

SENSORY THEMED LEARNING Sensory Stories					THERAPEUTIC / HOLISTIC ACTIVITIES			
03.01.26	19.01.26	09.02.26	02.03.26	16.03.26				
<p><u>Communication and Language, Literacy</u></p> <ul style="list-style-type: none"> ❖ Sensory Stories - Listening to a range of stories, exploring relating multi-sensory resources and learning corresponding Makaton signs. ❖ Answering questions about a story using mainly communication in print symbols. ❖ Beginning to sequence pictures from a familiar story or song. ❖ Attention Time - Developing their attention and interaction skills. ❖ Encourage them to participate in roleplay. ❖ Developing communication skills via using body language, vocalization, intensive interaction deixis, gesture, VOCA, sign/Makaton, using objects of reference, symbols/PECS and speech. ❖ Intensive Interaction ❖ Developing and extending vocabulary ❖ Opportunities to take part in learning songs, nursery rhymes and action songs. Joining in with rhyme and rhythmic activities. ❖ Opportunities to make choices, accept and reject. ❖ Daily opportunities to share books 'Love of Reading'. ❖ Library visits for Music, Rhythm and Rhyme activities. ❖ Opportunities to initiate or reject social interactions. ❖ Opportunities to communicate more/ finished. 				<p><u>Mathematics (Cognition and Learning)</u></p> <ul style="list-style-type: none"> ❖ Opportunities to respond to a range of stimuli. ❖ Opportunities to respond differently to a range of stimuli. ❖ Opportunities to redirect attention from one person, object or activity to another. ❖ Opportunities to explore a range of different environments. ❖ Opportunities to develop understanding of the properties of objects, locations, and events. ❖ Opportunities to develop cause and effect/ contingency responding over a range of scenarios. ❖ Opportunities to show anticipation through familiar routines. ❖ Opportunities to develop increasing behavioural complexity through trial-and-error experimentation. ❖ Opportunities to develop object permanence. ❖ Opportunities to develop simple problem-solving skills. ❖ Where appropriate, opportunities to manipulate objects to i.e. fill containers, empty, stack, sort. ❖ Number Rhymes ❖ Early Number Recognition ❖ Multi-sensory number formation e.g. paint sticks, in sand, foam etc. ❖ Positioning - in, on 				<p>Movement through Music (Body Awareness) Pupils will develop their communication skills through intensive interaction, through movement to music. Teaching staff will perform a sequence of passive movements with each pupil through action songs. Children will then complete their own individual physio plan set by our school physiotherapist.</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>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 work to develop the pupils' communication and social skills as well as water confidence.</p> <p>Rebound Pupils have the therapeutic use of the trampoline to develop and promote; communication and interaction, motor skills, body awareness, perceptual, vestibular and proprioception development, balance, co-ordination, and sensory integration. Rebound reduces stress, stimulates</p>

Overview: Spring 26 Class: Topic: The Future Teacher: Jane Iley Team Leader: Sam Beacher

<ul style="list-style-type: none"> ❖ Group and individual sessions with SALTA ❖ Matching activities / jigsaw puzzles. ❖ Little Wandle Phonic Games and Rhymes Environmental sound games ❖ Mark Making Activities e.g. Squiggle While You Wiggle, Dough Disco etc. 	<ul style="list-style-type: none"> ❖ Sorting objects/ making patterns ❖ Matching/sorting game e.g. matching colours and objects etc. ❖ Numicon Boards ❖ Making sets of objects up to 5. ❖ Experiencing, exploring different colours and mixing colours. 	<p>endorphins, and promotes relaxation, fun and enjoyment.</p> <p>Health and Well Being - Positioning/Postural Care It is vital that pupils have 24-hour postural care. Pupils are positioned correctly into their specialist equipment to help protect and restore body shape and prevent further health complications. Our pupils need to be comfortable and functionally well positioned to allow for learning opportunities. Throughout the day, pupil positions and equipment are regularly changed.</p> <p>TACPAC - Sensory Communication using Touch and Music TACPAC 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, tactile experiences, and other people.</p> <p>Hand & Foot Massage/Story Massage Massage promotes health and well-being by reducing/relieving stress hormones, aches, pain, muscle tension. It helps pupils to relax, improves their concentration, emotional regulation, social connection, sleep, blood circulation, skin tone, joint mobility, and flexibility.</p>
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ❖ Developing attention during enjoyed activities / play. ❖ Play alongside others. ❖ Develop focus and attention. ❖ Self-choose or initiate activities. ❖ Trying new or novel activities. ❖ Seek soothing when upset or dysregulated. ❖ Make and maintain eye contact. ❖ Following gaze ❖ Respond to and become more familiar with a range of people. ❖ Respond to adults by changing behaviours. ❖ Develop a sense of self through mirror work. ❖ Peek-a-boo games. ❖ Development of boundaries ❖ Understand / respond to praise, and the words 'no' and 'wait'. ❖ Mental Well-Being (Exploring Feelings) ❖ Managing feelings and behaviours ❖ Following rules and routines in class to access all different resources ❖ Making and developing relationships with adults and peers. ❖ Tasting new foods / Exploring new sensory materials ❖ Using cutlery / drinks bottle ❖ Following routines ❖ Dressing / undressing where appropriate ❖ Experiencing the local environment ❖ Circle Time - Parachute games ❖ Turn taking and sharing ❖ Making decisions 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ❖ Passive Movements ❖ Individual Physio, OT Plans, Excercise Equipment e.g. peanut balls, walkers, standers etc. ❖ Specialist Equipment: standers, walkers, gaiters, foot splints etc. ❖ Sticky Kids and Tumble Tots Action Songs and Exercises ❖ Rolling / walking / taking own weight / shuffling / crawling / walking ❖ Climbing up and down furniture / steps ❖ Holding and carrying objects of different sizes. ❖ Interacting with both small- and large-scale toys and resources. ❖ Opportunities to play with resources through dropping, banging, tapping, throwing, shaking, passing from hand to hand. ❖ Opportunities to poke, prod, post and place resources. ❖ Development of hand-eye coordination ❖ Developing fine motor skills e.g. threading beads, cutting, using tweezers to sort small objects, Dough Disco ❖ Mark Making e.g. sand / playdough / paint bags / whiteboards / shaving foam etc. ❖ Handwriting Patterns, overwriting names, straight lines/curves, circles, letters, numbers etc. ❖ Exploring objects through reaching, grasping, exploring, squeezing, mouthing ❖ Eating and drinking using fingers / a spoon / bottle or a cup. ❖ Exploring of cause-and-effect toys - turning nobs and 	

Overview: Spring 26 Class: Topic: The Future Teacher: Jane Iley Team Leader: Sam Beacher

<ul style="list-style-type: none"> ❖ Toilet Training 	<ul style="list-style-type: none"> pressing buttons ❖ Opportunities to push and pull objects. ❖ Cooperating with dressing and undressing - including pushing arms/ legs into sleeves / trousers ❖ Soft Play activities ❖ Rebound therapy opportunities to strengthen limbs, improve muscle tone and to provide opportunities for relaxation ❖ Hydrotherapy to support and strengthen muscles across the whole body. ❖ Mile a day 	
<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Music:</p> <ul style="list-style-type: none"> ❖ Action songs, nursery rhymes - especially about 'The Future', 'Space' ❖ Exploring instruments ❖ Experiment with loud and quiet sounds. ❖ Listening to a variety of environmental or sounds associated colour ❖ Weekly rhyme time, nursery rhymes / library visits ❖ Weekly singing / music sessions ❖ Music TACPAC <p>Art & Design:</p> <ul style="list-style-type: none"> ❖ Sensory cookery linked to topic and stories (e.g. alien biscuits/ cake/ easter cakes/ Mother's Day chocolate, Ramadan) ❖ Exploring different recyclable materials/ making things e.g. rocket, robot with the junk modelling ❖ Spring themed crafts, Easter, Ramadan, Aliens, 	<p style="text-align: center;"><u>Understanding the World.</u></p> <ul style="list-style-type: none"> ❖ Exploring places and objects using their senses - including various natural objects, food items and messy sensory items <p>Geography:</p> <ul style="list-style-type: none"> ❖ Observing seasonal changes throughout the year e.g. spring walks to explore colours. ❖ Spring natural object exploration ❖ Can the children follow instructions to find people/ objects? <p>History:</p> <ul style="list-style-type: none"> ❖ Starting to build up daily routines, now and next boards, daily timetables ❖ Sharing of news from the weekend through home diaries. ❖ Building on knowledge of the classroom and important people ❖ Recognition of motivating objects ❖ Visiting memorials/the museum in Hartlepool - old street to new street <p>Science:</p> <ul style="list-style-type: none"> ❖ Visiting local shops to buy food items ❖ Space - looking at sensory lights and stars ❖ Inventions - looking at different inventions like hoovers, phones, microwave, washing machine, printer 	

Overview: Spring 26 Class: Topic: The Future Teacher: Jane Iley Team Leader: Sam Beacher

	<ul style="list-style-type: none"> ❖ Space - gravity - rocket launch toy and dropping and catching games ❖ Exploring springtime - seasons - flowers growing Computing: ❖ Explore a range of cause-and-effect toys, iPads and interactive whiteboard software. How do they respond to the lights, colours, sounds, movements and animations? ❖ Explore and interact with mechanical / electronic devices - i.e. buttons, cranks, switches etc. ❖ Explore game apps, Drawing apps (tatepaint) ❖ Explore musical switches in sensory room (cause and effect) ❖ Computational Thinking - Jigsaws, building blocks, rhymes, instructions RE: ❖ RE - Celebrating Easter, Ramadan, Holi ❖ Themed tuft tray exploration - space, love, spring time, aliens, robots, Holi 	
--	---	--

Date:	Sensory Stories:	
05.01.26	Ten Little Aliens	
12.01.26	" "	
19.01.26	We're off to look for Aliens & There's an Alien in your Book	
26.01.26	" "	
02.02.26	" "	
09.02.26	Happy Valentine's Day, Mouse! & Guess How Much I Love You	Valentine's day Saturday 14 th February
16.02.26	" "	Ramadan is expected to begin on the evening of Tuesday, February 17 till Wednesday March 18.
Half Term		
02.03.26	Future Astronaut	
09.03.26	" "	Holi in 2025 will be celebrated on March 14. This festival marks the arrival of spring and is celebrated with colors and joy.

Sparkle Curriculum Springwell School



Overview: Spring 26 **Class:** Topic: **The Future** **Teacher:** Jane Iley **Team Leader:** Sam Beacher

16.03.26	Hot Cross Bunny & Easter Story	
23.03.26	" "	
30.03.26	" "	
BREAK UP FOR EASTER 2026		