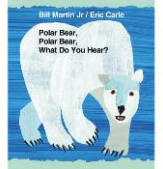


SENSORY THEMED LEARNING			THERAPEUTIC/HOLISTIC ACTIVITIES		
					
W/B 6.1.25	W/B 27.1.25	W/B 10.2.25	W/B 3.3.25	W?B 17.3.25	W/B 31.3.25
<p><i>Communication and Language, Literacy and Reading</i></p> <ul style="list-style-type: none"> ❖ Sensory Stories - listening to stories, explore relating resources 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 ❖ 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 			<p><i>Mathematics</i></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><i>Personal, Social and Emotional Development</i></p> <ul style="list-style-type: none"> ❖ Managing Feelings and Behaviors ❖ Making and Developing Relationships ❖ Self-Confidence & Awareness 			<p><i>Physical Development</i></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 		

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.
 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.
 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.
 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.
 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.

<ul style="list-style-type: none"> ❖ 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' 	<ul style="list-style-type: none"> ❖ Peg boards to practise correct holds/ pressure for writing tools ❖ 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 ❖ Ducklings swimming programme ❖ Rebound Therapy ❖ Soft play time ❖ Sensory exercise equipment e.g. peanut balls, swings, slides 	
<p style="text-align: center;"><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> ❖ Music - Action songs & exploring instruments ❖ Music - Listening to a variety of environmental or sounds associated with nature - rain sticks - music linked to topic ❖ Music - Nursery rhymes ❖ Music - Loud and quiet ❖ DT - Sensory Cooking linked to stories, RE celebrations, holidays and termly topic of extreme earth - food and fruits from different countries ❖ DT - Junk Modelling linked to class stories - make a den outside, build in the snow, make a rocket or a flag ❖ DT - Easter/ valentines cards and easter holiday crafts, Ramadan crafts ❖ Art - Different colours, ❖ Art - Painting/ drawing/ collaging linked to current story i.e. the weather, the planet or 	<p style="text-align: center;"><i>Understanding the World.</i></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 ❖ Computing- Computational Thinking - Jigsaws, building blocks, ordering story/ rhymes, footprints, instructions ❖ Visiting local shops to buy food ❖ Science - Exploring seasons and snow ❖ Science - Ice freezing and melting ❖ RE - Easter story activities ❖ RE - Activities linked to Ramadan and Eid ❖ RE - Holi ❖ History - Changes in clothing - past and modern 	

Teacher: Aimee Doughty

Sparkle Curriculum

Team: South America



Overview: Spring 24

Class: Llamas

Topic: Extreme Earth

Team Leader: Sam

<p>animals</p> <ul style="list-style-type: none">❖ Art - Book or RE themed crafts	<p>clothes</p> <ul style="list-style-type: none">❖ History - Starting to build up daily routines, knowledge of the classroom and important people❖ History - Visit to the Historic Quay, Hartlepool Museum❖ Geography - Elswick Gill, sports fields and parks, the cemetery, beach, woodland❖ Geography - Seasonal changes throughout the year - winter snow and spring flowers❖ Finding out about weather around the world and seasons❖ Animal/ earth/ RE themed tuft tray	
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