner appears to notice, or fleetingly focus on an object, person or event involved in the session. On the whole however, there is still self-absorption.</p> <p>4. <b>Attention and Response:</b> The learner begins to respond, though not consistently, to what is happening in a session, by for example, showing signs of surprise or enjoyment.</p> <p>5. <b>Engagement:</b> The learner gives sustained and consistent attention to the supporting adult by for example, looking, listening, following events with their eyes etc.</p> <p>6. <b>Participation:</b> The learner is fully involved in the session for the whole period and occasionally but not consistently, actively responds to the adult's lead. They may show enjoyment of the process through smiles and laughter.</p> <p>7. <b>Learner Initiation:</b> The learner is fully involved in the session for the whole period and is clearly aware of what is expected. They may well follow some of the sequences of the music and actions and will consistently offer as much pro-active movement as she physically can.</p> <p>8. <b>Imitation:</b> The learner is fully involved in the interaction for the whole period though they may still be accepting physical support. The learner will however, show clear signs of anticipation and an eagerness to fulfil all or part of the movements independently.</p>	<ul style="list-style-type: none"> <li>• General calmness</li> <li>• Sensitivity in relation to vulnerabilities and nurturing needs.</li> <li>• Strong emphasis on routines, with regular provision of information about what would be next, especially when that veered from routine.</li> <li>• Careful modulation of the degree of direction given, responding to the child’s need for balance between clarity and choice.</li> <li>• Anticipation of specific needs, in respect of health, safety and comfort.</li> <li>• Creating and responding to opportunities for fun, pleasure and enjoyment.</li> <li>• Affirmation and associated engendering of children’s sense of their own achievements;</li> <li>• Sharing in the experiences of children and young people.</li> <li>• Openness to opportunities, and having the courage to allow activities to develop without necessarily knowing how they will unfold;</li> <li>• Total engagement with children and young people in their activities.</li> <li>• Sensitivity to the preferences of children and young people. (Crombie et al, 2014, p13, original emphasis)</li> </ul>	<p><b>What is that interests, moves, excites, engages your individual learners?</b></p> <ul style="list-style-type: none"> <li>• Having the desire to communicate with another person is not always obvious in some learners and the challenge is for staff to find out what motivates learners to want to communicate. Remember that motivations can often change over time, so try everything at least 10 times before you discard it as not motivational.</li> <li>• What is particularly important here is who interests, moves, excites, engages your individual learners?</li> <li>• Set up a means of communication that allows the learner to engage with their favourite person (or people) whenever they want to? If learners are motivated by people, this is a fantastic way to establish cause and effect (contingency responding and contingency awareness) Once cause and effect is established you may then pull back on the immediate satisfaction of the demand.</li> </ul>	<p>Whilst there is always room for creativity, we need to keep in mind that for someone with communication needs the most important element to their education is <b>repetition</b>. These learners will probably have to repeat something hundreds or even thousands of times before it is remembered and we, therefore, have to be mindful to not give the learner too much variation.</p> <p>If following a rolling cycle of ‘learning opportunities’ or when thinking about age-appropriate sessions, we might want to offer the learners opportunities for variation. We must be sure however that this ‘breadth’ doesn’t become tokenistic and meaningless to the learner.</p> <p>If a particular learner gains a lot of enjoyment from a familiar story, nursery rhyme or activity and can anticipate, participate, communicate preferences and make requests during the session, do not end the activity just because he/she has been exposed to it for too many years or because we feel that it is not age appropriate.</p>	<p>Language is an enormously powerful tool.</p> <p>When it is used thoughtlessly, language can dominate and exclude those who do not have it or do not have access to it. It then stops becoming a communicative tool and becomes instead, a significant barrier to learning.</p> <ul style="list-style-type: none"> <li>• We must use language carefully;</li> <li>• We must use language that is appropriate to the situation and the learner;</li> <li>• We must use language repetitively so that learners have many opportunities to understand meanings in real and concrete ways.</li> <li>• Reminding each other not to talk unless it’s in relation to the lesson.</li> </ul>

## Core Areas of Learning & Development

My Communication	My Physical	My Social and Emotional Development	My Literacy	My Maths
EYFS: Communication & Language SEND code: Communication and Interaction	EYFS: Physical Development SEND code: Physical & Sensory	EYFS: Personal, Social & Emotional Development SEND code: Social, Emotional and Mental Health	EYFS: Literacy SEND code: Cognition & Learning	EYFS: Maths SEND code: Cognition & Learning
<p><b>Attention Autism:</b> Stage 1- The Bucket to focus attention Stage 2- To build attention Stage 3- The interactive game to build turn taking. Stage 4- Independent</p> <p><i>Link Attention Autism session to 'My World Around Me' to develop vocabulary linked to the children's topic.</i></p> <p><b>Sensory cookery:</b> The ingredients should be introduced one by one. Items should be poured from a height. This should be a slow process allowing each learner to explore the individual ingredients before mixing and it is not necessary that the relative amounts are strictly adhered to because the important thing is that each learner has the opportunity and time to touch, taste, smell, play with, mix and feel the changes in texture.</p> <p><b>Week 1:</b> cookies <b>Week 2:</b> cakes with buttercream icing <b>Week 3:</b> Pizza</p>	<p><b>Sensory circuits:</b> A circuit runs in three sections based on theories of sensory processing and sensory integration.</p> <ol style="list-style-type: none"> <li><b>Alerting-</b> provides vestibular stimulation. Alerting activities include skipping, trampette bouncing, using a bouncing sphere and jumping jacks.</li> <li><b>Organising-</b> requires multi-sensory processing and balance. Organising activities including climbing, hopping, balancing, and throwing.</li> <li><b>Calming-</b> supports the children to complete the circuit feeling calm and focussed. Calming activities include press-ups, crawling through a tunnel, or an exercise ball squash.</li> </ol> <p>Teachers to plan sensory circuits based on individual needs.</p> <p><b>Fine motor</b> <b>Hand strength:</b></p> <ul style="list-style-type: none"> <li>Playdough / cloud dough/ glitter slime</li> <li>Pop bubble wrap</li> <li>Tear pieces of paper</li> <li>Freeze playdough and cut it with scissors</li> </ul> <p><b>Pinch strength:</b></p> <ul style="list-style-type: none"> <li>Pom-Pom Transfer using Pegs</li> <li>Threading</li> <li>Tape Pulling</li> </ul>	<p><b>Beat Baby- refer to handbook</b> Circle time activities with small fur toy focusing on social, emotional development and engagement through:</p> <ul style="list-style-type: none"> <li>Songs</li> <li>Rhymes</li> <li>Games</li> <li>Turn taking</li> </ul> <p><b>SCERTS:</b> SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. Children have individual SCERTS plans with targets in place</p> <p><b>Zones of regulation</b> Framework to support children to develop awareness of feelings, energy and alertness level while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and over-all wellness.</p> <ul style="list-style-type: none"> <li>Children to be able to identify how they are feeling</li> <li>Children to be able to accept/ identify strategies to further support them in learning</li> </ul>	<p><b>Sensory story:</b> A sensory story needs to have a clear beginning and ending. A simple drum rhythm, repeated over a two- or three-minute period as a starter can be useful for gaining attention and leading into the story. The story must connect all learners in some way. It is important to use repetition throughout the story. Be aware of moving the story on at an appropriate pace to keep the learner's attention. Remember to use all forms of communication throughout (Makaton, symbols, facial expressions, props and actions). Building in many opportunities for participation.</p> <p>Begin the session by singing- <a href="https://www.youtube.com/watch?v=0ouL4ZMEdl5">https://www.youtube.com/watch?v=0ouL4ZMEdl5</a>. Use a range of resources able to stimulate each sense (touch, sound, smell, sight). Give children the opportunity to explore the range of resources. Use this as an opportunity to develop language. Adult to model the noises that each item might make e.g., swish of the grass. End the session with a simple drum rhythm.</p> <p><b>Week 1 &amp; 2</b> 1, 2, 3 do the Dinosaur <b>Week 3 &amp; 4</b> Clip Clop <b>Week 5</b> Hop Little Bunnies</p> <p><b>Write Dance: follow handbook</b></p> <ul style="list-style-type: none"> <li>Movements in your space</li> <li>Movements on a writing surface</li> <li>Using both hands</li> <li>Consolidating</li> <li>Experience and emotions</li> <li>Repetition and routine</li> <li><b>To nursery rhymes such as, the wheels on the bus (draw circles) the wipers on the bus (draw zig zags) The children on the bus (draw up and down).</b></li> </ul> <p><b>A range of opportunities for children to take part in big write using a range of different resources.</b></p> <ul style="list-style-type: none"> <li>Chunky crayons</li> </ul>	<p><b>Sensory maths:</b> <b>Large numicon</b> – Children to actively count the spots, children can put beanbags in the holes to count them. <b>Small numicon</b> – children to put pom poms in to count the holes. <b>Printing multi coloured shapes -</b></p>  <p style="text-align: right;">Splat</p> <p><b>the flour piles and count as you go</b></p>  <p><b>Outdoor School:</b> <b>Leaf printing</b> – developing fine motor skills <b>Making a potion-</b> using different natural resources and uses senses. <b>Explore a mud cafe</b> <b>Set up an assault course to develop gross motor skills.</b></p>

Week 4: Apple pie  
Week 5: brownies

**ECAT- Every Childs A Talker**

**Messy play:**

- Cooked pasta
- Dinosaur land with mud
- Oats and water to see the change it state.

**Outdoor activity:**

- Children to act out doing the dinosaur stomp.
- Children to explore ready steady go game, using ramps and cars
- Large parachute game outside.
- Children to paint stones outside and make patterns and arrangements.

**Intensive interaction**

The fundamentals of communication are

1. Attention and concentration span
2. Enjoying interaction or being with another person
3. Turn taking in behaviour exchanges
4. Sharing personal space
5. Using and understanding touch or physical contact
6. Using facial expressions
7. Using vocalisations with meaning
8. Understanding/using eye contact
9. Using non-verbal communication
10. Regulating arousal levels.



• **Thread pipe cleaning in holes**



**Wrist strength:**

- Encourage writing, as much as possible, on a vertical surface as this can help your child to achieve a good wrist position.
- Use an easel, blackboard, or tape some paper to a wall
- Placing stickers on a window or a piece of paper taped to the wall
- Chalk outside
- Paint sticks large paper

**Pincer strength:**

- Stacking blocks
- Flip pages of a board book
- Spray water with a spray bottle to strengthen the arches of the palm
- Bend pipe cleaners into different shapes

**Tri-pod grip:**

- Give the children lots of opportunities to grasp objects which are about an inch wide such as small blocks, chunky pegs, empty cotton reels, finger foods
- Put some cotton reels into sand or play dough so that the child

**Lego therapy**

- To be able to ask for help or clarification in a structured task when required.
- To be able to give an instruction including colour, size, shape and position with adult prompts.
- To be able to work within a group taking on identified roles.

**Splash in the water**

**Benefits:** Motor coordination and social skills

- Water is therapeutic. Playing in the water can calm and soothe your child's nerves.
- Add bubbles, food colouring and a range of items to practice emptying and filling.

**Peek-a-boo**

**Benefits:** Motor coordination and social skills.

Puppet play to encourage interaction

**Emotion activity**

Some children often struggle to express or identify emotions. Use this simple activity to help them learn what each emotion is. These games and activities not only help engage your kids but also encourage them to be spontaneous and enjoy themselves.

- Paint
- Water
- Chalk
- Pencils

**Synthetic phonics:**

- Children follow Little Wandle SEND scheme at appropriate level based on individual need.
- One week on each sound, teacher show the sound and explore sensory resources beginning with the letter (s,a,t,p,l,n)

**Aspect one**

<b>Progression of sounds</b>	sat pin
<b>Use these Reception picture cards:</b>	snake astronaut tiger penguin iguana net
<b>Phonemic awareness focus</b>	Teach children to <b>hear</b> the same initial sound for words and names of objects.
<b>Play these games:</b>	<ul style="list-style-type: none"> <li>• Play with sounds</li> <li>• Bertha the bus</li> <li>• Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>• What's in the box?*</li> </ul>

**Early reading skills**

**Interest in stories**

- Sharing fiction stories
- Finding out about areas of interest through non-fiction
- Browsing the library or book boxes
- Matching labels, familiar logos and signs to the world around them

**Number songs:**

- Five Brown Teddies.
- Five Currant Buns.
- Five in the Bed.
- Five Little Ducks.
- Five Little Firefighters.
- Five Little Men in a Flying Saucer.
- Five Little Mice.

**Follow Individual Branch Map Targets**

-Shows understanding that their action causes a specific effect. (Bubbles, cars down ramps, [\(HelpKidsLearn\)](#), stamping activities, sand.

-Copy sounds and gesture's – animals sound, musical instruments, hello songs.

-Match identical objects

-Makes lines and towers with blocks in play situations.

-Combine two construction items.

-Modify an action when a repeated action doesn't work.

-Understand the concept of two.

<p>Use a range of intensive interaction techniques at appropriate time to support communication:</p> <ul style="list-style-type: none"> <li>- Physical contact</li> <li>- Eye contact</li> <li>-Vocal echoing</li> <li>- Exchanging non-verbal communication, including eye contact and facial expression</li> <li>-Behavioural mirroring</li> <li>-Turn taking</li> <li>-Running commentaries</li> <li>-Joint focus activity</li> </ul> <p><b>Wellcomm: (YT)</b> Follow Wellcomm SALT programme based on individual needs.</p> <p><b>Chatty Bats:</b> Follow the Chatty Bats SALT programme.</p> <p><b>See and Learn (CR):</b> Following programme for children with Down Syndrome.</p> <p><b>Makaton:</b> Singing hands – Days of the week/ weather song/ I am the music man/ Mr Tumble –pat a cake Simple Songs – Washing Hands</p> <p><b>SCERTS:</b> SCERTs focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. Children have individual SCERTs plans with targets in place.</p> <p><b>Breakfast café</b> Have opportunity to spread their own butter/jam and be involve social time. Develop choice between fruit &amp; toast.</p> <p><b>(HelpKidsLearn)</b></p>	<p>needs to use their thumb and first two fingers to pull them out.</p> <p><b>Gross motor</b></p> <p><b>Hand eye co-ordination:</b></p> <ul style="list-style-type: none"> <li>- Tower building</li> <li>- Rolling a ball with an adult/ peer.</li> <li>- Line up some plastic Bottles with water in and play a skittles.</li> <li>- Throwing a bean bag into a bucket</li> <li>- Throw bean bag into hoop in the air</li> </ul> <p><b>Balance:</b></p> <ul style="list-style-type: none"> <li>- Tightrope Walking- Make a taped line on the floor or tape yarn/string to the floor. Use balance beams.</li> <li>- Obstacle Course Stepping- Indoors or outside, set up an obstacle course with barriers for children to step over as they walk. Start with small objects and then progress to larger things as kids gain confidence.</li> </ul> <p><b>Core strength:</b></p> <ul style="list-style-type: none"> <li>- Climbing frame</li> <li>- Yoga</li> <li>- Animal walks (children to walk as different animals e.g., crab/ dog etc).</li> </ul> <p><b>Sensory experiences:</b></p> <ul style="list-style-type: none"> <li>- Parachute games</li> <li>- Dancing with ribbons</li> <li>- Moving with pom poms</li> </ul> <p><b>Extra-curricular</b></p> <ul style="list-style-type: none"> <li>- ACE Dance Studio</li> </ul>	<p><b>Help children learn and use the names for feelings</b></p> <ul style="list-style-type: none"> <li>• Name how you think they are feeling e.g. “Sam is happy” or “I can see you are a bit sad” Model talking about feelings by labelling your feelings e.g. “I am happy playing in the sand with you”</li> <li>• Play games with puppets etc. Puppet might feel sad, happy, angry, scared etc.</li> <li>• Use mirrors for experimenting with different expressions whilst playing. Looking at books together mention feelings, expressions.</li> </ul> <p><b>Environmental strategies</b></p> <ul style="list-style-type: none"> <li>• An environment that allows for different moods e.g. quiet spaces and spaces for being energetic</li> <li>• Clear consistent routines supported by a visual timetable</li> <li>• Adults who follow their lead and notice their interests, their needs and their likes and dislikes.</li> <li>• Opportunities to make choices</li> </ul> <p><b>Giving Effective Praise:</b></p> <ul style="list-style-type: none"> <li>• Praise immediately</li> </ul>		
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Staff to choose which interactive video is appropriate for the children.

- Use 'Praise for Being' and 'Praise for Doing'
- Give your undivided attention
- Move close to the child – bend, or get down to their level, seek eye contact o Look pleased, smile use a warm, genuine tone of voice and gestures e.g. thumb up
- Be specific – describe what you like or admire – 'label' your praise, eg 'Well done for putting your shoes on'
- Give praise for trying
- Seek the child's opinion o Give pride to the child: "You deserve to feel proud of yourself"
- Praise as much as you can but be genuine. Recognise small steps. Praise increases self-esteem.
- Use praise consistently

**Relaxation**

**Play quiet music**

Choose music that is steady and generally mellow. Music has a natural ability to filter out noises and set the mood for the environment.

**Create a small, quiet area**

		<p>Sometimes children need their own personal space where they can block out the extra noise and visual distractions. Try something like a small tent or create a small book area that children can easily retreat to when it is time for them to have a break.</p> <p><b>Go for a walk</b></p> <p>Taking a walk can help to release some of the extra energy that has been building up, especially if he/she needs a break from an activity. A change in scenery and fresh air is helpful.</p> <p><b>Turn out the lights</b></p> <p>There are times that a child could be sensitive to light. In some cases, if a child is stressed or overwhelmed, turning out the lights or going into a darkened space can help bring a sense of calm and security.</p>		
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**Curriculum Areas of Learning & Development**

<b><u>My Independence</u></b>	<b><u>My Thinking &amp; Cognition</u></b>	<b><u>My Sensory Exploration</u></b>	<b><u>My Expressive Arts</u></b>	<b><u>My World Around Me</u></b>
EYFS: Characteristic of Effective Learning SEND code: Communication and Interaction Preparation for adulthood.	EYFS: Characteristic of Effective Learning SEND code: Cognition and Learning	EYFS: Communication and Language SEND code: Sensory & Physical	EYFS: Expressive Art and Design SEND code: Cognition and Learning	EYFS: Understanding the World SEND code: Cognition and Learning Preparation for adulthood.

### **Independent living & Employment**

Explore different dressing skills such as:

- Zips
- Laces
- Dressing puzzles
- Putting shoes on
- Putting coat on
- Role play cooking & dinner time (using sensory resources e.g. cutting up playdough).
- Brushing teeth-brushing teeth song
- Accepting weather appropriate clothing
- Buttering and putting jam on toast

**Understanding-** Students will respond in differentiated ways, developing their understanding of self-help skills.

**Morning routine** and song (signing song).  
Talk about how they are feeling today.

### **Problem solving:**

- Connect 4
- Matching cards
- Jigsaw puzzles
- Shape sorters
- Magnetic tiles/shapes
- Magnetic fishing game
- Construction
- Magnetic shapes

### **Community Inclusion**

**Parachute games-** support children to take turns with each other.

### **Health**

**Eating and Drinking-**Students will be supported to develop their own eating and drinking skills with support from medical professionals and Speech and Language Therapists.

**Physical Participation-**Students will be supported to develop their physical participation in a range of activities to develop self-help skills (sensory circuits)

### **Characteristics of effective learning:**

#### **Playing and Exploring**

- Finding out and exploring

- Opportunities for the children to explore a range of resources/materials and make their own interpretations of how to use them.

#### **Active Learning- Keep trying (persist)**

- Opportunity for children to explore freely and repeat activities to achieve success.

#### **Creative and critical thinking- having their own ideas**

- Children to have opportunities to adapt resources and materials independently.

#### **Awareness:**

Key stimuli should be chosen for each activity. Choose stimuli based on what is known about the student's sensory needs – look for stimuli to which the student clearly responds. Present objects within the student's perceptual field for short periods of time and assess response. Repeat after a few moments' pause. Repeat the same stimulus several times before varying it. Use items which appeal to one sense at a time.

- Sensory stories
- Dance
- Sensology
- Sensory trays- have a range of tactile

### **Sensory exploration & messy play**

#### **Individualised Sensory Environment (ISE)**

ISE operates on the principle that if the learner wants (an object) enough they will be very motivated to indicate 'more' in some way when the object is removed. The object (a tray of dried pasta for example) is presented to the learner, who is then encouraged to interact with it. They may touch, or taste or smell the pasta with (initial) support or not, for a period of time – say 30 seconds or so. When the tray is withdrawn, the presenter will observe the learner's reaction, assuming that interest will be supported by a look or a reach or a vocalisation to indicate that the learner wants more. The tray is re-presented to the learner, and this may be repeated two or three times more.

#### **Resources:**

- uncooked pasta
- uncooked rice
- uncooked beans
- dry cereal
- water filled balloons (7 senses)
- Oats
- Cornflour
- Slime
- Kinetic sand
- Moon sand
- Fake snow
- Ice
- Orbeez (1:1)
- Chia seeds in water
- Natural resources (leaves, sticks)

- discovering likes and dislikes
- structuring the environment to provide meaningful forms of stimulation to foster purposeful responses
- using sensory stimuli to encourage the learner to engage in purposeful, rather than non-purposeful, behaviours.

#### **Sensology:**

**Week 1 and 2: The farm and farm animals**  
**Week 3 and 4: Going to the supermarket**

### **Building structures**

Use a range of different building materials to create different structures that are familiar to the children.

- Using bricks to build
- Small world blocks for creating
- Large construction materials

### **Art with different media**

Children to use a range of resources to create different textures to support their understanding of the different animals.



### **Explore colours**

- Children to explore mixing different colours using a range of tools and different media.



### **Sensory walk activities**



### **Charanga- music**

<b>Greeting</b>
Select a greeting song of your choice
<b>Coordination</b>
<b>Wake Up</b> Nod-stamp-tap-move

### **1, 2, 3 doing the Dinosaur (2 weeks)**

- Hide dinosaurs in ice for children to explore and break out.



- Provide green slime and let the children explore it with dinosaur.



### **Clip Clop (2 weeks)**

- Ready steady go games, develop noises with different things that moves. Use different noises such as woosh and weeee.
- Children to act out the book as a class doing the different actions.
- Children to explore sound buttons of different animal noises from the story.
- Children to get animal figures dirty in a tray and have a bucket of water and bubbles to wash them off.



### **Hop Little Bunnies (1 week)**

**Moving in different ways**  
 -Rocking, bouncing, swaying gently to music.  
 -Body movements or imitation (Yoga, sensory circuits)  
 -Making eye contact and pulling faces (using mirrors)

**Being Independent to access activities of interest.**

- Shows how to make smell swatches and touch boards. Children experiment with smell and touch to explore the world around them (sensology)

**The Arts: Music and Art**

- Open ended tasks with a few choices
- Moving to music and expressing physically the emotions/response they feel
- Large pieces of work that allow for bigger movements
- Stepping through a process, rather than offering a model.
- Limiting the choice of tool but opening the interpretation.

**Independent communication**

- Now and next boards
- Visual timetable
- Use of symbol prompts
- PECs boards
- Choice Boards
- Self-registration
- Objects of reference
- Photographs
- Communication boards
- Real size pictures of objects
- Makaton

resources in a tray for children to explore (e.g. mud/ cotton wool/ grass/ leaves/ rice).

**Exploration**

Key routines should follow as consistent and predictable a pattern as is possible within the constraints of school life and include a high level of repetition. Adults are looking for cues on how students react to touch of a variety of stimuli.

- Attention Autism
- Choice time through play
- Songs to cue transitions.

**Control and Early Problem Solving**

Objects are chosen within each routine which are inherently stimulating to the senses which the student is able to use.

Encourage the student to attend to a wider range of objects within each activity.

- Exposure to appropriate story books
- Sensory cooking
- Texture trays (range of different materials relating to touch).
- Mark making
- Yoga

**Sequence and Pattern**

**Cause and effect toys:**

- Blowing bubbles
- Balloons
- Cars down a ramp
- Pouring station with potions
- Windmills
- Falling leaves

**Week 5: Having a hair cut**

- I can see:**
- I can touch:**
- I can hear:**
- I can smell:**
- I can taste:**

<b>Taking Turns</b>
This activity is introduced in unit 3
<b>Solo Time</b>
<b>Can You Hear?</b>
<b>Goodbye</b>
Select a goodbye song of your choice

Musical exploration with instruments

- Copying pattern and beats
- Making louder and quieter sounds
- Banging faster and slower
- Help kids learn songs

**Repeat weekly:**

- A small man-made rain stick and a natural rain stick for coactive work as they do sound and feel different.
- Wind chimes
- A large drum- use the biggest drum you possess. It should sound and look impressive.
- Choose two instruments

**Give each child an opportunity to explore the instruments whilst the music is playing.**

**Singing**

**Nursery Rhymes (follow children's interests):**

- 5 Little Bunnies
- Wind the Bobbin Up
- Row, Row, Row Your Boat
- Dinosaur stomp

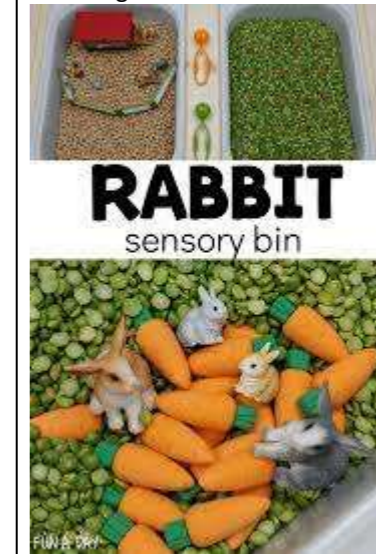
**Action songs:**

- Hop Little Bunnies
- Shake My Sillies
- Teddy Bear, Teddy Bear
- Dinosaur stomp

Action songs develop:

- Eye contact
- Shared attention
- Motivation
- Choice
- Anticipation
- interaction
- FUN!

-Children to explore rabbit sensory tray using green and red lentils and rabbit figures.



- Children to explore Rabbit sensory tray using lots of different textured resources.



**Taking care of the animals**

- wash them
- feed them

**Explore natural materials, indoors and outside with different properties**

- Explore hard and soft materials.
- Explore bumpy and smooth.
- Explore metal and wood.
- Explore squishy materials

**Use all their senses in hands-on exploration of natural materials.**

-Playdough with different smells and colours.



	<ul style="list-style-type: none"> <li>- Rain drops</li> <li>- (ready, steady go..)</li> </ul> <p><b>Choosing time</b></p> <p><b>Snack time</b></p>		<p><b>Making vocalisations</b></p> <ul style="list-style-type: none"> <li>-Playing with vehicles, make car and aeroplane noises.</li> <li>- Cooking, make the frying pan say “ssss”</li> <li>- Pouring sound as you pretend to pour out drinks.</li> <li>- Making loud animal sounds with the objects and acting it out.</li> </ul> <p><b>Talking</b></p> <ul style="list-style-type: none"> <li>-Running commentary, rhymes, names in wordplay.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore different textures relating to different animals, snakeskin, fur, feathers.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Explore how things work.</b></li> <li>-Develop problem solving skills by exploring the Montessori resources.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them.</b></li> <li>-Touching different natural resources such as; twigs, leaves and mud. Make different patterns and structures with them.</li> </ul> <p><b>Attention Autism (Stage 4)</b></p> <p>EYFS Birth- 3:</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Week 1: Dinosaurs</p> <p>Week 2: Families</p> <p>Week 3: Horses</p> <p>Week 4: Baby animals</p> <p>Week 5: Bunnies</p>
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