

sensory curriculum *Planning*

Year A



Year A Autumn Term 'Ourselves'

English 1 - Modern Stories

sensory curriculum

Engagement Steps 1-3

Engagement Steps 4-6

Progression Steps 1 - 3

Learning Objectives

Engagement Steps: Cognitive 1

- Demonstrates a brief interest in objects in their immediate environment when encouraged
- Reacts to objects at close range against bright colour contrasts
- Attends briefly to a change in the classroom environment when it happens within their field of vision
- Demonstrates curiosity in the outside world

Engagement Steps: Cognitive 2

- Looks at their reflection in a mirror when positioned
- Demonstrates a brief interest in a member of staff's actions when prompted
- Watches their own hands as they move
- Watches another person move through the environment
- Reaches for visually appealing objects in close range

Engagement Steps: Cognitive 3

- Demonstrates curiosity in the outside world
- Reaches for a desired object with their hands when provided with a variety of objects
- Explores objects by banging them when given appropriate items
- Demonstrates an interest in another's play and will join in
- Demonstrates interest in letters in the environment

Learning Objectives

Engagement Steps: Exploration 4

- Chooses a favourite book from a small selection
- Looks at a book and turns the pages independently
- Shares a story with a member of staff
- Looks at a book and vocalises

Engagement Steps: Exploration 5

- Listens to a story in a group for five minutes
- Chooses to listen to a story with a member of staff
- Points to pictures in a book when asked
- Joins in with repetitive refrains
- Begins to predict what might happen next in a familiar story

Engagement Steps: Exploration 6

- Joins in with familiar poems and songs
- Listens to and recalls parts of a familiar story
- Identifies the main character in a familiar story
- Begins to understand the structure of a story
- Begins to answer questions about what they have heard

Learning Objectives

Progression Steps: Reading 1

- Holds a book the correct way up and turns pages
- Uses picture clues to help retell a simple story
- Points to title and author with support
- Joins in with repetitive phrases in stories

Progression Steps: Reading 2

- Reads simple CVC words
- Begins to answer questions about what they have read
- Identifies simple features of a book (e.g. front cover, title)
- Predicts what might happen next in a story
- Uses pictures and initial sounds to decode unfamiliar words

Progression Steps: Reading 3

- Answers literal questions about a story
- Retells main events from a familiar story in sequence
- Identifies characters and settings in a story
- Begins to make simple inferences about characters' feelings
- Reads aloud simple sentences with growing fluency

Teaching activity 1: Sensory Story

Sensory Story: ['All About me' Sensory Story](#)

Amazon book link: <https://amzn.to/45ejqrw>

Use props and sound buttons to retell the story. Allow pupils adequate time to explore each sensory element in turn. Add sounds, smells and textures to add to the story experience.

Activity 2: Craft

Over this term you will use a variety of collage techniques to create faces.

[Click here for inspiration](#)

Focus on learners choosing materials or colour between two, patting down to stick and enjoying the process, over the outcome.

Activity 3: Core Work of the Week: [subscribe to programme here](#)

Focus on the "learn it" and "practise it" sections. Use the planning ideas to facilitate appropriate activities.

Activity 4: Song Choosing together: [Click here to access interactive choosing board](#)

Assessment: Use Engagement Profile to measure success 3x this half term.

Then snack, hygiene routine, sensory diet/ physio

Computer Area:

- Core Word of the Week work: [subscribe to programme here](#)

Focus on the "say it", "find it", "hear it", "watch it" "play it", "write it" sections

- Interactive Choosing songs: [Click here to access interactive choosing boards](#)

To learn about our favourites and our friends favourites can be different and tolerating that. An important part of identity.

Group Area:

- [Marvellous Me Sensory Story: https://amzn.to/4fdU55P](#)

Pupils to listen to adult read story, then explore the resources linked to the story.

- Core Word "learn it" planned tasks: [subscribe to programme here](#)

Teaching Table:

- Core Word "practise it" planned tasks: [subscribe to programme here](#)
- Explore the sensory story resources in their own way, notice if they repeat or replicate what the leading adult did when telling the story.
- Share the story in a smaller group, look at the pictures and "discuss" what you see. Can you dress up to become your own marvellous superhero?
- Complete a 'faces' craft, focus on making marks and following instructions, either verbal or visual. [Click here for inspiration](#)

+ IEP English packs

then snack and sensory circuit and free play before next lesson

Computer Area:

- Core Word of the Week work: [subscribe to programme here](#)

Focus on the "say it", "find it", "hear it", "watch it" "play it", "write it" sections

- Interactive Choosing songs: [Click here to access interactive choosing boards](#)

To learn about our favourites and our friends favourites can be different and tolerating that. An important part of identity.

Group Area:

- [Marvellous Me Sensory Story: https://amzn.to/4fdU55P](#)

Pupils to listen to adult read story, then explore the resources linked to the story.

- Core Word "learn it" planned tasks: [subscribe to programme here](#)

Teaching Table:

- Core Word "practise it" planned tasks: [subscribe to programme here](#)
- Discuss or write about a picture from the book. (Can use symbols)
- Look at the text in a smaller group or I!
- Follow visual instructions to make a 'faces' or 'superhero' craft related to the story [Click here for inspiration](#)

+ IEP English packs

Independent Workstation Tasks

then snack and sensory circuit and free play before next lesson

Year A Autumn Term 'Ourselves'

English 2 - Non-Fiction

sensory curriculum

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Awareness 1</p> <ul style="list-style-type: none"> Shows an awareness of people Shows an awareness of objects Is aware of and responds to a familiar adult Looks briefly at people or objects <p>Engagement Steps: Exploration 2</p> <ul style="list-style-type: none"> Looks at a familiar adult talking Looks at a picture in a book with interest Turns towards a familiar adult Looks at and shows interest in pictures Anticipates favourite parts of familiar stories <p>Engagement Steps: Exploration 3</p> <ul style="list-style-type: none"> Recognises pictures of familiar objects Engages with preferred books Turns pages in a book Selects a preferred book Responds consistently to a familiar adult sharing a book 	<p>Learning Objectives</p> <p>Engagement Steps: Exploration 4</p> <ul style="list-style-type: none"> Shares a book with an adult Points to pictures in a book Turns the pages of a book s Selects familiar books and brings them to an adult to share <p>Engagement Steps: Exploration 5</p> <ul style="list-style-type: none"> Shows interest in a particular book Indicates a preference for a favourite story Anticipates key events in a familiar story Responds to questions about a story Makes a comment or gives a response during shared book reading <p>Engagement Steps: Exploration 6</p> <ul style="list-style-type: none"> Follows the sequence of events in a story with support Identifies characters or events in a familiar story Joins in with repeated phrases in familiar stories Chooses a favourite book and talks about it Shows understanding of simple concepts in a story (e.g. big/small) 	<p>Learning Objectives</p> <p>Progression Steps: Reading 1</p> <ul style="list-style-type: none"> Show curiosity about a book or text Join in with familiar phrases or actions in a story Show understanding of a story by matching objects or pictures Respond to simple questions about a familiar story <p>Progression Steps: Reading 2</p> <ul style="list-style-type: none"> Match characters or events to the correct part of the story Retell a familiar story using pictures or props Show understanding of the beginning, middle and end of a story Express a preference for a particular book or story Join in with familiar phrases or refrains <p>Progression Steps: Reading 3</p> <ul style="list-style-type: none"> Answer simple questions about what they have read or heard Identify the main character in a story Sequence key events in a familiar story Predict what might happen next in a familiar story Talk about their favourite book or story and why they like it
<p>Teaching activity 1: Sensory Story</p> <p>Sensory Story: 'Growing Up' Sensory Story</p> <p>Amazon book link: https://amzn.to/45aYRw7</p> <p>Use props and sound buttons to retell the story. Allow pupils adequate time to explore each sensory element in turn. Add sounds, smells and textures to add to the story experience.</p> <p>Activity 2: Craft</p> <p>Over this term you will explore a variety of mark making tools, make choices over tools and colours to create artwork unique to you. Focus on the process, over the outcome.</p> <p>Click here for inspiration</p> <p>Activity 3: Core Word of the Week: subscribe to programme here</p> <p>Focus on the "learn it" and "practise it" sections. Use the planning ideas to facilitate appropriate activities.</p> <p>Activity 4: Song Choosing together: Click here to access interactive choosing board</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p> <p>Then snack, hygiene routine, sensory diet/ physio</p>	<p>Computer Area:</p> <ul style="list-style-type: none"> Core Word of the Week work: subscribe to programme here <p>Focus on the "say it", "find it", "hear it", "watch it" "play it", "write it" sections</p> <ul style="list-style-type: none"> "This is my face" song: https://youtu.be/8ChQVaEAKsk?si=kvpf7tGAaFdYUqBR <p>Group Area:</p> <ul style="list-style-type: none"> Sensory Story: 'All About me' Sensory Story, book link: https://amzn.to/45ejqrw or Sensory Story 'Growing Up' Sensory Story, book link: https://amzn.to/45aYRw7 <p>Pupils to listen to adult read story, then explore the resources linked to the story.</p> <p>Adults to model phrases, signs and words from the story. Use AAC core board, sounds, textures, symbols, signs, objects to reinforce context and meaning.</p> <ul style="list-style-type: none"> Core Word "learn it" planned tasks: subscribe to programme here <p>Teaching Table:</p> <ul style="list-style-type: none"> Core Word "practise it" planned tasks: subscribe to programme here Share the story in a smaller group, look at the pictures and "discuss" what you see. Explore the resources together. Complete a unique artwork, focus on making marks and making choices, either verbal or visual. Click here for inspiration <p>+ IEP English packs</p> <p>then snack and sensory circuit and free play before next lesson</p>	<p>Computer Area:</p> <ul style="list-style-type: none"> Core Word of the Week work: subscribe to programme here <p>Focus on the "say it", "find it", "hear it", "watch it" "play it", "write it" sections</p> <ul style="list-style-type: none"> "This is my face" song: https://youtu.be/8ChQVaEAKsk?si=kvpf7tGAaFdYUqBR <p>Group Area:</p> <ul style="list-style-type: none"> Sensory Story: 'All About me' Sensory Story, book link: https://amzn.to/45ejqrw or Sensory Story 'Growing Up' Sensory Story, book link: https://amzn.to/45aYRw7 <p>Pupils to listen to adult read story, then explore the resources linked to the story.</p> <p>Adults to model phrases, signs and words from the story. Use AAC core board, sounds, textures, symbols, signs, objects to reinforce context and meaning.</p> <ul style="list-style-type: none"> Core Word "learn it" planned tasks: subscribe to programme here <p>Teaching Table:</p> <ul style="list-style-type: none"> Core Word "practise it" planned tasks: subscribe to programme here Discuss or write about a picture from the book. (Can use symbols, including colourful semantics) Look at non-fiction "human body" books in a smaller group or I! Complete a unique artwork, focus on making marks and making choices, either verbal or visual. Click here for inspiration <p>+ IEP English packs</p> <p>Independent Workstation Tasks</p> <p>then snack and sensory circuit and free play before next lesson</p>

Year A Autumn Term 'Ourselves'

Maths 1 - 2D Shape

sensory curriculum

Engagement Steps 1-3	Engagement Steps 4-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Cognitive 1</p> <ul style="list-style-type: none"> Grasps objects intentionally when they have been placed in their hand Reaches for an object voluntarily with one hand Swipes at an object in their vicinity with the intention to interact with it Reacts to objects at close range against bright colour contrasts <p>Engagement Steps: Cognitive 2</p> <ul style="list-style-type: none"> Holds objects with either hand using a palmar grasp when engaging in exploration Transfers from one hand to another using a palmar grasp when engaging Explores objects on a tray in front of them Explores objects using a variety of actions when provided with a range of items Reaches for a desired object with their hands when provided with a variety <p>Engagement Steps: Cognitive 3</p> <ul style="list-style-type: none"> Puts different objects into containers when encouraged to do so by a member of staff Explores objects by dropping them when given appropriate items Explores objects by banging them when given appropriate items Picks up small objects securely with a pincer grip Puts objects through holes when playing 	<p>Learning Objectives</p> <p>Engagement Steps: Fine Motor Skills L</p> <ul style="list-style-type: none"> Turns a screw toy clockwise Turns a screw toy anticlockwise Manipulates objects to make them move in different directions Stacks cups with assistance Puts items into containers when playing <p>Engagement Steps: Cognitive 5</p> <ul style="list-style-type: none"> Assembles a four-piece puzzle Tests new/unfamiliar objects, e.g. through manipulation/squeezing Demonstrates understanding of simple concepts including "In", "On", "Under", "Big", or "Little" Sorts objects by colour when given a choice of two <p>Engagement Steps: Cognitive 6</p> <ul style="list-style-type: none"> Assembles a six-piece puzzle Turns a book around to look at pictures in different ways Picks objects off the floor to inspect them closely Gives named, familiar objects to a member of staff, e.g. coat, car, apple, book Turns the pages of a book when looking at books independently 	<p>Learning Objectives</p> <p>Progression Step: Properties of Shape 1</p> <ul style="list-style-type: none"> Sorts objects according to a stated characteristic, e.g. group all the triangles together Finds out which 3D shapes roll Finds shapes from description, e.g. with a straight edge Joins the dots to draw a square Joins the dots to draw a triangle <p>Progression Step: Properties of Shape 2</p> <ul style="list-style-type: none"> Describes handled shapes by number of sides and corners they have Finds shapes on the face of objects Sorts 3D objects, e.g. all the cylindrical containers Refers to a box-like shape using the term 'square', Refers to a round shape using the term 'circle' <p>Progression Step: Properties of Shape 3</p> <ul style="list-style-type: none"> Identifies the 2D shapes Identifies the 3D shapes Knows the number of faces in a 3D shape Sorts and compares common 2D and 3D shapes Names and describes properties of 2D and 3D shapes, including number of sides, vertices, edges and faces
<p>Activity 1 – Parachute Songs: Click here to access</p> <p>Search "Sensory Classroom Parachute Songs" to find on any streaming platform also</p> <p>Activity 2 – Sensory Tray Exploring</p> <p>Place a variety of coloured, textured items on the tray to freely explore.</p> <p>Repeat with the same items each week to see if there is consistency in preference.</p> <p>Activity 3- Choosing</p> <p>Optional song: Click here to listen or Click here to watch</p> <p>Join along with the song using your own instruments or objects to choose between</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area:</p> <p>Interactive Shape Songs: Click here to access</p> <p>Group Area:</p> <p>Facilitate one of the following activities each week:</p> <ul style="list-style-type: none"> Large floor puzzle Shape sorter Busy board with different locks etc to manipulate cups to stack and knock down building blocks to build a tower with then knock down A ball to roll and bounce <p>After every activity is complete, learners to be encouraged to help put items back in their box or container to tidy away.</p> <p>Outside:</p> <p>Roll, pass or throw a ball to one another</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Playdough Mats: Click here to access <p>+ IEP Maths packs</p> <p>Then snack and sensory circuit and free play before next lesson</p>	<p>Computer Area:</p> <p>Interactive Shape Songs: Click here to access</p> <p>Group Area:</p> <p>Shelly Shape Turn Taking Game: Click here to listen & Click here to watch</p> <p>Click here for Lyrics and instructions</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Sorting trays, sort shapes to find the same (all pyramids, all cubes) Go on a 3D shape scavenger hunt (or find 2D shapes in sensory trays) Trace 2D shapes "What am I?" game with shapes Playdough Mats: Click here to access <p>+ IEP Maths packs</p> <p>Independent Workstation Tasks</p> <p>Then snack and sensory circuit and free play before next lesson</p>

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 1 Calms after physical contact when previously in a state of distress</p> <p>Accepts their hand being guided through a range of textures</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 2 Dislikes an object consistently when involved in familiar routines</p> <p>Demonstrates a negative reaction when attention is withdrawn</p> <p>Maintains attention on certain events for five seconds when alert and ready</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 3 Expresses eagerness vocally or physically when presented with a familiar activity</p> <p>Protests through facial expression or vocalisation when a desired activity stops, or an object is removed by a member of staff</p> <p>Reaches for a desired object with their hands when provided with a variety of objects</p> <p>Participates actively in the feeding process, e.g. opens mouth in anticipation (adapt if peg fed)</p>	<p>Learning Objectives</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 4 Anticipates a routine demonstrating an expectation of familiar actions when given a visual/ auditory cue</p> <p>Anticipates outcomes with enthusiastic reactions when playing social games, e.g. peek-a-boo, pat-a-cake, etc.</p> <p>Applies a familiar action to a new cause-and-effect activity to try and make it work</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 5 Demonstrates anticipation when specific equipment is distributed</p> <p>Shows some basic awareness of cause-and-effect</p> <p>Checks to see if an object is in a container</p> <p>Engagement Steps: Cognition & Learning > Anticipation > 6 Gives a simple two-word answer when imagining 'what might happen if?'</p> <p>Relates present activities and past experiences</p> <p>Responds to an adult when offered a selection of motivating items</p>	<p>Learning Objectives</p> <p>Primary Steps: Maths > Measure > Time > PSI Communicates about something they do during the day and night</p> <p>Shows anticipation due to daily schedule, e.g. noise from dining room</p> <p>Responds appropriately to the upcoming activity, e.g. home time, music lesson, etc.</p> <p>Primary Steps: Maths > Measure > Time > PS2 Gives the day an appropriate name that may not be correct</p> <p>Talks simply about their daily routine</p> <p>Sequences three pictures of daily events</p> <p>Communicates what they saw earlier in the day</p> <p>Primary Steps: Maths > Measure > Time > PS3 Uses a range of vocabulary to describe key parts of the day, e.g. afternoon, bedtime, meal time, day</p> <p>Identifies some of the days of the week</p> <p>Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc.</p>
<p>Activity 1 – Exploration</p> <p>Curiosity Approach</p> <p>Adult to open a container with interesting items inside, children to explore if they please. Repeat.</p> <p>Activity 2 - Anticipation</p> <ul style="list-style-type: none"> Play 'ready steady go' games and watch for anticipation <p>This could be rolling a ball or car, switch toys, sound reactive toys, shaving foam splatting, knocking down a tower...etc</p> <ul style="list-style-type: none"> When the learners see items following your typical routine, look for them showing anticipation. Do you use your countdown or finished button and do the learners mood change? Do they respond to Objects of Reference or TaSSeS signs? <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area:</p> <p><u>'Rock and Tell the Time on the Clock'</u> Jack Hartman on YouTube and/or <u>Interactive number choosing board</u></p> <p>Group Area:</p> <p>Now, Next, then= two fun activities, then check schedule (show visually by drawing on a whiteboard or showing now/next board) - ideally all number based or using familiar nursery rhyme style games and resources. ie "now 5 frog jumps on the trampoline, next hook a duck"</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Number rhyme songs using objects (choose between two) Ordering numeral resources Count items of interest to them Sort and match items of interest to them <p>+ IEP Maths packs</p> <p>Then snack and sensory circuit and free play before next lesson</p>	<p>Computer Area:</p> <p><u>'Rock and Tell the Time on the Clock'</u> Jack Hartman on YouTube and/or <u>Interactive number choosing board</u></p> <p>Group Area:</p> <p>Now, Next, then = two fun activities, then check schedule (show visually by drawing on a whiteboard or showing now/next board) ie. now obstacles course outside, next puzzles.</p> <p>Consider using sensory circuits for this: click here for the visual pack</p> <p>Teaching Table:</p> <p>+ IEP Maths packs</p> <ul style="list-style-type: none"> Match digital and analog times (boardmarker on duplo bricks) Match the same number (boardmarker on duplo bricks) <u>Sort activities by day or night</u> (+core word 'when' interactive game) <u>Match number to amount of items</u> Explore a range of clocks <p>Then snack and sensory circuit and free play before next lesson</p>

Engagement Steps 1-3	Engagement Steps 4-6	Progression Steps 1 - 3
<p>Learning Objectives Engagement Steps: Attention Skills 1</p> <ul style="list-style-type: none"> • Reacts to physical contact with minor physiological changes when hands are touched lightly • Reacts to movement with minor physiological changes when objects or people move suddenly • Reacts to noise with minor physiological changes when the environmental volume changes suddenly • Reacts to textures with minor physiological changes when feeling rough or smooth surfaces • Reacts to changes in light with minor physiological changes when a light is turned on or off <p>Engagement Steps: Attention Skills 2</p> <ul style="list-style-type: none"> • Reacts consistently to stimuli when interacting with familiar activities • Demonstrates a brief interest in objects in their immediate environment when encouraged • Demonstrates a brief interest in sights in their immediate environment when encouraged • Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects • Communicates a need for comfort by crying or vocalising when in discomfort <p>Engagement Steps: Attention Skills 3</p> <ul style="list-style-type: none"> • Requests food or drink when prompted • Explores an object for three minutes when working coactively • Observes events with interest when they are the result of their own actions • Communicates preferences between familiar items when asked • Demonstrates awareness of familiar adults associated with routines 	<p>Learning Objectives Engagement Steps: Attention Skills 4</p> <ul style="list-style-type: none"> • Demonstrates understanding of familiar objects and their uses • Requests food or drink at the appropriate time of day, e.g. snack • Demonstrates anticipation when specific equipment is distributed • Uses objects associated with hygiene when prompted <p>Engagement Steps: Attention Skills 5</p> <ul style="list-style-type: none"> • Follows an instruction to participate in a hygiene routine, e.g. uses soap when shown • Communicates the similarities between a new object and a familiar one • Identifies that a new/unfamiliar object has a purpose and begins to explore this • Communicates a need to rest or lie down when tired • Requests support with a routine, e.g. asking for help with brushing teeth <p>Engagement Steps: Cognitive 6</p> <ul style="list-style-type: none"> • Identifies when they are hungry or thirsty and communicates it • Follows a simple self-care routine with minimal prompts • Uses a familiar object to complete a hygiene routine, e.g. wipes nose with tissue • Communicates a need for help when unwell or in discomfort • Matches familiar objects by function and/or property 	<p>Learning Objectives Progression Step: Science Biology: Animals Including Humans 1</p> <ul style="list-style-type: none"> • Responds to prompts to complete hygiene routines, e.g. wiping hands • Communicates needs related to hunger, thirst, or tiredness • Shows awareness of different body parts during daily routines • Follows a simple step in a hygiene routine when reminded • Explores body-related objects, e.g. toothbrush, tissue <p>Progression Step: Science Biology: Animals Including Humans 2</p> <ul style="list-style-type: none"> • Identifies key body parts associated with hygiene routines • Demonstrates understanding of why we need to eat, sleep, and stay clean • Communicates how they are feeling physically, e.g. tired, hungry, poorly • Describes some effects of being unwell • Participates in familiar routines that support staying healthy <p>Progression Step: Science Biology: Animals Including Humans 3</p> <ul style="list-style-type: none"> • Recognises signs of illness and communicates when they feel unwell • Explains how to stay clean and healthy • Follows a hygiene routine with minimal adult support • Identifies healthy habits, e.g. brushing teeth, washing hands • Demonstrates understanding of basic bodily functions, e.g. sweating, shivering
<p>Activity 1 – TACPAC or Sensory Massage Story Click here for the "Emotions" Massage Story</p> <p>Activity 2 – Exploring reflection</p> <ul style="list-style-type: none"> • Place a mirror in their vision • Mark make onto mirrors or foil • Explore reflective resources in a tuff tray (balls, mirrors, spoons, foil, etc) • Explore lights on an emergency foil blanket in a darkened room <p>Activity 3- Intensive Interaction: Access training here</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area: TACPAC or Sensory Massage Story Click here for the "Emotions" Massage Story</p> <p>Group Area: Washing station</p> <ul style="list-style-type: none"> • Hand washing tuff tray • Toy washing tuff tray • Car washing tuff tray <p>Learners to use sponges and soapy water to get clean, then towels to dry.</p> <p>Outside:</p> <p>Complete your sensory circuit activities. Learners can take part as a group or in a rotation of different activities of their choice. Click here to access ideas and visuals pack for sensory circuits</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> • Teeth brushing: Use individual brushes to practice in front of a mirror • Hair brushing: brush dolls hair and add clips and accessories • Face work printables <p>Then snack and sensory circuit and free play before next lesson</p>	<p>Computer Area: TACPAC or Sensory Massage Story Click here for the "Emotions" Massage Story</p> <p>Group Area: Washing station</p> <ul style="list-style-type: none"> • Hand washing tuff tray • Toy washing tuff tray • Car washing tuff tray <p>Learners to use sponges and soapy water to get clean, then towels to dry.</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> • Teeth brushing: Use individual brushes to practice in front of a mirror • Hair brushing: brush dolls hair and add clips and accessories • 'ourselves' work printables <p>Independent Workstation Tasks</p> <p>Then snack and sensory circuit and free play before next lesson</p>

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Cognitive 1</p> <ul style="list-style-type: none"> Moves a part of their body incidentally when encountering a sound Stills to familiar environmental sounds Demonstrates a brief interest in objects in their immediate environment when encouraged Reaches for a desired object with their hands when provided with a variety of objects Reacts excitedly to an activity when provided with familiar experiences <p>Engagement Steps: Cognitive 2</p> <ul style="list-style-type: none"> Reacts briefly to noise-making objects in their hand, e.g. shakes or looks at rattling object again for a response Reaches for visually appealing objects in close range Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person Demonstrates a positive reaction to the appearance of food Reaches for an object with one hand when objects are within grasp <p>Engagement Steps: Cognitive 3</p> <ul style="list-style-type: none"> Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines Communicates surprise if familiar object fails to complete an action Shows a heightened response to a familiar voice Vocalises when watching a member of staff interact with them Reaches for a desired object with their hands when objects are just out of reach 	<p>Learning Objectives</p> <p>Engagement Steps: Gross Motor Skills 4</p> <ul style="list-style-type: none"> Walks around an area independently when playing Walks independently Moves along paths Walks in the desired direction Uses ride-on toys <p>Engagement Steps: Gross Motor Skills 5</p> <ul style="list-style-type: none"> Communicates what they would like to eat Makes a choice based on what is offered Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture Requests to handle a new object Shares an activity with a peer on their own initiative <p>Engagement Steps: Gross Motor Skills 6</p> <ul style="list-style-type: none"> Demonstrates a willingness to explore something new outside Suggests what shape they would like to make an object, e.g. "Star biscuits" Requests information about a new activity/object/event Expresses simple opinions, e.g. too hot, or too loud, etc. Initiates a simple conversation 	<p>Learning Objectives</p> <p>Progression Step: Science Biology: Animals Including Humans 1</p> <ul style="list-style-type: none"> Responds to prompts to complete hygiene routines, e.g. wiping hands Communicates needs related to hunger, thirst, or tiredness Shows awareness of different body parts during daily routines Follows a simple step in a hygiene routine when reminded Explores body-related objects, e.g. toothbrush, tissue <p>Progression Step: Science Biology: Animals Including Humans 2</p> <ul style="list-style-type: none"> Identifies key body parts associated with hygiene routines Demonstrates understanding of why we need to eat, sleep, and stay clean Communicates how they are feeling physically, e.g. tired, hungry, poorly Describes some effects of being unwell Participates in familiar routines that support staying healthy <p>Progression Step: Science Biology: Animals Including Humans 3</p> <ul style="list-style-type: none"> Recognises signs of illness and communicates when they feel unwell Explains how to stay clean and healthy Follows a hygiene routine with minimal adult support Identifies healthy habits, e.g. brushing teeth, washing hands Demonstrates understanding of basic bodily functions, e.g. sweating, shivering
<p>Activity 1 – TACPAC or Sensory Massage Story Click here for the "Senses" Massage Story</p> <p>Activity 2 – Exploring texture</p> <ul style="list-style-type: none"> Learners to explore a range of textures in a rotation. Supporting adults to name the texture before offering it and during exploration. Allow adequate processing time with each resource. <p>Activity 2 – Exploring movement</p> <ul style="list-style-type: none"> Use the Sherbourne movement cards to offer movement through connection for your learners. Click here to access the visuals. Follow their physio plans and targets <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area: TACPAC or Sensory Massage Story Click here for the "Senses" Massage Story</p> <p>Outside:</p> <p>Complete your sensory circuit activities. Learners can take part as a group or in a rotation of different activities of their choice. Click here to access ideas and visuals pack for sensory circuits</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Create a collaborate class texture collage, in a half term project. Use a variety of textures, tools and materials to add more to your collage each week. <p>Supporting adults to name the texture and use and model descriptive language when working together, as well as more practical requests for tools and equipment.</p> <p>Then snack and sensory circuit and free play before next lesson</p>	<p>Computer Area: TACPAC or Sensory Massage Story Click here for the "Senses" Massage Story</p> <p>Outside:</p> <p>Complete your sensory circuit activities. Learners can take part as a group or in a rotation of different activities of their choice. Click here to access ideas and visuals pack for sensory circuits</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Create a collaborate class texture collage, in a half term project. Use a variety of textures, tools and materials to add more to your collage each week. <p>Supporting adults to name the texture and use and model descriptive language when working together, as well as more practical requests for tools and equipment.</p> <p>Independent Workstation Tasks</p> <p>Then snack and sensory circuit and free play before next lesson</p>

Year A Autumn Term 'Ourselves'

Humanities- History- My Family

sensory curriculum

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Social and Emotional Development 1</p> <ul style="list-style-type: none"> Looks towards people when they move into their field of vision Accepts adult interactions within their personal space Reacts to close contact from a familiar adult. Responds to a familiar adult's voice Accepts being handled by familiar people <p>Engagement Steps: Social and Emotional Development 2</p> <ul style="list-style-type: none"> Shows an awareness of a familiar person entering the room Smiles or vocalises when they hear a familiar voice Accepts close interaction with a familiar person Responds to the presence of a familiar adult. Shows a change in behaviour when near a familiar adult <p>Engagement Steps Social and Emotional Development 3</p> <ul style="list-style-type: none"> Responds positively to a familiar person Shows a preference for a familiar adult over others Looks towards a familiar person's face when interacting Smiles at a familiar person during shared activity Reaches out to interact with a familiar adult 	<p>Learning Objectives</p> <p>Engagement Steps: Social and Emotional Development 4</p> <ul style="list-style-type: none"> Greets familiar people with a gesture, sound or word Shows excitement when a familiar person enters the room Responds to their own name being called Responds to photos of familiar people Seeks out familiar people when feeling unsure or upset <p>Engagement Steps: Social and Emotional Development 5</p> <ul style="list-style-type: none"> Communicates about familiar people using symbols, signs or words Identifies people who are important to them Responds appropriately when asked about familiar people Chooses a familiar person in a photograph when asked Communicates who they like to spend time with <p>Engagement Steps: Social and Emotional Development 6</p> <ul style="list-style-type: none"> Talks about members of their family or household Shares who they live with or who helps look after them Responds to questions about familiar people Names people who are special to them Chooses photos of themselves or their family members 	<p>Learning Objectives</p> <p>Progression Steps: Understanding the World – Past and Present 1</p> <ul style="list-style-type: none"> Describes themselves in simple terms, e.g. hair colour or what they are wearing Recognises themselves in a photograph or mirror Identifies a familiar person in a picture Can point to people in their family when named Shows awareness of who they spend time with <p>Progression Steps: Understanding the World – Past and Present 2</p> <ul style="list-style-type: none"> Can identify similarities and differences between themselves and others Talks about family or personal events in the past Knows some things that happened to them in the past Demonstrates an understanding of time related vocabulary, e.g. before, after Comments on past experiences with adult support <p>Progression Steps: Understanding the World – Past and Present 3</p> <ul style="list-style-type: none"> Talks about old and new using artefacts or photos Knows how they have changed since they were born Can recount episodes from stories about the past Understands changes in living memory Talks about their family and can compare then and now
<p>Activity 1 – RISE Therapy (more info on this coming soon)</p> <p>Prepare interesting and engaging selection of items to place in the tuff tray (one type per week.) The adults are to model exploring the items to encourage the children to become inquisitive and explore too. Ideas for items include: container with dyed rice inside, pouch with a bunch of keys inside, UV neon resources, Gellibaff or Ooblek, cooked spaghetti, toy cars or vehicles, items hidden in soil, feathers...etc</p> <p>Activity 2 – Intensive Interaction time</p> <p>Click here to access training</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area:</p> <p>The People in my family song: Click here to access video</p> <p>Outside: Intensive Interaction time</p> <p>Click here to access training</p> <p>Group Area:</p> <p>Find class photos from inside the tuff tray of dry ingredients (eg. sand)</p> <p>Name each person as you pull them out. Can the learners find and give it to the right person?</p> <p>Teaching Table:</p> <p>Look at their individual "my family" photos sent from home.</p> <p>Adults to photocopy the images and support the learner to put together their own special "my family" book.</p>	<p>Computer Area:</p> <p>The People in my family song: Click here to access video</p> <p>Group Area:</p> <ul style="list-style-type: none"> Find class photos from inside the tuff tray of dry ingredients (eg. sand) <p>Name each person as you pull them out. Can the learners find and give it to the right person?</p> <p>Teaching Table:</p> <ul style="list-style-type: none"> Look at their individual "my family" photos sent from home. Adults to photocopy the images and support the learner to put together their own special "my family" book. Discuss who each person is and learn about family members. <p>Independent Workstation Tasks</p> <p>Then snack and sensory circuit and free play before next lesson</p>

Year A Autumn Term 'Ourselves'

Food Technology - Taste and Texture

sensory curriculum

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Sensory 1</p> <ul style="list-style-type: none"> • Holds objects with a variety of textures • Reacts when their hands are touched with different textures • Grasp a variety of textures • Reacts to rough texture tactile stimulus • Explores small objects with their senses when they are placed in front of them <p>Engagement Steps: Sensory 2</p> <ul style="list-style-type: none"> • Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so • Touches a variety of textures with any part of the skin without demonstrating defensive behaviour • Reacts excitedly to texture, showing signs when offered a variety of tactile experiences • Explores their own limbs for two minutes • Tracks moving object/light down then up <p>Engagement Steps: Sensory 3</p> <ul style="list-style-type: none"> • Touches a range of textures without protest when provided with different objects • Handles rough/soft objects with interest when provided with a variety of textures • Feels the texture of surfaces • Crumples paper • Communicates about textures 	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 4</p> <ul style="list-style-type: none"> • Explores the smell of a new object • Identifies some familiar environmental sounds when listening to recordings • Demonstrates enjoyment in relation to the sounds of words • Describes music they have heard in simple terms, e.g. fast, loud, happy, etc. • Interacts with water, e.g. playing with pouring into different containers <p>Engagement Steps: Sensory 5</p> <ul style="list-style-type: none"> • Listens to and engages with a range of music • Communicates about the textures of the food they are eating • Searches for a sound source that has ceased • Demonstrates fondness for soft textures • Plays 'statues', stopping as the music stops <p>Engagement Steps: Sensory 6</p> <ul style="list-style-type: none"> • Communicates about the textures of the food they are eating • Demonstrates enjoyment in relation to the sounds of words • Handles animals gently • Feels and simply describes the substance they have mixed • Plays with sand 	<p>Learning Objectives</p> <p>Progression Steps: Technical Proficiency 1</p> <ul style="list-style-type: none"> • Uses a range of materials creatively to design and make products • Demonstrates more control when making different types of marks with a range of media • Develops a wide range of design techniques in using colour, pattern, texture, line, shape, form and space • Identifies what is happening in a picture • Names materials and methods used in their artwork <p>Progression Steps: Producing, Exploring & Recording 2</p> <ul style="list-style-type: none"> • Explores a range of simple art and design techniques, recording their findings • Uses lines and marks to recreate simple objects they see • Designs and makes 3D forms, considering the assembly/function/decoration • Mixes and uses primary and secondary colours using black, white and other hues • Identifies the focal point of a piece of art. <p>Progression Steps: Technical Proficiency 3</p> <ul style="list-style-type: none"> • Uses information from their sketchpads and scrapbooks to aid decisions/plan artwork • Uses a range of media with control, showing attention to guidance given • Shows an awareness of form and shape by attempting to recreate images in 3D form • Describes the design and style of art, objects or buildings with historical and cultural influences in simple terms • Evaluates the composition of a picture, image or sculpture
<p>Activity 1 – Exploring Texture</p> <p>Learners to explore a range of textures in a rotation. Supporting adults to name the texture before offering it and during exploration. Allow adequate processing time with each resource.</p> <p>Activity 2 – food song choosing</p> <p>Use objects of reference/ visual/ sound button to support learners to choose which song to sing. Click here to access interactive food song choosing board</p> <p>Activity 3- Make a snack (process not outcome)</p> <p>Adults to support the learners to make a snack.</p> <p>Choose one of the following to make each week: Click here for inspiration</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area:</p> <p>Food songs: Click here to access interactive food song choosing board</p> <p>Group Area:</p> <p>Learners to explore a range of textures in a rotation. Supporting adults to name the texture before offering it and during exploration. Allow adequate processing time with each resource.</p> <p>Teaching Table:</p> <p>Watch the adult model, then attempt to create your own snack. Choose one of the following to make each week: Click here for inspiration</p> <p>Focus on exploring new smells, tastes and textures without the pressure to eat anything or have it look a certain way.</p>	<p>Computer Area:</p> <p>Food songs: Click here to access interactive food song choosing board</p> <p>Group Area:</p> <p>Learners to explore a range of textures in a rotation. Supporting adults to name the texture before offering it and during exploration. Allow adequate processing time with each resource.</p> <p>Teaching Table:</p> <p>Watch the adult model, then attempt to create your own snack. Choose one of the following to make each week: Click here for inspiration</p> <p>Focus on exploring new smells, tastes and textures without the pressure to eat anything or have it look a certain way.</p> <p>Independent Workstations</p>

Year A Autumn Term 'Ourselves'

PSHE- What makes me unique?

sensory curriculum

Engagement Steps 1-3	Engagement Steps 3-6	Primary Steps 1 - 3
<p>Learning Objectives</p> <p>Engagement Steps: Regulation 1</p> <ul style="list-style-type: none"> • Reacts to different stimuli • Demonstrates preferences for some stimuli over others • Responds to familiar people • Accepts social interaction initiated by an adult • Vocalises to communicate a need, e.g. discomfort <p>Engagement Steps: Regulation 2</p> <ul style="list-style-type: none"> • Demonstrates preferences for specific items • Responds differently to different people • Responds to praise from a familiar adult • Reacts to a familiar adult's change in facial expression • Reacts with pleasure or displeasure to tactile experiences <p>Engagement Steps Regulation 3</p> <ul style="list-style-type: none"> • Demonstrates choices when presented with two familiar items • Begins to explore a variety of items in different ways • Responds differently to familiar people and peers • Demonstrates simple preferences consistently • Seeks comfort from familiar adults when distressed 	<p>Learning Objectives</p> <p>Engagement Steps: Regulation 4</p> <ul style="list-style-type: none"> • Communicates a preference for a person or object • Responds positively to praise • Demonstrates awareness of themselves in photos or mirrors • Chooses favourite activities when offered options • Demonstrates awareness of being part of a group <p>Engagement Steps: Regulation 5</p> <ul style="list-style-type: none"> • Chooses activities or items that reflect personal interest • Demonstrates awareness of personal belongings • Talks about people who are important to them • Responds to being praised or encouraged • Expresses enjoyment when engaging in favourite tasks <p>Engagement Steps Regulation 6</p> <ul style="list-style-type: none"> • Identifies their likes and dislikes with support • Makes personal choices during familiar routines • Begins to express how they are the same or different from others • Identifies familiar people in photos • Uses their name to refer to themselves 	<p>Learning Objectives</p> <p>Progression Steps: Mental Health & Emotional Wellbeing 1</p> <ul style="list-style-type: none"> • Identifies things they like and dislike • Describes their own appearance in simple terms • Talks about their own interests and preferences • Begins to talk about what they are good at • Begins to recognise that everyone is different <p>Progression Steps: Mental Health & Emotional Wellbeing 2</p> <ul style="list-style-type: none"> • Describes what makes them special • Identifies their own strengths and achievements • Talks about their own feelings, likes, and dislikes • Recognises similarities and differences between themselves and others • Begins to recognise that their actions affect others <p>Progression Steps: Mental Health & Emotional Wellbeing 3</p> <ul style="list-style-type: none"> • Describes what makes them unique and special • Identifies positive things about themselves and others • Talks about how they feel in different situations • Explains what they are good at and what they find difficult • Recognises the impact of their behaviour on others
<p>Activity 1 – Choosing Instruments</p> <p>Listen to the "Making Choices" song: Click here to access</p> <p>Learners to take their time in choosing between two instruments to play along with the song. If needed, play the song on repeat to allow all learners to choose and play.</p> <p>Activity 2 – Choosing Toys</p> <p>In the same way as above hold up two toys, (or two photos or symbols of toys) and allow the learner to choose through eye movement, reach, gesture...etc</p> <p>All learners to then explore the toy freely before counting down and choosing again. Look to see if they have a favourite and are choosing consistently.</p> <p>Assessment: Use Engagement Profile to measure success 3x this half term.</p>	<p>Computer Area:</p> <p>What makes me Special song: Click here to watch</p> <p>What I am song: Click here to watch</p> <p>What makes us special show: Click here to watch</p> <p>Group Area:</p> <p>Listen to the "Making Choices" song: Click here to access</p> <p>Learners to take their time in choosing between two instruments to play along with the song. If needed, play the song on repeat to allow all learners to choose and play. Then explore their choice of instrument freely for a few more songs before finishing.</p> <p>Teaching Table:</p> <p>Create a "What makes me unique" special box for all of their favourite "home" items that they bring in and need to keep safe.</p> <p>Over this term decorate it with their favourite colours, textures, photos from magazines etc. Use this box throughout the week if they need somewhere to put their special things in the day.</p>	<p>Computer Area:</p> <p>What makes me Special song: Click here to watch</p> <p>What I am song: Click here to watch</p> <p>What makes us special show: Click here to watch</p> <p>Group Area: Like or don't like?</p> <p>As a small group sort given items into like or don't like. Notice how they navigate disagreements. Support learners to understand that there is no right or wrong, we are all unique.</p> <p>Teaching Table:</p> <p>Create a "What makes me unique" special box for all of their favourite "home" items that they bring in and need to keep safe.</p> <p>Over this term decorate it with their favourite colours, textures, photos from magazines etc. Use this box throughout the week if they need somewhere to put their special things in the day.</p>

Year A Autumn Term 'Ourselves'

PE - Ball Skills

sensory curriculum

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <p><u>Engagement Steps: Gross Motor Skills 1</u></p> <ul style="list-style-type: none"> • Accepts their legs being moved, e.g. in a circular motion • Accepts being lifted up and down • Closes their hand when it comes into contact with an object • Turns their head or eyes to focus on an object <p><u>Engagement Steps: Gross Motor Skills 2</u></p> <ul style="list-style-type: none"> • Reaches towards an object with either hand • Holds an object briefly • Pushes an object • Drops an object and watches it fall <p><u>Engagement Steps: Gross Motor Skills 3</u></p> <ul style="list-style-type: none"> • Moves a ball with their arm when it is given to them • Moves a ball with their foot when it is placed in front of them • Drops an object with intent • Picks up a ball in order to throw or move it • Hands an object to a familiar adult 	<p>Learning Objectives</p> <p><u>Engagement Steps: Gross Motor Skills 4</u></p> <ul style="list-style-type: none"> • Rolls a ball in general direction of an object or person • Kicks a ball to make it move • Chases a ball • Throws objects haphazardly • Pushes a large ball towards an adult <p><u>Engagement Steps: Gross Motor Skills 5</u></p> <ul style="list-style-type: none"> • Kicks a ball without loss of balance • Throws a large ball underarm • Attempts to catch a large ball with two hands • Hits a large ball with a bat or hand • Chooses between two different sized balls <p><u>Engagement Steps: Gross Motor Skills 6</u></p> <ul style="list-style-type: none"> • Catches a large ball using two hands when it is thrown directly to them • Rolls a ball with increasing accuracy towards a target • Throws an object, e.g. ball/bean bag without direction • Hits a large ball with a bat or hand in a chosen direction 	<p>Learning Objectives</p> <p><u>Progression Steps: Physical Education 1</u></p> <ul style="list-style-type: none"> • Begins to develop simple ball skills, e.g. rolling and throwing • Copies and explores a variety of movements, e.g. running, jumping • Responds to the use of simple movement-based language, e.g. run, stop • Joins in with simple ring games or action songs • Explores stopping and starting in movement games <p><u>Progression Steps: Physical Education 2</u></p> <ul style="list-style-type: none"> • Participates in activities that develop throwing, catching, running and jumping • Performs basic skills using equipment • Travels in different ways, changing direction and speed • Moves confidently and safely in their own and general space • Copies and explores basic movements, actions and skills and remembers simple sequences <p><u>Progression Steps: Physical Education 3</u></p> <ul style="list-style-type: none"> • Participates in simple games involving running, throwing and jumping • Demonstrates developing control and co-ordination when travelling and balancing • Shows awareness of others when playing and moving • Travels with confidence and imagination in different ways • Begins to evaluate their own and others' performance
<p>Main Activity 1-</p> <p>Put the same music on each week to indicate physio time.</p> <p>Follow physio plan.</p> <p>Main Activity 2 – Parachute Songs: Click here to access</p> <p>Search "Sensory Classroom Parachute Songs" to find on any streaming platform also</p> <p>Cool down activity to relaxation music under parachute with sensory room lights down low – massage pupils legs and arms</p>	<p>Introduction</p> <p>In class: focus on pupils undressing/dressing for PE</p> <p>In hall:</p> <p>Rotation of ball skills, Learners to rotate around each station:</p> <ul style="list-style-type: none"> • Beanbag throw into the hoop • Roll ball to knock over cones • Ball passing to a friend or adult (rolling or throwing) • Ball catching practice • Ball into the net aim practise <p>whole group Circuit of activities focusing on football related skills</p> <ul style="list-style-type: none"> • Practice throwing coloured beanbags into the correct colour hoop <p>Conclusion</p> <p>Back in whole group – parachute game – reflect upon pupil progress and celebrate achievement</p>	<p>Introduction</p> <p>In class: focus on pupils undressing/dressing for PE</p> <p>In hall:</p> <p>Rotation of ball skills, Learners to rotate around each station:</p> <ul style="list-style-type: none"> • Beanbag throw into the hoop • Roll ball to knock over cones • Ball passing to a friend or adult (rolling or throwing) • Ball catching practice • Ball into the net aim practise <p>whole group Circuit of activities focusing on football related skills</p> <ul style="list-style-type: none"> • Practice throwing coloured beanbags into the correct colour hoop <p>Conclusion</p> <p>Back in whole group – parachute game – reflect upon pupil progress and celebrate achievement</p>

Engagement Steps 1-3	Engagement Steps 3-6	Progression Steps 1 - 3
<p>Learning Objectives</p> <ul style="list-style-type: none"> • Blow bubbles in water • Follows simple instruction with some support whilst in the pool • Holds the side of the pool and bobs up and down, getting their face wet • Jumps up and down in the water with support • Kicks legs on front or back in the pool with encouragement • Kicks their legs or splashes in a pool for pleasure • Moves across the pool with support from a member of staff • Puts face in water briefly • Shows some awareness of others when stationary in the pool • Splashes water using different parts of the body • Uses their arms to pull and push water • Uses their body parts to splash water 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Describes a simple sequence of movements or actions in the pool • Floats on their back in water using a swimming aid • Follows simple instructions when in the pool • Kicks their legs on their front or back in the pool • Moves towards an object independently in the water • Propels themselves across the width of the pool with their legs and a swimming aid • Puts their face in the water for five seconds • Removes feet from the bottom of the pool with help of a float • Shows awareness of others in the pool • Uses both arms to pull or push water (whilst body is held) • Works with a partner, jumping in the water together 	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Accepts support to push and glide on front with one float • Accepts support to push and glide on back with one float • Allows water to splash over their face and head • Holds a float position with support • Blows bubbles with mouth submerged • Enters the water safely from the side of the pool • Propels themselves through the water using one arm and legs whilst holding a swimming aid • Understands the need to be careful around the pool • Suggests simple ways they can be safe in water
<ul style="list-style-type: none"> • Get changed into swimming clothing (5 minutes) • Wait for your adult • Walk to and get into the pool safely • Follow adult instruction in the pool (20 minutes) • Free time reward (jumping, splashing etc) 5 minutes • Get out of the pool and walk to changing room safely • Get dry and changed, wait for adult • Walk back to school <p>Adults to focus on confidence and building trust, and having fun as well as meeting sensory needs > actual swimming teaching</p>	<ol style="list-style-type: none"> 1. Get changed into swimming clothing (5 minutes) 2. Wait for your adult 3. Walk to and get into the pool safely 4. Follow adult instruction in the pool (20 minutes) 5. Free time reward (jumping, splashing etc) 5 minutes 6. Get out of the pool and walk to changing room safely 7. Get dry and changed, wait for adult 8. Walk back to school <p>Adults to focus on confidence and building trust, and having fun as well as meeting sensory needs > actual swimming teaching</p>	<ol style="list-style-type: none"> 1. Get changed into swimming clothing (5 minutes) 2. Wait for your adult 3. Walk to and get into the pool safely 4. Follow adult instruction in the pool (20 minutes) 5. Free time reward (jumping, splashing etc) 5 minutes 6. Get out of the pool and walk to changing room safely 7. Get dry and changed, wait for adult 8. Walk back to school <p>Adults to focus on confidence and building trust, and having fun as well as meeting sensory needs > actual swimming teaching</p>