



**Early Years & Primary Sensory Curriculum**

**Autumn 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**

<u>My Communication</u>	<u>My Physical</u>	<u>My Social and Emotional Development</u>	<u>My Literacy</u>	<u>My Maths</u>
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.</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> Banana cake  <b>Week 2:</b> Shredded wheat cakes  <b>Week 3:</b> Spaghetti colour changing  <b>Week 4:</b> Hedgehog bread  <b>Week 5:</b> Gingerbread men  <b>Week 6:</b> Spiced apple pie  <b>Week 7:</b> Fruit slushy drinks</p> <p><b>ECAT- Every Childs A Talker</b>  <b>Messy play:</b></p> <ul style="list-style-type: none"> <li>- Pumkin tray exploration</li> <li>- Sellotape black bags to the table splatter white paint and glitter , children make marks with a variety of tools.</li> </ul> <p><b>Outdoor activity:</b></p> <ul style="list-style-type: none"> <li>- Children to explore pumpkin seeds, make pumpkin pies and plant the seeds in pots.</li> <li>- Fake snow in a tuff tray with cups and spoons.</li> <li>- Children to collect sticks and make arrangements.</li> <li>- Lets create a stick pile.</li> </ul> 	<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>1. <b>Alerting-</b> provides vestibular stimulation. Alerting activities include skipping, trampette bouncing, using a bouncing sphere and jumping jacks.</li> <li>2. <b>Organising-</b> requires multi-sensory processing and balance. Organising activities including climbing, hopping, balancing, and throwing.</li> <li>3. <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><b>Fine motor</b>  <b>Hand strength:</b></p> <ul style="list-style-type: none"> <li>• Playdough / baking dough/ripping paper/slime/pegs</li> </ul> <p><b>Pinch strength:</b></p> <ul style="list-style-type: none"> <li>• Play finger games such as connect 4.</li> <li>• Beads on thread</li> <li>• Peg boards</li> </ul> <p><b>Wrist strength:</b></p> <ul style="list-style-type: none"> <li>• Encourage writing, as much as possible, on a vertical surface as this can help your child to achieve a good wrist position.</li> <li>• Use an easel, blackboard, or tape some paper to a wall</li> <li>• Placing stickers on a window or a piece of paper taped to the wall</li> <li>• Chalk outside</li> <li>• Paint sticks large paper</li> </ul> <p><b>Pincer strength:</b></p> <ul style="list-style-type: none"> <li>• Pinch and pull play dough with their thumb and index finger</li> <li>• Play with cooked spaghetti strings or pasta with their fingers on a table or tray</li> </ul> <p><b>Tri-pod grip:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Put some cotton reels into sand or play dough so that the child needs to use their</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>Lego therapy</b></p> <ul style="list-style-type: none"> <li>- To be able to ask for help or clarification in a structured task when required.</li> <li>- To be able to give an instruction including colour, size, shape and position with adult prompts.</li> <li>- To be able to work within a group taking on identified roles.</li> </ul> <p><b>Splash in the water</b>  <b>Benefits:</b> Motor coordination and social skills</p> <ul style="list-style-type: none"> <li>- Water is therapeutic. Playing in the water can calm and soothe your child's nerves.</li> <li>- Add bubbles, food colouring and a range of items to practice emptying and filling.</li> </ul> <p><b>Peek-a-boo</b>  <b>Benefits:</b> Motor coordination and social skills.            Puppet play to encourage interaction</p> <p><b>Emotion activity</b></p>	<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=0ouL4ZMEdIs">https://www.youtube.com/watch?v=0ouL4ZMEdIs</a>.</p> <p>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> We're Going on a Pumkin Hunt  <b>Week 3 &amp; 4</b> Cats Colours  <b>Week 5 &amp; 6</b> Brown Bear, Brown Bear, What do you See?  <b>Week 7</b> The Snowman</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> <li>• Paint</li> </ul>	<p><b>Sensory maths:</b>  <b>Pattern playdough-</b> use a range of resources to make different patterns by printing e.g. counters, animals etc.  <b>Hidden number-</b> range of number digits within a tray of shredded wheat. Children to use a range of resources to seek out the digits.  <b>Counting pumpkin seeds-</b> children to pick them out of the tuff tray and count them into a pot.  <b>Printing-</b> use a range of different shapes resources to print (e.g., circle use cotton wheels).  <b>Colour sorting-</b> use a range of different cars and trains. Build a track for the trains to follow based on colours.  <b>Splating-</b> use a range of resources for children to “splat” whilst singing numbers of songs (e.g., purple playdough, sand dough, mud towers).  <b>Shapes –</b> using familiar shapes children to sort into colours/size shape or place together to make patterns or picture.</p> <ul style="list-style-type: none"> <li>• <b>Colour sorting</b></li> <li>• <b>Patterns</b></li> <li>• <b>2D shapes</b></li> <li>• <b>Counting in all areas of the curriculum</b></li> </ul> <p><b>Outdoor School:</b>  <b>Kinetic sand –</b> children to explore emptying and filling.  <b>Pattern playdough-</b> use a range of natural resources to make different patterns by printing e.g leaves, pinecones etc.  <b>Painting</b> Big sheets of paper on the wall, children to paint and explore.  <b>Can you jump...times?</b>  <b>Filling and emptying-</b> containers of different sizes in coloured water with focus on informal mathematical language.  <b>Travelling system-</b> problem solving to gather water down the pipe.  <b>Throwing and catching/rolling –</b> to encourage hand eye coordination and social interaction.            Use carboard rolls with snips in to make firework patters with different colours – children to count as they stamp.</p> 

**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.

Use a range of intensive interaction techniques at appropriate time to support communication:

- Physical contact
- Eye contact
- Vocal echoing
- Exchanging non-verbal communication, including eye contact and facial expression
- Behavioural mirroring
- Turn taking
- Running commentaries
- Joint focus activity

**Wellcomm: (YT)**  
Follow Wellcomm SALT programme based on individual needs.

**Chatty Bats:**  
Follow the Chatty Bats SALT programme.

**Makaton:**  
Singing hands – Days of the week/ weather song/ I am the music man/ Che Che Kule  
Mr Tumble – Whatever Next  
Simple Songs – Washing Hands

**SCERTS:**  
SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. Children have individual SCERTS plans with targets in place.

**Breakfast café**  
Have opportunity to spread their own butter/jam and be involve social time. Develop choice between fruit & toast.

**(HelpKidsLearn)**  
Staff to choose which interactive video is appropriate for the children.

thumb and first two fingers to pull them out.

**Gross motor**  
**Hand eye co-ordination:**

- Tower building
- Rolling a ball with an adult.
- Line up some plastic Bottles with water in and play a skittles.
- Throwing a bean bag into a bucket
- Throw bean bag into hoop in the air

**Balance:**

- Tightrope Walking- Make a taped line on the floor or tape yarn/string to the floor. Use balance beams.
- 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.

**Core strength:**

- Climbing frame
- Yoga
- Animal walks (children to walk as different animals e.g., crab/ dog etc).

**Sensory experiences:**

- Parachute games
- Dancing with ribbons
- Moving with pom poms

**Extra-curricular**

- Fire engine
- African drumming

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.

**Help children learn and use the names for feelings**

- 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”
- Play games with puppets etc. Puppet might feel sad, happy, angry, scared etc.
- Use mirrors for experimenting with different expressions whilst playing. Looking at books together mention feelings, expressions.

**Environmental strategies**

- An environment that allows for different moods e.g. quiet spaces and spaces for being energetic
- Clear consistent routines supported by a visual timetable
- Adults who follow their lead and notice their interests, their needs and their likes and dislikes.
- Opportunities to make choices

**Giving Effective Praise:**

- Praise immediately
- 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.

- 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**

	Autumn 2
<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: • ‘What’s in the box?’</p>

**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:**  
5 Little bats  
<https://www.youtube.com/watch?v=TPWKnbC6SA8>  
5 Little Duck  
1,2,3,4,5  
5 cheeky monkeys jumping on the bed.  
5 Little Speckled Frogs  
5 Cheeky Monkeys Swinging in a Tree  
Wheels on the bust  
Head, Shoulders, Knees and Toes  
5 Little Firefighters (HelpKidsLearn)  
5 Wicked Witches (HelpKidsLearn)

**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 sounds, 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 one.

		<p><b>Create a small, quiet area</b></p> <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**

#### **Forest school**

#### **Face games**

Play “face mirroring” games – pull a face (eg stick out your tongue or touch your nose) and ask the child has to copy you. This is a great fun way to work on social interaction. You can also pull facial expressions (like smiling for happiness) and asking the child to copy you and explain your feelings. Also great for practising eye contact.

### **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.

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

#### **Playing and Exploring**

##### **Being willing to have a go**

- Children do develop gross motor skills through climbing, balancing on the bench, throwing and rolling.

#### **Active Learning**

##### **Keep trying (persist)**

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

#### **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 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

### **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/ feathers)

- 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:**

**I can see:**

**I can touch:**

**I can hear:**

**I can smell:**

### **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

#### **Colourful ice painting art**

**Benefits:** Colour recognition, observation skills

This is a fun and simple sensory activity that you can introduce. Fill an ice tray with acrylic paints and allow it to freeze in the refrigerator. You can take the paints out once frozen and let your child draw beautiful patterns with them on a sheet of paper. The sensory stimulation from using the cold ice paint will develop engagement.

Explore different items of interest being froze inside.

#### **Explore colours and rainbows**

Use a range or resources.

-Colourful rice/pasta

-Playdough

-Colourful water – with floating pompoms

#### **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
<b>Taking Turns</b>
This activity is introduced in unit 3

### **We’re Going on a Pumpkin Hunt (2 weeks)**

- Explore different coloured leaves and make pictures with them, printing.
- Paint exploration with natural resources.

#### **Cat’s Colours (2 weeks)**

- Gloop with different colours children to mix with spoons.
- Mix food colouring with bubble mixture to make different colour bubbles.
- Sort different coloured vegetable in the right coloured bowl.



#### **Brown Bear, Brown Bear (2 weeks)**

- Make different coloured rice into animal shapes for the children to explore.
- Shredded paper in the tuff tray – children to squirt paint on them to mix colours.

#### **The Snowman (1 week)**

- Cotton wool and food colouring
- Potato mashers with shaving foam.
- Trap the bears into the ice and have them float in blue water – children to explore.



#### **Painting the classroom**

Using large paper around the room.

#### **Taking care of babies**

- wash them
- feed them
- brush their teeth

<p><b>Physical Participation</b>—Students will be supported to develop their physical participation in a range of activities to develop self-help skills (sensory circuits)</p> <p><b><u>Moving in different ways</u></b>          -Rocking, bouncing, swaying gently to music.          -Body movements or imitation (Yoga, sensory circuits)          -Making eye contact and pulling faces (use mirrors)</p> <p><b><u>Being Independent to access activities of interest.</u></b>          - Shows how to make smell swatches and touch boards. Children experiment with smell and touch to explore the world around them.</p> <p><b><u>The Arts: Music and Art</u></b></p> <ul style="list-style-type: none"> <li>•Open ended tasks with a few choices</li> <li>•Moving to music and expressing physically the emotions/response they feel</li> <li>•Large pieces of work that allow for bigger movements</li> <li>•Stepping through a process, rather than offering a model.</li> <li>•Limiting the choice of tool, but opening the interpretation.</li> </ul> <p><b><u>Independent communication</u></b></p> <ul style="list-style-type: none"> <li>- Now and next boards</li> <li>- Visual timetable</li> <li>- Use of symbol prompts</li> <li>- PECs boards</li> <li>- Choice Boards</li> <li>- Self-registration</li> <li>- Objects of reference</li> <li>- Photographs</li> <li>- Communication boards</li> <li>- Real size pictures of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Texture trays (range of different materials relating to touch).</li> <li>- Mark making</li> <li>- Yoga</li> </ul> <p><b><u>Sequence and Pattern</u></b>  <b>Cause and effect toys:</b></p> <ul style="list-style-type: none"> <li>- Blowing bubbles</li> <li>- Balloons</li> <li>- Cars down a ramp</li> <li>- Pouring station with potions</li> <li>- Windmills</li> <li>- Falling leaves</li> <li>- Rain drops</li> <li>- (ready, steady go..)</li> </ul> <p><b>Choosing time</b>  <b>Snack time</b></p> <p><b><u>Magnetic play (see website)</u></b>          -Example Magnetic fishing          -Magnetic painting          -Magnetic marble painting          -Magnetic sculptures          -Magnetic cars</p> <p><a href="https://www.teachingexpertise.com/classroom-ideas/magnet-activities/">https://www.teachingexpertise.com/classroom-ideas/magnet-activities/</a></p>	<p><b>I can taste:</b>  <b>Bubble play</b>  <b>Benefits: Motor-coordination and social skills</b>          -Eye-to-eye contact          -Communicate verbally using a sound or a word          -Motor development</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: #f4a460; margin: 0;"><b>Solo Time</b></p> <p style="text-align: center; margin: 0;"><b>Can You Hear?</b></p> <hr style="width: 20%; margin: 5px auto;"/> <p style="text-align: center; background-color: #e09090; margin: 0;"><b>Goodbye</b></p> <p style="text-align: center; margin: 0;">Select a goodbye song of your choice</p> </div> <p>Musical exploration with instruments</p> <ul style="list-style-type: none"> <li>• Copying pattern and beats</li> <li>• Making louder and quieter sounds</li> <li>• Banging faster and slower</li> <li>• Help kids learn songs</li> </ul> <p><b>Repeat weekly:</b></p> <ul style="list-style-type: none"> <li>• A small man-made rain stick and a natural rain stick for coactive work as they do sound and feel different.</li> <li>• Wind chimes</li> <li>• A large drum Use the biggest drum you possess. It should sound and look impressive.</li> <li>• Choose two instruments</li> </ul> <p><b>Give each child an opportunity to explore the instruments whilst the music is playing.</b></p> <p><b>Singing</b>  <b>Nursery Rhymes:</b></p> <ul style="list-style-type: none"> <li>- Dingle, Dangle Scarecrow</li> <li>- Little Bunnys</li> <li>- Wind the Bobbin Up</li> <li>- Row, Row, Row Your Boat</li> <li>- Follow interests</li> </ul> <p>If they like a particular song repeat it.</p> <p><b>Action songs:</b>          -Elephants Have Wrinkles          -Shake My Sillies          -Teddy Bear, Teddy Bear</p> <p>Action songs develop:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Shared attention</li> <li>• Motivation</li> <li>• Choice</li> <li>• Anticipation</li> <li>• interaction</li> <li>• FUN!</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore natural materials, indoors and outside with different properties</b>              -Explore hard and soft materials.              -Explore bumpy and smooth.              -Explore metal and wood.</li> <li>• <b>Explore and respond to different natural phenomena in their setting</b></li> <li>• <b>Use all their senses in hands-on exploration of natural materials.</b>              -Playdough with different smells and colours.              -Clay with wooden sticks and water to manipulate it.</li> <li>• <b>Explore how things work.</b>              -Develop problem solving skills by exploring the Montessori resources.</li> <li>• <b>Explore the natural world around them.</b>              -Touching different natural resources such as; twigs, leaves and mud.</li> </ul>
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