

## Early Years & Primary Sensory Curriculum

## Autumn 1

<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> <p><b>*Some children within the group are assessed using The Engagement Model</b></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**

<b>My Communication</b>	<b>My Physical</b>	<b>My Social and Emotional Development</b>	<b>My Literacy</b>	<b>My Maths</b>
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 Traditional Tales 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 2:</b> Cloud cupcakes <b>Week 3:</b> Hay Bales (see sensory soup) <b>Week 4:</b> Wolf cupcakes <b>Week 5:</b> Troll crumpets with fruit <b>Week 6:</b> Banana and oat flapjacks <b>Week 7:</b> Pumpkin pizza <b>Week 8:</b> ‘Pumpkin’ stuffed orange peppers</p> <p><b>Food with Food:</b> “Fun with Food” is a sensory-based learning approach that invites children to explore and interact with food in playful, pressure-free ways. It’s not about eating or nutrition lessons (although those can be gently encouraged too); it’s about curiosity, confidence, and discovery.</p> <p><b>Begin the session by singing the welcome song:</b> <i>“It’s time for Fun with Food; it’s time for Fun with Food! Look, smell, touch, and play — it’s time for Fun with Food!”</i></p>	<p><b>Sensory circuits:</b> Sensory circuits are structured into three sequential phases, each grounded in principles of sensory processing and integration. These circuits are designed to help children regulate their physical and emotional states, preparing them for focused learning.</p> <ul style="list-style-type: none"> <li>• <b>Alerting Phase</b> – This stage stimulates the vestibular system to awaken and energise the body. Activities may include skipping, bouncing on a trampette, jumping jacks, or engaging with a bouncing sphere.</li> <li>• <b>Organising Phase</b> – This segment focuses on promoting multi-sensory processing and enhancing balance and coordination. Children may climb, hop, balance on beams, or participate in throwing activities.</li> <li>• <b>Calm Phase</b> – The final stage helps children settle, allowing them to finish the circuit in a calm, centred state. Common activities include wall push-ups, crawling through tunnels, or using an exercise ball for deep pressure input.</li> </ul> <p><b>SCERTS/ PIC:</b></p> <ul style="list-style-type: none"> <li>• Imitates a partners modelled actions (SU1.2)</li> <li>• Use behaviours modelled by partners to self-soothe or focus myself (SR2.3)</li> <li>• I can show recognition of what is happening next when I am shown an object cue (PIC-Stage 1)</li> </ul> <p><b>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>• Runs well although not always avoiding obstacles</li> <li>• Rolls or throws ball or bean bag more accurately e.g. passing to another person, aiming at a target</li> <li>• Moves freely with confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping</li> </ul> <p><b>Fine Motor:</b> 🔧 <b>Jack and the Beanstalk</b></p> <ul style="list-style-type: none"> <li>• Hand Strength: Roll and squash green playdough to make “magic beans” or a beanstalk.</li> <li>• Pinch Strength: Use clothespins to clip “leaves” (paper cutouts) onto a string beanstalk.</li> </ul>	<p><b>SCERTS:</b> The SCERTS model supports children’s social and emotional development through a structured approach.</p> <ul style="list-style-type: none"> <li>• Focuses on helping children stay calm, alert, and engaged.</li> <li>• Uses sensory supports, visual cues, and adult co-regulation to develop self-regulation skills.</li> <li>• Builds resilience by teaching strategies to manage frustration, transitions, and unexpected changes.</li> </ul> <p><b>PIC:</b> The PIC model—Play, Interact, communicate—is a play-based approach designed to support young children’s social communication and interaction skills through structured, engaging activities.</p> <ul style="list-style-type: none"> <li>• Promotes expressive and receptive language in natural, playful contexts.</li> <li>• Encourages children to use gestures, sounds, or words to express needs, feelings, and ideas.</li> <li>• Strengthens emotional literacy by labelling emotions and discussing experiences during play.</li> </ul> <p><b>Small Steps Assessment:</b> One of the strands of the Small Steps Assessment focuses on building competence in Social Communication and Emotional Regulation.</p> <p><b>Zones of regulation</b> The Zones of Regulation is a visual framework that helps children recognise and manage emotions by grouping them into four color-coded zones:</p> <ul style="list-style-type: none"> <li>• <b>Blue Zone</b> – Sad, tired, or bored; low energy.</li> <li>• <b>Green Zone</b> – Calm, happy, and ready to learn.</li> <li>• <b>Yellow Zone</b> – Excited, silly, nervous, or frustrated; elevated emotions.</li> <li>• <b>Red Zone</b> – Angry, panicked, or out of control; intense feelings.</li> </ul> <p>It supports emotional awareness and teaches strategies to self-regulate and return to a calm, focused state.</p> <p><b>Emotion Coaching:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the feeling</b> – “You look sad.”</li> <li>• <b>Show care</b> – “That must feel really hard.”</li> <li>• <b>Name it</b> – “You’re feeling angry because your toy broke.”</li> <li>• <b>Set a limit</b> – “It’s okay to be angry, but we don’t throw.”</li> <li>• <b>Help fix it</b> – “Let’s see what we can do together.”</li> <li>• Play games with puppets etc. Puppet might feel sad, happy, angry, scared etc.</li> </ul>	<p><b>Sensory story:</b> A well-structured sensory story should have a distinct beginning and ending, creating a clear narrative flow. To capture attention and set the tone, a simple drum rhythm repeated for two to three minutes can be an effective introduction. The story should engage and connect all learners, fostering inclusivity. Repetition is key throughout, reinforcing understanding and participation. Keep the pacing appropriate to maintain engagement, ensuring the story progresses smoothly. Utilize various forms of communication—Makaton, symbols, facial expressions, props, and actions—to make the experience accessible to all. Finally, provide plenty of opportunities for active participation, allowing learners to immerse themselves fully in the storytelling process.</p> <p>Start the session with a song <a href="https://www.youtube.com/watch?v=0ouL4ZMEdIs">https://www.youtube.com/watch?v=0ouL4ZMEdIs</a> then introduce sensory resources that engage touch, sound, smell, and sight. Encourage children to explore these materials, using the experience to support language development—adults can model associated sounds (e.g., the swish of grass). Conclude with a simple drum rhythm to bring the session to a close.</p> <p><b>Week 1 &amp; 2:</b> Jack and The Beanstalk <b>Week 3 &amp; 4:</b> The Three Little Pigs <b>Week 5 and 6:</b> The Billy Goats Gruff <b>Week 7 and 8:</b> We’re Going on a Pumpkin Hunt</p> <p><b>SCERTS/ PIC:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of word combinations including people’s names &amp; verbs (SU5.6)</li> <li>• Imitates a partner’s modelled actions (SU1.2)</li> <li>• Use giving or pointing gestures (SU4.4)</li> <li>• I can watch an adults’ actions with some interest; particularly if they copy mine (PIC-Stage 1)</li> </ul> <p><b>Small Steps Outcome:</b></p>	<p><b>Sensory maths:</b></p> <p><b>Weeks 1 &amp; 2: Jack and the Beanstalk</b> <b>Sensory Maths Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Bean Counting &amp; Sorting:</b> Fill a tub with real or plastic beans of different sizes and colours. Practice counting, grouping, and comparing quantities.</li> <li>• <b>Scented Playdough Numbers:</b> Shape numbers using scented playdough. Children can trace, squish, and count while engaging their sense of smell and touch.</li> <li>• <b>Measuring Stalks:</b> Use string, ribbon, or pipe cleaners to measure “beanstalks” of various lengths. Children can compare heights using rulers or cubes.</li> <li>• <b>Giant Footprints:</b> Cut out large paper feet and use them to measure things around the classroom (“How many giant feet long is the table?”).</li> </ul> <p><b>Weeks 3 &amp; 4: The Three Little Pigs</b> <b>Sensory Maths Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>House Shape Hunt:</b> Hide shapes (triangle roofs, square walls) in sensory trays (straw, sticks, bricks). Match them to houses or build 2D/3D shapes from materials.</li> <li>• <b>Piggy Patterning:</b> Use pig and wolf counters (or laminated pictures) to create and extend patterns.</li> <li>• <b>Weight of Building Materials:</b> Explore weight using a balance scale— “Which is heavier: a bundle of straw or a brick?”</li> <li>• <b>Lego Pattern Cards:</b> Create simple colour patterns on cards and have children replicate them using LEGO bricks. This supports pattern recognition and sequencing</li> </ul> <p><b>Weeks 5 &amp; 6: The Billy Goats Gruff</b> <b>Sensory Maths Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Bridge-Building with Blocks:</b> Use wooden blocks or foam to build bridges, then count how many blocks each bridge needs. Compare sizes and test for strength!</li> <li>• <b>Goat Size Sorting:</b> Use small, medium, and large goat cut-outs or toys. Sort them by size, or sequence by smallest to largest.</li> </ul>

Start with a friendly **hello** and explain **what** the session is about. Introduce the food items you'll be exploring in simple, clear language.

**Model key vocabulary** as you go — for example, "soft", "cold", "crunchy", "sweet".

Guide the children through each sense one at a time:

- What does it *look* like?
- How does it *smell*?
- Can we *touch* it?
- What does it *sound* like when we squish or crunch it?

**SCERTS/ PIC:**

- I can ask for more (PIC- Stage 1)
- Requests desired food or things (JA4.1)
- To use a variety of words including people's names & verbs (SU5.6)

**Small Steps:**

- Uses gestures and signs to support other to understand wants and needs.

**ECAT- Every Childs A Talker**

**Messy play:**

- Mixing oats with water
- Cloud dough
- Water plays with sponges
- Jelly play
- Ice excavation

**Outdoor activity:**

- Exploration with different media to build structures
- Digging and exploring the natural environment
- Large scale painting/chalk on the floor
- Planting a range of herbs and seeds.
- Water play to mimic crossing river
- Building an obstacle course with balance beams



- Wrist Strength: Wind green string around a cardboard tube to build the beanstalk.
- Tripod Grip: Trace curly beanstalk paths with crayons or chalk.
- Pincer Strength: Pick up dried beans with tweezers and place them in numbered pots.

**The Three Little Pigs**

- Hand Strength: Build houses using sticks, straws, and small blocks—pressing them into playdough "mud."
- Pinch Strength: Pinch and tear paper to make "bricks" for the brick house.
- Wrist Strength: Use a spray bottle to "blow down" the straw and stick houses like the Big Bad Wolf.
- Tripod Grip: Draw each pig's house using short pencils or broken crayons.
- Pincer Strength: Place buttons or pom-poms on house outlines using tweezers.

**The Three Billy Goats Gruff**

- Hand Strength: Push toy goats across a textured "bridge" made of cardboard and bubble wrap.
- Pinch Strength: Pinch and place felt "grass" pieces onto a green hill scene.
- Wrist Strength: Use a rolling pin to flatten dough paths for the goats to cross.
- Tripod Grip: Trace the goats' path over the bridge with a marker.
- Pincer Strength: Pick up small pebbles or beads to "feed" the goats.

**We're Going on a Pumpkin Hunt**

- Hand Strength: Scoop and squeeze orange playdough to make mini pumpkins.
- Pinch Strength: Pinch orange tissue paper squares and glue them onto a pumpkin shape.
- Wrist Strength: Stir pretend pumpkin soup with a spoon in a bowl.
- Tripod Grip: Draw pumpkin faces or paths through a pumpkin patch maze.
- Pincer Strength: Pick up pumpkin seeds or buttons with tweezers and sort them by size or colour.

**SCERTS/ PIC:**

- I can spend long amounts of time playing in ways that interest me (PIC-Stage 1)
- I can reach for what I want; particularly if I can see it (PIC-Stage 2)
- Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5)

**Small Steps Outcome:**

- Use mirrors for experimenting with different expressions whilst playing. Looking at books together mention feelings, expressions.

**Intensive Interaction:**

Key Principle: Behavioural Mirroring. This involves copying or reflecting the person's actions, sounds, or expressions in a respectful and responsive way. It helps build trust, connection, and shared attention.

- Builds emotional connection and reduces anxiety.
- Encourages self-expression and social engagement.
- Helps children feel seen, understood, and safe.

**Environmental strategies**

- **Visual timetables** or "now and next" boards to reduce anxiety and support transitions.
- **Consistent routines** that help children feel safe and know what to expect.
- **Outdoor spaces** with natural materials for exploration and calm.
- **Sensory play areas** (e.g. sand, water, dough) that support regulation and shared experiences.
- **Small group areas** for shared play, turn-taking, and conversation.
- **Role-play corners** (e.g. home corner, shop, doctor's office) to explore relationships and empathy.
- **Cozy corners** with soft cushions, blankets, or tents where children can retreat and self-regulate.

**Giving Effective Praise:**

- Praise immediately
- Use 'Praise for Being' and 'Praise for Doing'
- 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, e.g. 'Well done for putting your shoes on'
- Give praise for trying
- Recognise small steps. Praise increases self-esteem.
- Use praise consistently

**SCERTS/ PIC:**

- Soothed when comforted by a caregiver (MR2.1)
- Express negative emotion to seek comfort (MR3.1)
- Use words or symbols to communicate emotion (MR1.2)
- Use behaviours modelled by partners to self-soothe or focus myself (SR2.3)
- I can refuse or protest something by using an action like pushing away, rather than screaming or crying (PIC-Stage 1)
- I can express my feelings by crying, laughing or screaming; but I don't direct this to others (PIC-Stage 1)

**Small Steps Outcome:**

- Points to a familiar named item in a picture book
- Shows an interest in picture books
- Pays attention and responds to pictures or words
- Responds to comments and gestures such as 'show me', 'find the' or 'point to'
- Begins to join in with actions and sounds in familiar songs and book sharing experiences
- Begins to understand that print has meaning
- Shows an interest in story props
- Scribbles become progressively more controlled
- Makes connections between their movements and the marks they make

**A range of opportunities for children to take part in big write using a range of different resources.**

- Chunky crayons
- 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)
- SEND Foundations for Phonics - Rhyme Time

**Small Steps Outcome:**

- Moves in response to simple rhythms in rhymes / songs
- Joins in with repeated actions, words or phrases in familiar stories or rhyme
- Hears and says the initial sounds in words
- Begins to segment the sounds in simple words and blend them together

**SCERTS/ PIC:**

- I can make a range of sounds whilst occupying myself; but these are not speech sounds (PIC- Stage 1)
- I can use a few words; but often these are echoed or repeated (PIC- Stage 2)

**Early reading skills**

- **Troll's Pebble Counting:** Create a tactile counting tray with pebbles in sand or rice for number recognition and simple addition.
- **Counting with Sound:** Use instruments or sound clips—children count drum beats, claps, or animal sounds

**Week 7 and 8: We're Going on a Pumpkin Hunt Sensory Maths Ideas:**

- **Pumpkin Weigh Station:** Use real pumpkins to explore weight—children can predict, lift, and weigh using a balance scale.
- **Seed Estimation & Counting:** Scoop out pumpkin seeds and guess how many there are before counting out loud.
- **Pumpkin Patch Number Hunt:** Hide foam pumpkins numbered 1–10 in a sensory bin filled with leaves or shredded paper. Hunt and order them.

**Children's maths will be linked to their small steps targets.**

**Outdoor School:**

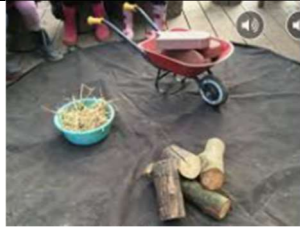
- Explore empty and full using big containers – use wet sand, pebbles, branches.
- Investigate measures – look at tiny seeds, then measure the height of runner bean plants or tall sunflowers or balance leeks, marrows, potatoes and tomatoes.
- Collect, sort and count natural objects outdoors – leaves, twigs, stones, pebbles, fir cones and flowers.
- Large number chalk tracing
- Throw bean bags into hoops or buckets with numbers. Add up the scores.

**Messy maths Number songs:**

- Five Currant Buns
- Five Little Speckled Frogs
- Ten Green Bottles

**Small Steps Outcome:**

- Takes part in finger rhymes with numbers
- Begins to say numbers in order, some of which are in the right order (ordinality)
- Counts in everyday contexts, sometimes skipping numbers e.g. 1,2,3,5
- Joins in and anticipates repeated sound and action patterns
- Pours materials (e.g. pasta, water, rice) in and out of containers.



**SCERTS/PICs:**

- I show recognition of what is happening next when I am shown an object cue (PIC – Stage 1)
- I can attempt to initiate interaction by using gestures (JA1.2)
- I can use giving or pointing gestures (SU4.4)

**Small steps:**

- Shows a response to changes in the actions of others.
- Begin to listen and respond to one step instructions containing one key word

**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:

- **Mirroring:** Reflect the other person's movements, facial expressions, or vocalisations. This builds trust and helps them feel seen and understood.
- **Tuning In:** Pay close attention to subtle signals—changes in breathing, gaze, posture. Respond to these cues like you would words.
- **Shared Focus:** Centre your interaction around a mutual object or activity. It could be a toy, a topic, or even a sound. This creates common ground and encourages participation.
- **Pacing:** Match the speed and rhythm of the person's interaction. If they're slow and calm, don't rush. If they're animated, pick up the energy.
- **Repetition with Variation:** Repeating an action or word helps establish predictability and security, while adding small changes

- Picks up objects using pads of the thumb and index finger (inferior pincer grasp)
- Reaches for small objects
- Picks up, holds and releases small objects with precision using tips of fingers (superior or 'neat' pincer grasp)

**Gross motor**

**Hand eye co-ordination:**

- **Balloon Tap** – Keep a balloon in the air using hands, elbows, or even feet.
- **Beanbag Toss** – Aim and throw beanbags into buckets or hoops.
- **Ring Toss** – Use homemade or store-bought rings to aim at pegs or bottles.

**Balance:**

- Sensory circuits
- Yoga for kids – Try poses like tree, warrior, or downward dog.
- Scooter board rides – Sit or lie on a scooter board and push with feet or hands.
- Animal walks – Move like a bear, crab, or frog across the room.
- Obstacle course – Step over cushions, crawl under tables, and balance on a line.
- Hopscotch – Great for hopping, jumping, and shifting weight.

**Core strength:**

- Climbing frame
- Yoga

**PE:**

- Look at different ways of the children travelling across a mat or along a bench (walking, crawling, hopping etc)
- Different rolls and movements (Teddy bear rolls, pencil rolls)  
Children could also roll on peanut ball or foam circles
- Set up balance beams for children to walk along and then a box for them to jump from set at different heights (Manual supported)
- Set up balance beams on the boxes again, add some of the foam shapes on, children should either

- Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement
- Seeks comfort from familiar adults when needed, distracts themselves with a comfort object when upset
- Pleased by praise.
- Seeks comfort from familiar adults when needed, distracts themselves with a comfort object when upset

**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

**There is a strong emphasis on adult-led approaches in the suggested activities.**

**SCERTS/ PIC:**

- I can make a range of sounds whilst occupying myself; but these are not speech sounds (PIC- Stage 1)
- I can use a few words; but often these are echoed or repeated (PIC- Stage 2)

**There is a strong emphasis on adult-led approaches in the suggested activities.**

<p>keeps things interesting and encourages learning.</p> <ul style="list-style-type: none"> <li>• <b>Pause for Processing:</b> Silence is golden. Allow ample time for the other person to process your input and respond in their own way and time.</li> <li>• <b>Celebrate Any Response:</b> Whether it's eye contact, a smile, or a shift in body language, reinforce all attempts at interaction. They're all valid communication.</li> </ul> <p><b>Wellcomm:</b> Follow Wellcomm SALT programme based on individual needs.</p> <p><b>Chatty Bats:</b> Follow the Chatty Bats SALT programme.</p> <p><b>Makaton:</b> All staff to sign at given opportunities. Makaton sign of the day led by members of staff.</p> <p><b>Breakfast café</b> Have opportunity to spread their own butter/jam and be involve social time. Develop choice between fruit, toast and cereal. Communication boards to be used.</p> <p><b>(HelpKidsLearn)</b> Staff to choose which interactive video is appropriate for the children.</p>	<p>step over them or kick them out off the way before moving on. Children then jump from the end (Manual supported)</p> <ul style="list-style-type: none"> <li>• Repeat above lessons but on a longer course where children travel along multiples stages connected, go up and down different heights and need to climb</li> <li>• Set up and obstacle course for children to do, things they must climb over, go through, jump from etc (Use the benches, foam equipment, ball pit, stepping stones etc)</li> </ul> <p><b>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>• Stands on one foot for a few seconds independently</li> <li>• Walks along a bench / low wall</li> <li>• Jumps with both feet off the ground</li> <li>• Negotiates obstacles</li> <li>• Performs dances using simple movement patterns</li> </ul> <p><b>Sensory experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Playdough Smash &amp; Roll</b> – Add scents or textures (rice, glitter) to playdough for extra sensory input.</li> <li>• <b>Bubble Wrap Stomp</b> – Tape bubble wrap to the floor and stomp for tactile and auditory feedback.</li> <li>• <b>Scooter Board Races</b> – Lie on a scooter board and pull yourself along with your arms for upper body input.</li> </ul> <p><b>Extra-curricular</b></p> <ul style="list-style-type: none"> <li>• KDDK dance lessons weekly (Yew Tree)</li> </ul>			
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**Curriculum Areas of Learning & Development**

<u>My Independence</u>	<u>My Thinking &amp; Cognition</u>	<u>My Sensory Exploration</u>	<u>My Expressive Arts</u>	<u>My World Around Me</u>
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.

<p><b><u>Independent living &amp; Employment:</u></b></p> <p>Explore different dressing skills such as:</p> <ul style="list-style-type: none"> <li>• Zips</li> <li>• Laces</li> <li>• Hats</li> <li>• Shoes</li> <li>• Coats</li> </ul> <p>Teaching independent skills such as:</p> <ul style="list-style-type: none"> <li>• Tidying up toys</li> <li>• Toileting</li> <li>• Brushing teeth and washing hands properly</li> <li>• Taking turns and sharing during play</li> <li>• Preparing simple snacks like fruit or toast</li> <li>• Making simple choices like what fruit to eat or which game to play</li> <li>• Eating with a knife and fork</li> </ul> <p><b>Understanding</b>-Students will respond in differentiated ways, developing their understanding of self-help skills.</p> <p><b>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>• Copies a sequence of gross motor movements after demonstration</li> <li>• Stabs food with a fork at mealtimes</li> <li>• Runs well although not always avoiding obstacles</li> <li>• Develops confidence to try new things</li> </ul> <p><b>Morning routine</b> and song (signing song). Talk about how they are feeling today.</p> <p><b>Problem solving:</b></p> <ul style="list-style-type: none"> <li>• Treasure hunts</li> <li>• Sensory obstacle course</li> <li>• Cause and effect games</li> <li>• Matching cards</li> <li>• Jigsaw puzzles</li> <li>• Shape sorters</li> </ul> <p><b>Community Inclusion</b></p> <p>Bubble Pop Parade: Blow bubbles and encourage children to pop them.</p> <p>Handprint Circle: Each child adds a painted handprint to a circle, showing they're part of the group.</p>	<p><b><u>Characteristics of effective learning:</u></b></p> <p><b><u>Playing and Exploring</u></b></p> <p>Children engage with the world through curiosity, experimentation, and hands-on experiences. They investigate and try things out, learning through trial and error.</p> <ul style="list-style-type: none"> <li>• Provide open-ended resources like blocks, sand, water, or role-play props that encourage imagination.</li> <li>• Join in play, following the child's lead to build their confidence.</li> </ul> <p><b><u>Active Learning</u></b></p> <p>Learners stay motivated when they're deeply involved. They persist through challenges, enjoy achieving goals, and show satisfaction in mastering new skills.</p> <ul style="list-style-type: none"> <li>• Opportunity for children to explore freely and repeat activities to achieve success.</li> <li>• Set achievable challenges to help children stay motivated.</li> </ul> <p><b><u>Creating and Thinking Critically</u></b></p> <p>This involves developing ideas, making links between concepts, and using reasoning. Learners plan, test their thoughts, and adapt their thinking when things don't go as expected.</p> <ul style="list-style-type: none"> <li>• Children to have opportunities to adapt resources and materials independently.</li> <li>• Encourage problem-solving by giving children time to experiment and reflect.</li> </ul> <p><b><u>SCERTS/ PIC:</u></b></p> <ul style="list-style-type: none"> <li>• Attempts to Initiate interaction (JA1.2)</li> <li>• Request social games (JA5.2)</li> <li>• I can spend long amounts of time playing in ways that interest me (PIC-Stage 1)</li> <li>• I can play alongside you in the same play space (e.g. at the water tray) (PIC-Stage 1)</li> <li>• I can play in the same area where other children are playing (PIC-Stage 1)</li> <li>• I can play with an adult for short periods in a range of joint attention games (e.g. rolling ball, throwing shredded paper, banging a drum) (PIC-Stage 2)</li> </ul> <p><b>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>• Explores different ways of playing with toys and media, e.g. pulls dough apart, splashes in puddles, rolling a ball or pushing a toy car</li> <li>• Shows curiosity in how things work</li> </ul>	<p><b><u>Sensory exploration &amp; messy play</u></b></p> <p><b>Individualised Sensory Environment (ISE)</b></p> <p>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.</p> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>• Scented playdough</li> <li>• Sand</li> <li>• Rainbow rice</li> <li>• Compost</li> <li>• Ice play and painting</li> <li>• Painting with cars</li> <li>• Oatmeal playdough</li> <li>• Spray bottles with paint water in</li> <li>• Mixing a range-coloured waters</li> <li>• discovering likes and dislikes</li> <li>• structuring the environment to provide meaningful forms of stimulation to foster purposeful responses</li> <li>• using sensory stimuli to encourage the learner to engage in purposeful, rather than non-purposeful, behaviours.</li> </ul> <p><b>Sensology:</b></p> <p><b>Week 1 &amp; 2:</b> Jack and The Beanstalk  <b>Week 3 &amp; 4:</b> The Three Little Pigs  <b>Week 5 and 6:</b> The Billy Goats Gruff  <b>Week 7 and 8:</b> We're Going on a Pumpkin Hunt</p> <p><b>I can see:</b></p>	<p><b><u>Sensory Art with different media:</u></b></p> <ul style="list-style-type: none"> <li>• Textured Collages: Provide materials like sandpaper, foil, feathers, fabric scraps, and bubble wrap. Children can glue and layer them to create a sensory art.</li> <li>• Finger Painting: Use scented or edible paints (like yoghurt with food colouring) for children who may mouth materials.</li> <li>• Clay or Dough Sculpting: Offer playdough, air-dry clay, or homemade salt dough with tools for poking, rolling, and cutting.</li> <li>• Shaving Cream Swirl: Squirt shaving cream onto a tray and add drops of food colouring. Children can swirl the colours together with fingers or tools to see what new shades appear.</li> <li>• Sensory Sculptures: Use playdough, clay, or kinetic sand for sculpting. Add beads, pasta, or pipe cleaners to enhance tactile exploration.</li> <li>• Chalk painting: Using coloured chalks make chalk paints. Allow children to explore with a range of instruments e.g. paint brush, sponge etc.</li> </ul> <p><b>Small Steps Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Uses mark making tools and body parts to make lines that go up and down, round and round.</li> <li>• Enjoys playing with colour in a variety of ways e.g. mixing colours.</li> <li>• Explores tactile materials, e.g. pasta, flour, water, sand, fabrics.</li> </ul> <p><b>Musical exploration:</b></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>Singing:</b></p> <p><b>Nursery Rhymes (follow children's interests):</b></p> <ul style="list-style-type: none"> <li>• 5 Little Bunnies</li> <li>• 5 Little Ducks</li> <li>• Wind the Bobbin Up</li> <li>• Row, Row, Row Your Boat</li> <li>• Wheels on the Bus</li> <li>• Dinosaur stomp</li> </ul> <p><b>Action songs:</b></p> <ul style="list-style-type: none"> <li>• If you're happy and you know it</li> <li>• head, shoulders, knees and toes</li> <li>• Hookey Cokey</li> </ul> <p>Action songs develop:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> </ul>	<p><b>Weeks 1 &amp; 2: Jack and the Beanstalk</b></p> <ul style="list-style-type: none"> <li>• Grow Your Own Beanstalk: Plant beans in clear cups so children can observe roots and shoots. Exploration of natural resources e.g. soil.</li> <li>• Magic Bean Collage: Use dried beans, foil, and tissue paper to create a sparkly beanstalk.</li> <li>• Giant Footprint Painting: Compare sizes by painting their feet and stepping inside a giant's footprint outline.</li> </ul> <p><b>Weeks 3 &amp; 4: The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>• Build the Houses: Use straw, sticks, and bricks (or craft equivalents) to build mini houses. Sensory exploration.</li> <li>• Piggy Masks: Create pig and wolf masks with paper plates and elastic.</li> <li>• Blow Painting: Use straws to blow paint across paper—just like the wolf's huff and puff.</li> </ul> <p><b>Weeks 5 &amp; 6: The Billy Goats Gruff</b></p> <ul style="list-style-type: none"> <li>• Bridge Building: Use blocks, cardboard, or recycled materials to build bridges. Large construction exploration.</li> <li>• Explore positional language: over, under, across. Sensory circuits.</li> </ul> <p><b>Week 7 and 8: We're Going on a Pumpkin Hunt</b></p> <ul style="list-style-type: none"> <li>• Pumpkin Patch Collage: Use orange tissue paper, green pipe cleaners, and real seeds.</li> <li>• Scarecrow Craft: Create scarecrows with fabric scraps and straw. Exploration of different fabrics.</li> <li>• Go on a real or pretend pumpkin hunt—hide mini pumpkins around the setting.</li> <li>• Explore autumn changes: leaves, weather, harvest.</li> <li>• Taste pumpkin</li> </ul> <p><b>All About Me &amp; My World</b></p> <ul style="list-style-type: none"> <li>• Family Photo Matching: Use laminated photos of children's families to mark make.</li> <li>• My Daily Routine Board: Velcro cards showing daily activities (e.g. brushing teeth, snack time) to build sequencing and time awareness.</li> <li>• Mirror Play: Explore facial expressions and body parts using mirrors.</li> </ul> <p><b>Animals &amp; Nature</b></p> <ul style="list-style-type: none"> <li>• Animal Sound Hunt: Play animal noises and match them to soft toys or picture cards.</li> <li>• Sensory Garden Walk: Smell herbs, feel bark, listen to birds—encourage noticing and naming.</li> </ul> <p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>• Role Play Corner: Dress up as doctors, firefighters, or postal workers with props.</li> </ul>
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<p>Collaborative Mural: Provide sponges, brushes, or even finger paints and let children contribute in any way they can to a big shared artwork.</p> <p>Parachute games- support children to take turns with each other.</p> <p><b>SCERTS/ PIC:</b></p> <ul style="list-style-type: none"> <li>I can spend long amounts of time playing in ways that interest me (PIC-Stage 1)</li> <li>I can play alongside you in the same play space (e.g. at the water tray) (PIC-Stage 1)</li> <li>I can play in physical people games with an adult I like; but I don't know how to ask for more (PIC-Stage 1)</li> <li>I can play in the same area where other children are playing (PIC-Stage 1)</li> <li>I can play with an adult for short periods in a range of joint attention games (e.g. rolling ball, throwing shredded paper, banging a drum) (PIC-Stage 2)</li> </ul> <p><b>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>Begins to take turns in play during adult-led activities</li> <li>Shifts from one activity to another independently if you gain their attention, for example will stop when asked to and help tidy up</li> </ul> <p><b>Health</b> <b>Eating and Drinking</b>—Students will be supported to develop their own eating and drinking skills with support from medical professionals and Speech and Language Therapists.</p> <ul style="list-style-type: none"> <li>Set up a child-friendly space with small utensils and supportive seating.</li> <li>Keep routines consistent and use visual aids or stories to guide mealtimes.</li> <li>Encourage independence through finger foods, choices, and gentle hand-over-hand assistance.</li> <li>Support motor skills with activities like blowing bubbles or messy play.</li> <li>Praise effort and use visuals or rewards for encouragement.</li> <li>Work with families and specialists for consistency and personalised strategies.</li> <li>Fun with food sessions</li> </ul>	<ul style="list-style-type: none"> <li>Pauses to briefly wait for a turn in a simple social play with an adult e.g. rolling a ball activity</li> <li>Enjoys playing with small world models such as the kitchen and picnic set up</li> </ul> <p><b>Awareness:</b> 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.</p> <ul style="list-style-type: none"> <li>Sensory stories</li> <li>Dance</li> <li>Sensology</li> <li>Sensory trays- have a range of tactile resources in a tray for children to explore (e.g. mud/ cotton wool/ grass/ leaves/ rice).</li> </ul> <p><b>Exploration</b> 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.</p> <ul style="list-style-type: none"> <li>Attention Autism</li> <li>Choice time through play</li> <li>Songs to cue transitions.</li> </ul> <p><b>Control and Early Problem Solving</b> 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.</p> <ul style="list-style-type: none"> <li>Exposure to appropriate story books</li> <li>Sensory cooking</li> <li>Texture trays (range of different materials relating to touch).</li> <li>Mark making</li> <li>Yoga</li> <li>Construction</li> </ul> <p><b>Sequence and Pattern</b></p>	<p><b>I can touch:</b></p> <p><b>I can hear:</b></p> <p><b>I can smell:</b></p> <p><b>I can taste:</b></p> <p><b>1. Introduction &amp; Hello</b></p> <ul style="list-style-type: none"> <li>Begin with a calm welcome—use a mirror, name song, or gentle greeting.</li> <li>Set the tone with soft lighting and relaxing music if appropriate.</li> </ul> <p><b>2. Visual Stimulation</b></p> <ul style="list-style-type: none"> <li>Use lights, shiny objects, or moving visuals (like bubbles or glitter wands).</li> <li>Encourage tracking with the eyes or turning toward the light.</li> </ul> <p><b>3. Auditory Stimulation</b></p> <ul style="list-style-type: none"> <li>Introduce sounds like bells, shakers, or calming music.</li> <li>Pause between sounds to allow for reaction or anticipation.</li> </ul> <p><b>4. Olfactory (Smell) Stimulation</b></p> <ul style="list-style-type: none"> <li>Offer safe, distinct scents (e.g. lavender, citrus, mint) on cloths or cotton pads.</li> <li>Present one at a time and observe responses.</li> </ul> <p><b>5. Tactile (Touch) Stimulation</b></p> <ul style="list-style-type: none"> <li>Explore textures like soft fabric, rough sponges, or warm/cool items.</li> </ul> <p><b>6. Taste (if appropriate)</b></p> <ul style="list-style-type: none"> <li>Offer small samples of safe, familiar tastes (sweet, sour, salty).</li> <li>For children who are tube-fed or avoid oral input, this step can be skipped or replaced with smell/touch.</li> </ul> <p><b>7. Vestibular &amp; Proprioceptive Input</b></p> <ul style="list-style-type: none"> <li>Include gentle movement: rocking, bouncing, or stretching arms and legs.</li> <li>Use beanbags, therapy balls, or supported movement if needed.</li> </ul> <p><b>8. Goodbye &amp; Reflection</b></p>	<ul style="list-style-type: none"> <li>Shared attention</li> <li>Motivation</li> <li>Choice</li> <li>Anticipation</li> <li>interaction</li> <li>FUN!</li> </ul> <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 “</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>Small Steps Outcome:</b></p> <ul style="list-style-type: none"> <li>Invents own music using any equipment</li> <li>Give each child an opportunity to explore the instruments whilst the music is playing.</li> <li>Responds to and engages with the world that surrounds them e.g. sounds, movements, people, objects, sensations, emotions.</li> <li>Consistently recognises and joins in with familiar and self-chosen rhymes, number songs and actions, such as 'The wheels on the bus.</li> <li>Frequently imitates words and sounds from adult production</li> </ul> <p><b>SCERTS/ PIC:</b></p> <ul style="list-style-type: none"> <li>I can spend long amounts of time playing in ways that interest me (PIC-Stage 1)</li> <li>I can reach for what I want; particularly if I can see it (PIC-Stage 2)</li> <li>I can copy children's actions at tabletop games without trying to interact e.g. rolling the playdough in the same way as another child without showing them (PIC-Stage 3)</li> <li>Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Vehicle Sounds: Match sirens to vehicles using sound buttons or apps.</li> </ul> <p><b>Exploring Materials</b></p> <ul style="list-style-type: none"> <li>Water Play with Objects: Sink or float experiments using familiar toys.</li> <li>Texture Trays: Explore sand, rice, jelly, or shaving foam with hands or tools.</li> <li>Ice Play: Freeze small toys in ice and explore melting with warm water.</li> </ul> <p><b>SCERTS/ PIC:</b></p> <ul style="list-style-type: none"> <li>I can spend long amounts of time playing in ways that interest me (PIC-Stage 1)</li> <li>I can reach for what I want; particularly if I can see it (PIC-Stage 2)</li> <li>Use a variety of words including actions, personal-social, modifiers, and wh-words (SU5.5)</li> </ul> <p><b>Small Steps Outcome</b></p> <ul style="list-style-type: none"> <li>Explores a range of resources, for example paint, using fingers and other parts of their bodies as well as other tools e.g. brushes / sponges</li> <li>Begins to focus on an activity of their choice for short periods</li> <li>Begins to show an interest in what other children are playing and will occasionally join in</li> <li>Shows interest in stories about people, animals, nature or objects they are familiar with</li> <li>Explores immediate environment</li> <li>Engages in simple imaginary play e.g. pretending to be asleep, feeding dolly</li> </ul> <p><b>There is a strong emphasis on adult-led approaches in the suggested activities.</b></p>
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**Small Steps Outcome:**

- Develops own likes and dislikes of food and drink
- Use a knife to chop soft items

**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

- Cause and effect toys:
- Bubble Machines – Press a button and bubbles appear.
- Spinning Tops or Teddies – Push a button and watch them spin.
- Light-Up Toys – Press a button and lights flash or music plays.
- Rattles – Shake it, and it makes a sound. Simple, but powerful for infants.
- Pop-Up Pals – Press, twist, or slide a button and a character pop up.
- Jack-in-the-Box – Turn the crank and—surprise! —out pops Jack.
- Car Ramp Racers – Drop a car at the top and watch it zoom down.
- Pound and Tap Bench – Hammer a ball through a hole and it rolls over a xylophone, making music.

**SCERTS/ PIC:**

- I can smile or laugh at objects, my actions, and occasionally your actions if I like them; but I tend to look at the object, not you (PIC-Stage 1)
- I can watch an adults' actions with some interest; particularly if they copy mine (PIC-Stage 1)
- I can accept an adult supporting my play with toys in small ways, (e.g. placing the train back on the track, winding the lift of the garage) (PIC-Stage 2)
- I can join in with simple joint attention game for short periods of time, (e.g. pause/burst games) (PIC-Stage 2)

- End with a consistent closing routine—perhaps a goodbye song or mirror wave.

**SCERTS/ PIC:**

- I can reach for what I want; particularly if I can see it (PIC-Stage 2)
- I can join in with simple joint attention game for short periods of time (PIC-Stage 2)
- Request desired food or things (JA4.1)

**Small Steps Outcome:**

- Has a greater focus on motivating tasks for a longer period of time.
- Shows a response to changes in the actions of others.
- Begin to listen and respond to one step instructions containing one key word