

SENSORY THEMED LEARNING						THERAPEUTIC/HOLISTIC ACTIVITIES
<p>SENSORY STORY</p> <p>A Train Ride Through India</p> 						<p>Movement through Music (Body Awareness) Pupils will develop their communication skills through intensive interaction. Teaching staff will perform a sequence of passive movements with each pupil through action songs. Then children will complete their own individual therapy plan, set by our school occupational therapist.</p> <p>Hand &amp; Eye Coordination &amp; 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</p>
<p>TOPIC BOOKS</p>						
 <p><u>Week 1 - 2</u> 28/04/2025 05/05/2025</p>	 <p><u>Week 3 - 4</u> 12/05/2025 19/05/2025</p>	 <p><u>Week 5 - 6</u> 02/06/2025 09/06/2025</p>	 <p><u>Week 7 - 8</u> 16/06/2025 23/06/2025</p>	 <p><u>Week 9 - 10</u> 30/06/2025 07/07/2025</p>	 <p><u>Week 11</u> 14/07/2025</p>	
<p><u>Communication and Language, Literacy and Reading</u></p> <ul style="list-style-type: none"> <li>❖ Sensory Stories - listening to stories, explore relating resources and learn corresponding Makaton signs</li> <li>❖ Develop use of our everyday vocabulary</li> <li>❖ Learn songs, nursery rhymes and action songs</li> <li>❖ PECS - Phase 1 Communication</li> <li>❖ PECS in the pool</li> <li>❖ Opportunities for PECs to be used within the wider community</li> <li>❖ Intensive Interaction</li> <li>❖ Attention Autism - developing attention and interaction skills</li> <li>❖ Matching activities</li> </ul>			<p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>❖ My day</li> <li>❖ Sensory numbers 0-5</li> <li>❖ Number hunts</li> <li>❖ Number formations - in various sensory trays/on paper</li> <li>❖ Number rhymes</li> <li>❖ Big and small</li> <li>❖ Textures</li> <li>❖ 2D shapes</li> <li>❖ Building blocks/stacking blocks</li> <li>❖ Positioning - in and on</li> <li>❖ Water/sand trays to explore filling/emptying</li> <li>❖ Sorting objects</li> </ul>			

<ul style="list-style-type: none"> <li>❖ Squiggle while you Wiggle</li> <li>❖ Love of reading books</li> <li>❖ Library visits</li> <li>❖ Recognising sounds</li> <li>❖ Group and individual sessions with our Speech and Language Therapy Assistant</li> <li>❖ MAKATON - learning new signs linking to topic and stories</li> <li>❖ Learning about journeys</li> <li>❖ Learning about different places around the world</li> </ul>	<ul style="list-style-type: none"> <li>❖ Matching games, matching colours and objects</li> <li>❖ Opportunities to show anticipation</li> </ul>	<p>endorphins and promotes relaxation, fun and enjoyment.                  Tac Pac - Sensory Communication using Touch and Music Tacpac sessions enhances 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.                  Hand &amp; Foot Massage - <a href="#">Massage</a> promotes health and well-being by reducing/reliving stress hormones, aches, pain, muscle tension. It helps the pupils to relax, improves their concentration, emotional regulation, social connection, sleep, blood circulation, skin tone, joint mobility and flexibility.</p>
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>❖ Managing feelings and behaviors</li> <li>❖ Making and developing relationships</li> <li>❖ Self-confidence &amp; awareness</li> <li>❖ Circle Time - parachute games</li> <li>❖ Class rules e.g. turn taking, sharing etc.</li> <li>❖ Promoting interaction and social skills - group activities, structured play etc.</li> <li>❖ Mental Well-Being (Explore the children's feelings)</li> <li>❖ Follow rules and routines in class to access all different resources</li> <li>❖ Tasting, touching and smelling new foods</li> <li>❖ Using cutlery</li> <li>❖ Dressing/undressing</li> <li>❖ Making decisions</li> <li>❖ To understand the words 'no' and 'wait'</li> <li>❖ Asking for 'more' or 'again'</li> <li>❖ Experiencing the local environment</li> </ul>	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>❖ Passive movements</li> <li>❖ Individual OT plans</li> <li>❖ Developing fine motor skills e.g. threading beads, using tweezers to sort small objects into jars, sprinkling sand, rice etc.</li> <li>❖ Dough disco</li> <li>❖ Hand and Eye Coordination</li> <li>❖ Mark making e.g. sand/playdough/paint bags/whiteboards/shaving foam etc.</li> <li>❖ Reaching, grasping, exploring</li> <li>❖ Develop gross motor skills e.g. using soft play, outdoor play and obstacle courses to climb and balance</li> <li>❖ Walking outside in the environment</li> <li>❖ Dressing/undressing skills e.g. buttons</li> <li>❖ Feeding myself using a knife, fork and spoon</li> <li>❖ Swimming</li> <li>❖ Rebound Therapy</li> <li>❖ Soft Play</li> <li>❖ Visiting the beach/park</li> </ul>	
<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>❖ Colour of the week</li> <li>❖ Exploration of different colours</li> <li>❖ Colour mixing</li> <li>❖ Painting/drawing/collaging linked to current story</li> <li>❖ Book themed crafts</li> </ul>	<p style="text-align: center;"><u>Understanding the World</u></p> <p><u>Computing</u></p> <ul style="list-style-type: none"> <li>❖ Computational thinking: jigsaws, building blocks, ordering story/rhymes</li> <li>❖ Explore toys that have light, sound and movement</li> <li>❖ Cause and effect, remote control toys and iPads</li> <li>❖ Making choices on IWB - nursery rhymes</li> </ul>	

<ul style="list-style-type: none"><li>❖ RE themed crafts (Hajj - Journey to Mecca finger painting pictures)</li></ul> <p><u>D.T.</u></p> <ul style="list-style-type: none"><li>❖ Sensory Cooking linked to stories, RE celebrations, holidays and termly topic of journeys - food and spices from different countries</li><li>❖ Junk Modelling linked to class stories - make a car, boat, plane, train etc.</li><li>❖ Father's Day crafts</li></ul> <p><u>Music</u></p> <ul style="list-style-type: none"><li>❖ Action songs &amp; exploring instruments</li><li>❖ Listening to a variety of environmental or sounds associated with journeys i.e. different modes of transport - linked to topic</li><li>❖ Singing nursery rhymes</li><li>❖ Exploring music from different cultures and religions</li></ul>	<p><u>Science</u></p> <ul style="list-style-type: none"><li>❖ Messy play &amp; sensory exploration</li><li>❖ Exploring different environments - linking to stories i.e. forests, rivers, mountains</li></ul> <p><u>Geography</u></p> <ul style="list-style-type: none"><li>❖ Visiting and exploring our local community</li><li>❖ Visiting local shops to buy food</li><li>❖ Visiting the local train station</li><li>❖ Exploring places and objects using their senses - including various natural objects and food items</li><li>❖ Exploration of places around the world, modes of transport etc. using themed tuft trays</li></ul> <p><u>History</u></p> <ul style="list-style-type: none"><li>❖ Building upon daily routines, knowledge of the classroom and important people</li><li>❖ Visit to the Historic Quay and Hartlepool Museum</li></ul> <p><u>R.E.</u></p> <ul style="list-style-type: none"><li>❖ Activities linked to Hajj</li></ul>	
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