
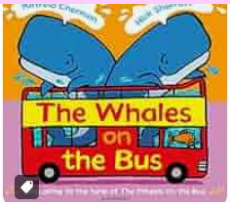
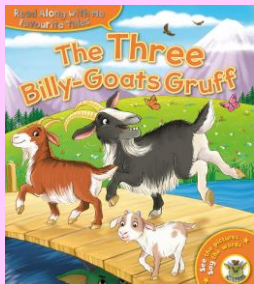
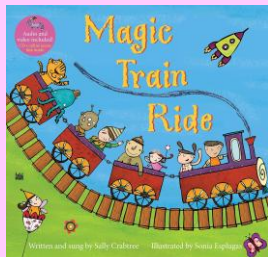
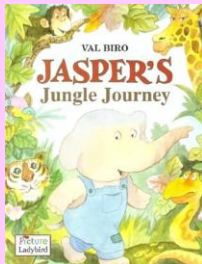


SENSORY THEMED LEARNING		THERAPEUTIC/HOLISTIC ACTIVITIES
<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>W/B 28.4.25</p> </div> <div style="text-align: center;">  <p>W/B 12.5.25</p> </div> <div style="text-align: center;">  <p>W/B 2.6.25</p> </div> <div style="text-align: center;">  <p>W/B 16.6.25</p> </div> <div style="text-align: center;">  <p>W/B 30.6.25</p> </div> </div>		<p>Sensory Sessions Pupils will develop their communication skills through sensory sessions. Teaching staff will lead the sessions, allowing children to choose the sensory item that fits best with how they are feeling. They will be given time, in small groups or individually, to relax and unwind.</p> <p>Hand & Eye Coordination & Hand Work (Fine Motor Movement) Pupils are encouraged to make a range of hand and arm movements including reaching, grasping, releasing and manipulating interesting objects.</p> <p>Jacuzzi/ Hydrotherapy (Water Mobility) Hydrotherapy involves stimulation, freedom of movement and gentle stretches which are incorporated into a fun and relaxing time in the pool for our pupils. While in the water, teaching staff try to develop the pupils' communication and social skills.</p> <p>Rebound Pupils have the therapeutic use of the trampoline in order to develop and promote their: motor skills, body awareness, perceptual, vestibular and proprioception development, balance, co-ordination and sensory integration. Rebound reduces stress, stimulates endorphins and promotes relaxation, fun and enjoyment.</p> <p>Tac Pac - Sensory Communication using Touch and Music Tac Pac sessions enhance the links between hearing and touch, emotion, movement, communication (reactive, proactive, and interactive) and ways of relating to others. Pupils can relate to music, the tactile experiences, and other people.</p> <p>Squiggle while you Wiggle Pupils will take part in the early writing programme, squiggle while you wiggle. Sessions incorporate dance,</p>
<p>Communication and Language, Literacy and Reading</p> <ul style="list-style-type: none"> ❖ Sensory Stories - listening to stories, explore relating resources and learn corresponding Makaton signs ❖ Develop use of our everyday vocabulary ❖ Learn songs, nursery rhymes and action songs ❖ PECS - Phase 1-4 ❖ PECS in the pool ❖ Intensive interaction ❖ Matching Activities ❖ Squiggle while you Wiggle ❖ Promoting a love of reading books ❖ Library visits (school) ❖ Attention Time - developing attention and interaction skills ❖ Recognising sounds ❖ Opportunities to make choices, accept and reject ❖ Group and individual sessions with our Speech and Language Therapy Assistant ❖ Learning about the weather and seasons - linked to termly topic and stories ❖ Learning about nature/ outdoors and different environments 	<p>Mathematics</p> <ul style="list-style-type: none"> ❖ My Day/ daily routine ❖ Sensory Numbers 0-10 ❖ Number Hunts ❖ Number and counting rhymes ❖ Big and Small ❖ Textures ❖ 2D Shapes/ shape sorting ❖ Building blocks /stacking blocks ❖ Positioning - in, on ❖ Water/ sand trays to explore filling/ emptying ❖ Sorting objects/ making patterns ❖ Understanding 1:1 correspondence ❖ Opportunities to develop simple problem-solving skills ❖ Matching games, matching colours and objects ❖ Opportunities to show anticipation ❖ Number formation with paint sticks, in sand, foam and other materials 	

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ❖ Managing Feelings and Behaviors ❖ Making and Developing Relationships ❖ Self-Confidence & Awareness ❖ Circle Time - Parachute Games ❖ Class Rules e.g. turn taking, sharing etc ❖ Mental Well-Being (Explore the children's feelings) ❖ Follow rules and routines in class to access all different resources ❖ Tasting new foods ❖ Using cutlery ❖ Dressing/ undressing ❖ Making decisions ❖ Role play toys/ dressing up ❖ Experiencing the local environment ❖ Opportunities to develop boundaries and understand/ respond to praise ❖ To understand the words 'no' and 'wait' ❖ Selfcare/ washing self and cleaning toys ❖ Asking for 'more' or 'again' ❖ Trips into the community and visits to further away i.e., Hardwick Park, Seven Stories. ❖ Summerhill (exploring bridges - Three Billy Goats Gruff) 	<p>Physical Development</p> <ul style="list-style-type: none"> ❖ Developing Fine Motor Skills e.g. threading beads, using tweezers to sort small objects into jars, sprinkling sand, rice ❖ Peg boards to practise correct holds/ pressure for writing tools ❖ Practical fine motor - zips, opening jars, buttons ❖ Dough Disco ❖ Hand and Eye Coordination ❖ Mark Making e.g. sand/playdough/paint bags/whiteboards/shaving foam ❖ Reaching, Grasping, Exploring ❖ Develop Gross Motor Skills e.g. using soft play, outdoor play and obstacle courses to climb and balance ❖ Walking outside in the environment ❖ Dressing/undressing skills e.g. buttons ❖ Feeding myself using a knife and fork ❖ Visiting the beach/ park/ local area ❖ Swimming programme ❖ Rebound Therapy ❖ Soft play time ❖ Sensory exercise equipment e.g. peanut balls, swings, slides, balancing boards 	<p>music and large movements to help children develop the fine muscle control they need for writing.</p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ❖ Music - Action songs & exploring instruments ❖ Music - Listening to a variety of environmental or sounds associated with the outdoors - rain sticks - sound effects from stories music linked to topic ❖ Music - Nursery rhymes ❖ Music - Loud and quiet exploration linked to story - clip clop of goats on the bridge etc ❖ DT - Sensory Cooking linked to stories, RE celebrations (Hajj) ❖ DT - Junk Modelling linked to class stories (trains, the jungle) 	<p>Understanding the World.</p> <ul style="list-style-type: none"> ❖ Exploring places and objects using their senses - including various natural objects, food items and messy sensory items ❖ Explore toys that have light, sound and movement ❖ Visiting and exploring our local community ❖ Messy Play & Sensory Exploration ❖ Computing- Cause and effect, remote control toys and iPads, colour switches in light room, sound bars and sound button recording ❖ Computing- Computational Thinking - Jigsaws, building blocks, ordering story/ rhymes, instructions, directions 	

Teacher: Chris *Sparkle Curriculum* Team: South America

Overview: Summer 25 Class: Toucans Topic: *Journeys* Team Leader: Sam



<ul style="list-style-type: none"> ❖ DT - Islamic crafts, dens, trains ❖ Art - Different colours, printing and painting with different sensory textures ❖ Art - Animal and jungle artwork ❖ Art - Painting/ collaging linked to current story i.e. Jungle themed collage, making marks with train tracks 	<ul style="list-style-type: none"> ❖ Visiting local shops to buy food ❖ Science- exploring moving in different ways using different equipment (bikes, trikes, bodyboards, egg chairs, spinning chairs etc) ❖ Science- Exploring natural objects and materials ❖ Science- Frogs and frog spawn - simple life cycle ❖ RE - Hajj - Going on a pilgrimage, Buddha ❖ History - Starting to build up daily routines, recognition of motivating toys and objects, knowledge of the classroom and important people ❖ History - Visit to the Historic Quay, Hartlepool Museum, Preston Park, Railway Museum ❖ History- Visit Preston Park Museum ❖ History- Visit train station for a train ride/ visit Railway Museum (linked to book and anniversary of Stockton & Darlington Railway) ❖ Visit places where you might see a range of transport - i.e., cars, boats, horses etc. ❖ Geography - Elwick Gill, sports fields and parks, beach, woodland - different environments for walks in the community (going on different journeys) ❖ Geography - Seasonal changes throughout the year - summer flowers, sunny weather ❖ Finding out about weather around the world and seasons ❖ Animal/ earth/ RE themed tuft tray exploration ❖ Trips - Hardwick park, Seven stories ❖ Trips - Going on a bus ride 	
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Date:	Sensory Stories:
28.4.25	Going on a Bear Hunt
5.5.25	" " (Buddha's Birthday)
12.5.25	Whales on the Bus
19.5.25	" "
HALF TERM	

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2.6.25	Billy Goats Gruff	(The Hajj)
9.6.25	" "	
16.6.25	Magic Train Ride	(Holy Island Week)
23.6.25	" "	(Islamic New Year)
30.6.25	Jasper's Jungle Journey	
7.7.25	" "	
14.7.25	END OF YEAR SUMMER ACTIVITIES	
BREAK UP FOR SUMMER HOLIDAYS!		