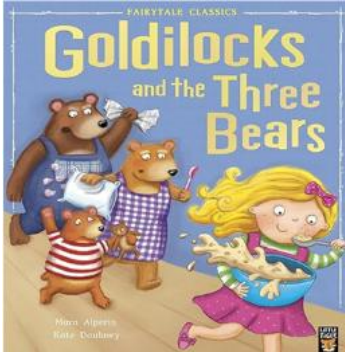
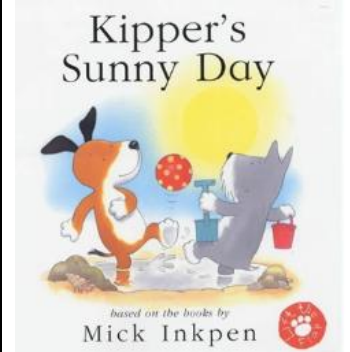
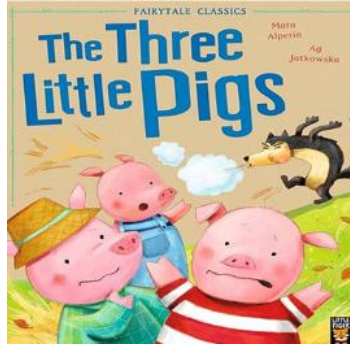
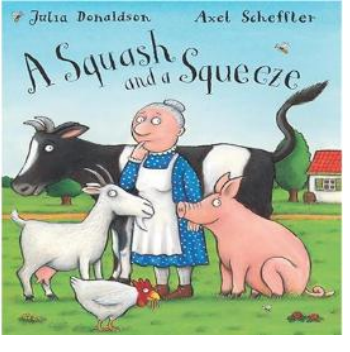


SENSORY THEMED LEARNING Home and Away				THERAPEUTIC / HOLISTIC ACTIVITIES
				<p>Sensology—Sensory Stimulation</p> <p>Sensology is an enjoyable and positive way to awaken and develop the seven sensory systems.</p> <p>Movement through Music (Body Awareness) Pupils will develop their communication skills 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 staff and 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. 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,</p>
20 th April - 8 th May	11 th May - 5 th June	8 th June - 26 th June	29 th June - 17 th July	
<p>Communication and Language</p> <p>Literacy</p> <ul style="list-style-type: none"> ❖ Sensory Stories - Interacting with stories and story resources - fully immersive experiences using all the senses ❖ Listening to a range of stories ❖ Attention time - developing attention and interaction skills. ❖ Songs, nursery rhymes and action songs ❖ Little Wandle Rhyme Time ❖ Opportunities to communicate using body language, vocalization, deixis, gesture, VOCA, sign or symbol. ❖ Opportunities to understand using objects, objects of significance and objects of reference. ❖ Opportunities to make choices, accept and reject. ❖ Opportunities to share books. ❖ Opportunities to take part in song, rhyme and rhythmic activities. ❖ Intensive interaction. ❖ Library visits - sing and sign sessions ❖ Opportunities for back and forth interactions with 		<p>Cognition and Learning</p> <p>Mathematics</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, stack, sort, 		

<ul style="list-style-type: none"> ❖ familiar adults and peers where appropriate ❖ Opportunities to initiate or reject social interactions. ❖ Opportunities to communicate more / finished. ❖ Group and individual sessions with SALTA ❖ Matching activities / jigsaw puzzles ❖ TACPAC therapeutic touch to develop communication 		<p>co-ordination, and sensory integration. Rebound reduces stress, stimulates endorphins, and promotes relaxation, fun and enjoyment.</p> <p>Health and Wellbeing - 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 through close interactions.</p> <p>Hand & Foot Massage/Story Massage Massage promotes health and well-being by reducing / relieving stress hormones, aches, pain and muscle tension. It helps pupils to relax, improves their concentration, emotional regulation, social connection, sleep, blood circulation, joint mobility, and flexibility.</p>
<p>Personal, Social and Emotional Development</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'. ❖ Continue to build relationships with adults and peers. ❖ Tasting new foods / Exploring new sensory materials ❖ Using cutlery / drinks bottle ❖ Getting used to school routines ❖ Dressing / undressing where appropriate ❖ Experiencing the local environment ❖ Parachute games ❖ Turn taking and sharing 	<p>Physical Development</p> <ul style="list-style-type: none"> ❖ Passive Movements ❖ Individual Physio and OT Plans ❖ Developing fine motor skills ❖ Specialist Equipment: standers, walkers, gaiters, foot splints etc. ❖ Opportunities to move head or body parts to prolong or cease sensory input. ❖ Rolling / walking / taking own weight / shuffling / crawling / walking ❖ Sensory exercise equipment - peanut balls, swings, slides. ❖ Climbing up and down furniture / steps (where appropriate) ❖ 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 ❖ Mark Making e.g. sand / playdough / paint bags / whiteboards / shaving foam etc. ❖ Exploring objects through reaching, grasping, exploring, squeezing, mouthing ❖ Eating and drinking using fingers / a spoon / bottle or a cup. ❖ Exploration of cause-and-effect toys - turning nobs and pressing buttons ❖ Opportunities to push and pull objects. 	

	<ul style="list-style-type: none"> ❖ Cooperating with dressing and undressing - including pushing arms/ legs into sleeves / trousers ❖ Soft Play activities (where appropriate) ❖ 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. ❖ Sports Day 	
<p style="text-align: center;">Expressive Arts and Design</p> <p>Music:</p> <ul style="list-style-type: none"> ❖ Action songs, nursery rhymes - ❖ Rhyme time nursery rhyme of the week (Little Wandle) ❖ Music from other cultures - Indian / African / Spanish etc ❖ Show attention to sounds and music by exploring a range of songs and instruments. ❖ Explore a range of environmental sounds - train whistle, aeroplane, boat horn, ❖ Exploring and moving to music and songs ❖ Weekly rhyme time / library visits ❖ Weekly singing / music sessions <p>DT:</p> <ul style="list-style-type: none"> ❖ Sensory cookery linked to key texts - foods from around the world ❖ Exploration of objects and artefacts from around the world. ❖ Exploration of objects found in the home. ❖ Exploring a range of materials and textures <p>Art:</p> <ul style="list-style-type: none"> ❖ Opportunities to paint and mark make using fingers, parts of their bodies, or simple tools. ❖ Exploring malleables - i.e. playdough and clay - make marks and twist, prod etc ❖ Bubble painting ❖ Sensory art exploration linked to summer ❖ Father's Day cards 	<p style="text-align: center;">Understanding the World</p> <p>Geography:</p> <ul style="list-style-type: none"> ❖ Visit and explore our local community - i.e. Hartlepool marina, Headland Heugh Battery Museum, Tweddle farm, local shops (i.e. Asda, Aldi), Ward Jackson Park, Seaton Carew. ❖ Messy play & sensory exploration of the world around us <p>History:</p> <ul style="list-style-type: none"> ❖ Establishing and anticipating familiar routines ❖ Sharing of news from the weekend through home diaries. ❖ Photographic review of our day ❖ Repetition of activities to develop familiarity and anticipation <p>Science:</p> <ul style="list-style-type: none"> ❖ Exploration of animals and their habitats - minibeasts ❖ Exploring water in its different states - ice / water / steam - foot spas with water of different temperatures ❖ Observing weather and seasonal changes - growing flowers, lifecycles ❖ Sensory experiments <p>Computing:</p> <ul style="list-style-type: none"> ❖ Explore toys that have light, sound and movement ❖ Cause and effect toys. ❖ Explore and interact with mechanical / electronic 	

	<p>devices - i.e. buttons, cranks, switches etc.</p> <ul style="list-style-type: none">❖ Cause and effect apps on iPads and interactive whiteboard.❖ Explore technology that might be found at home and in school.❖ Sequencing <p>RE:</p> <ul style="list-style-type: none">❖ Exploring cultures and religions from around the world❖ Visit church / mosque in local area	
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Art -

Music - when goldilocks went to the house of the bears,

iPads - number apps - Jane wants to start using them with her class