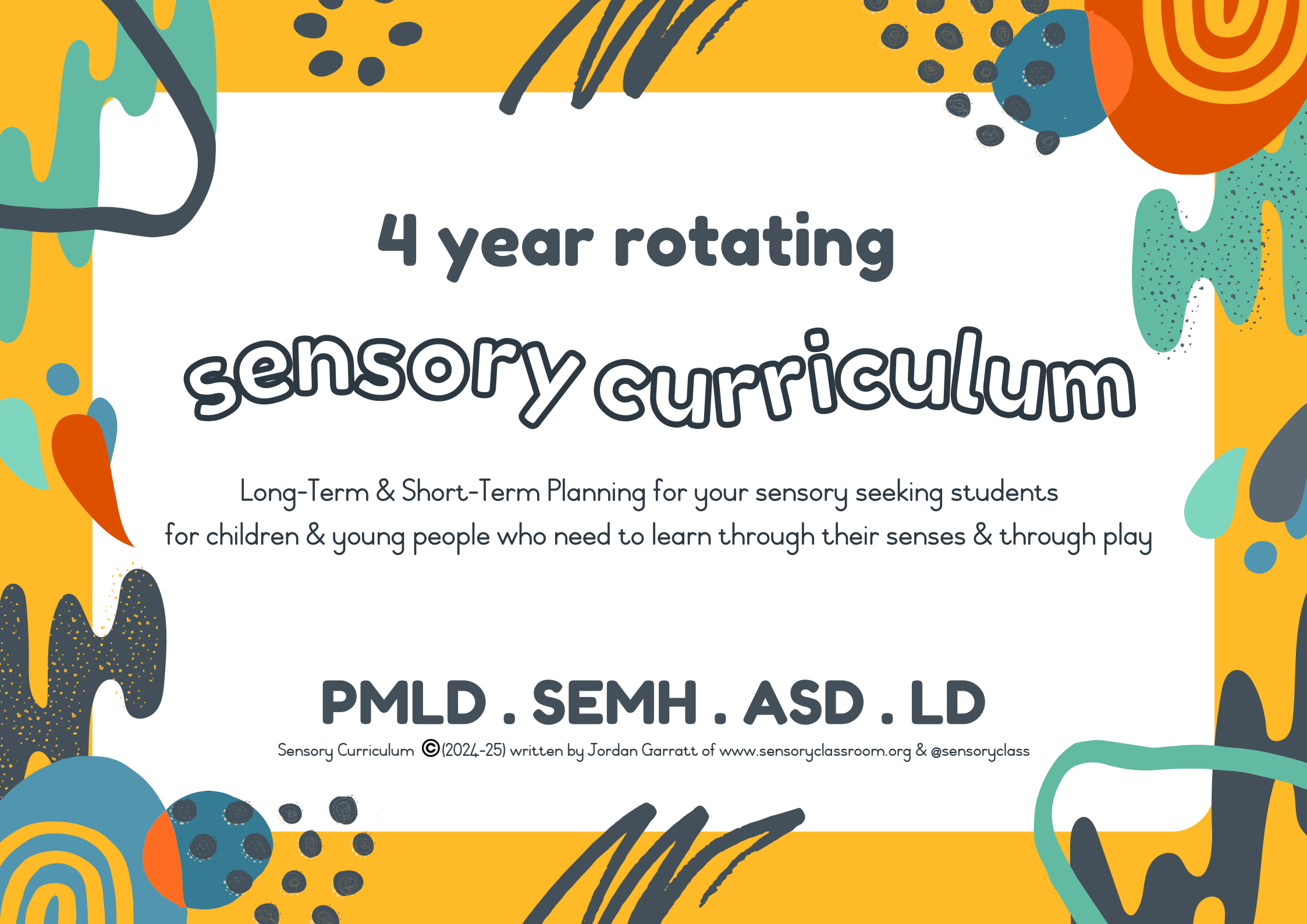




4 year rotating sensory curriculum

Long-Term & Short-Term Planning for your sensory seeking students
for children & young people who need to learn through their senses & through play

PMLD . SEMH . ASD . LD

Sensory Curriculum ©(2024-25) written by Jordan Garratt of www.sensoryclassroom.org & [@sensoryclass](https://twitter.com/sensoryclass)

sensory curriculum[©]

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What would you like to view?

**User
manual**

**Access
planning**

**Learning
pathway
overview**

Timetable, Short Term Planning & Assessment

Introduction to sensory curriculum[©]

I have compiled this four year rotating programme for Primary Specialist Provision & Mainstream Schools to work from to better meet the needs of your SEND learners working at 0 months - 5 years.

The Learning Objectives come from both Engagement Steps 1-6 & Progression Steps 1-3 descriptors
We use Connecting Steps Assessment Tool to assess student progress against these outcomes.

[Click here to book a FREE consultation with BSquared to get set up with their assessment tool](#)

This document focuses on including the four areas of SEND needs in all subjects across the curriculum;

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

This document is informed by government legislation including;

The National Curriculum

Special Needs Code of Practice

Cornwall RE Syllabus*

*Check your Local Authority Guidance on SEND and subject specific outlines

Suitability for sensory curriculum[©]

The Learning Objectives come from both Engagement Steps 1-6 & Primary Steps 1-3 descriptors

Engagement Step 1 is equivalent to P1(i) or 0-3 months old

Engagement Step 2 is equivalent to P1 (ii) or 0-3 months old

Engagement Step 3 is equivalent to P2(i) or 3-6 months old

Engagement Step 4 is equivalent to P2 (ii) & P3 (i) or 6-12 months old

Engagement Step 5 is equivalent to P3 (ii) & P4 or 12-20 months old

Engagement Step 6 is equivalent to P5 & P6 or 20 months - 3 years old

Primary Step 1 is equivalent to P4-P5.5 or 14 months - 2.5 years old

Primary Step 2 is equivalent to P5.5-P7 or 2.5 - 4 years old

Primary Step 3 is equivalent to P8 or Reception Age

This is where our Learning Objectives currently stop, but you can add any of your own relevant LOs and attach them to our over arching topics up to Year 6 level.

[click here to see a full breakdown comparison chart](#)

Timetable Example

sensory curriculum[©]

	8:45- 9:30	9:30- 9:45	9:45- 10:30	10:30- 11:00	11:00- 12:00	12:00- 13:30	13:30 -13:45	13:45 - 14:15	14:15- 14:45	14:45- 3:15
Monday	Connect Time Sensory Circuit	Register Schedule Exercise	English	snack and play Personal care	Maths	Lunch play personal care Sensory circuits at 13:00	Register exercise	Speech Therapy Session	Horse Riding	prep for home time Late group: 2.45 - 3.15 Play & sensory diet
Tuesday			PE		Drama				IEP Time	
Wednesday			Humanit is		Maths				Technol ogy	
Thursday			Maths		Science				PSHE	
Friday			English		Swimmin g				IEP Time	

Also included would ideally be activities such as forest school, art, music and life skills.
Currently, we include these within other areas

Purchase circuit pack and visuals here

sensory curriculum[©]

Sensory Breaks

1 alerting

- Crunchy Snacks
- Exercise Ball Bounces
- Jumping
- Running Circuit
- Climbing
- Energetic Obstacle Course
- Tickles
- Swing / Seesaw / roundabout
- Upside Down Play
- Chasing Game
- Rolling Down a hill
- Skipping
- Dancing
- Shoulder Shrugs

2 organising

- Balance Circuit
- Lining Up Objects
- Climbing Stairs (Walk)
- Posting Objects
- Ordering & Sorting Task
- Complete a Puzzle
- Tracing/ Threading
- Yoga
- Dough Disco
- Exercise ball rolling
- Ball or Toy Car pushing
- Bike/ Trike/ Scooter
- Simon Says

3 grounding

- Carry or lift heavy objects
- Weighted Blanket
- Deep Pressure Squeezes
- Massage Limbs & Head
- Dark den / UV light
- Swaddled in blanket
- Lycra body sock
- Massage brushes
- Large Bean Bag laying
- TACPAC or equivalent
- Wall pushes or press ups
- Humming
- Finger Breathing
- Stretch/ Sway

These are given regularly after every lesson at a minimum- or as often & when needed

Year A Autumn Term 'Ourselves'

English 1 - Modern Stories

PLANNING EXAMPLE

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/4Sejqrw 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 Word 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 1:1 • 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

Long Term Planning

Select which topic or year to view

	Year A	Year B	Year C	Year D
Autumn	Ourselves	Toys	Colour & Light	Journeys
Spring	Our School	Spring & Growth	Communities & Culture	Houses & Homes
Summer	Weather & Seasons	Creatures Great & Small	On the Move	Out & About

sensory curriculum

Year A



Year A

sensory curriculum

Topic	Autumn- Ourselves		Spring- Our School		Summer- Weather & Seasons	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Modern Stories	Non Fiction	Modern Rhymes & Poems	Stories from other countries	Trad. Stories & Rhymes	Non Fiction
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Measures- Time	Geometry- 2D shapes	Fractions	Geometry- Exploration	Measures- Capacity	Geometry- 3D shapes
Science	Ourselves Humans	Me & My Interactions Teeth & Eating	Sorting & Using Materials	Local Environment	Living Things Plants	Floating & Sinking
ICT	Information about me Information in the class & school		Introduction to ICT Let me have a go!		Handling Pictures & Sounds What's Happening?	
Art	Tactile exploration & textures		Using Paper		Collage / Strokes	
DT/ Food Tech	FT: Taste & Texture DT: Photo Frames		DT: Sensory Properties of Wrappers School Playground & Parks		FT: Sweet & Savoury	
Humanities	Geography: People around the world Me & My Routines- People & Families		Geography: Positions & Locations School Environment		Geography: Weather Conditions Weather	
PSHE	All about me		My School & Me Group Work		Choices	
RE	Myself- Who am I? Why am I Unique? Christian Way of Life		Special People & Places People who work in places of worship		What does it mean to belong?	
Music	Sounds Interesting- exploring sounds Instruments- Beat & Tempo		Sounds & Skills all around us		Showing Enjoyment	
Drama	Exploring Space & Movement Our Bodies		Relationships		Sensory Seasons Woodland Soundscape	
PE	Games		Dance / Gymnastics		Athletics / Ball Skills	

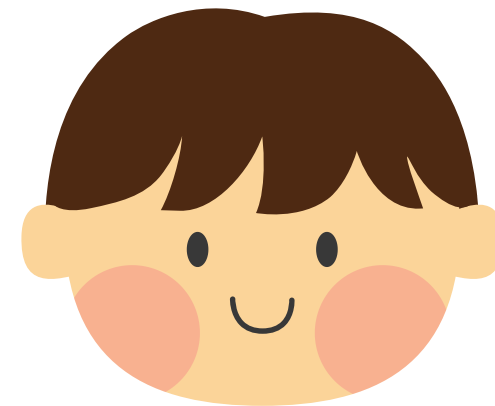
Year A

sensory curriculum

Autumn- Ourselves

Science: Animals Including Humans, Evolution & Inheritance

Key Enquiry Question: What makes me unique?



During the Autumn Term A, for a duration of approximately 12 weeks, pupils will be learning within the topic of Science: Animals Including Humans, our bodies, me and my family, information about me, exercise and hygiene. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Animals
Senses
Body parts
Family
Help / Hurt / Medicine
Bigger / Smaller
Hygiene
Good/ Bad / Nice / Nasty
Seasons / Time of Day
Weather

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Biology — Ourselves I.2b, Humans S2e, Me & My Interactions Pl a, Teeth & Eating 2.2e

ICT- Information about me Sl a, Information in the class & the school I.1a

Art- Tactile exploration & Textures P3b, Sl a,c & 2b

DT: Photo Frames 2.3.4 Food Tech: Taste & Texture Sl b

Humanities: History- Me & My Family Sl&L, Me & My Routines- People & Families P4

PSHE & Citizenship: All about me Pl a&b, Sl a, S2b, I.1a

RE: Myself Who am I? Why am I Unique? I.1.I Christian Way of Life

Music: Special People- Beat & Tempo ME8-I9

Drama: Our Bodies P2a

PE: Social & Physical Interaction Pl a, This is me Sl a,b

Discrete Topics:

Maths- Measures, Time, Geometry, 2-D Shapes

Music- Sounds Interesting- exploring sounds U2, Instruments Pl b

Drama: Exploring Space & Movement I

Year A

Autumn- Ourselves

sensory curriculum

Purple Group (engagement steps 1-4) SEMH + Sensory & Physical	Red Group (engagement steps 4-6 & Primary Steps 1) SEMH + Sensory & Physical AND Science: Animals inc. Humans	Green Group (Primary Steps 2+) Science: Animals inc. Humans
Listens with enjoyment when vocalising to themselves	Points to main features on a persons face when asked	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies
Requests physical contact with gestures or vocalisations when playing with peers	Names own gender	Identifies human need, e.g. food/drink
Responds to praise with positive facial expressions when successfully completing a task	Points to parts of their body when asked	Names parts of the human body
Demonstrates surprise through expressions and body language when noises shock them	Draws a person with a head	Sequences a series of three pictures showing human life cycle
Categorises smells and tastes as nice or nasty	Recognises main body parts, e.g. leg, arm	Demonstrates how different parts of their body move, e.g. arms can go: up, down, around, backwards, forwards...etc.
Communicates strong 'no' to unwanted food	Attends to a member of staff when their name is called	Identifies that different people are different ages
Identifies their mouth by pointing to it when asked by a member of staff	Listens to (or watches) a recording of themselves and friends with interest	Identifies members of the opposite sex and of their own sex
Shows in and out tongue movements	Asks for help when they are hurt	Identifies that their hair and nails will grow
Watches the aces of other people eating briefly	Demonstrates frustration when they are unable to make themselves understood	Collects pictures from a range of sources that relate to a specific subject

Year A

Autumn- Ourselves

Lesson Ideas

sensory curriculum

English- sensory story: Modern stories Who are you? Smriti Halls or Marvellous Me Lisa Bullard or My Big Book of the 5 Senses Patrick George or Paper Dolls Julia Donaldson
All About Me by Jordan Garratt
non fiction The Human Body or This is how we keep healthy or Growing Up by Jordan Garratt

Maths- 2D shape: <https://pin.it/ISDlrjH>
Time: <https://www.pinterest.co.uk/sensorycurriculum/time/>

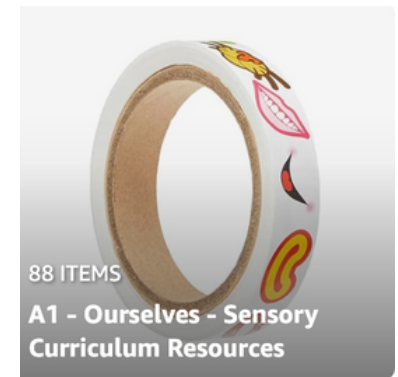
Science - My Body- <https://pin.it/5DQuskP> and My Senses <https://pin.it/5DQuskP>
FT- taste and texture- <https://pin.it/5FSVkNa>
Art: texture- <https://pin.it/5sLReQj> and <https://www.pinterest.co.uk/sensorycurriculum/texture-art/>

Humanities- History- my family- <https://pin.it/6HoqdpK> and <https://amzn.to/48oeKzG>
RE & PSHE-what makes me unique? - likes and don't like, trying new things, choosing, finding a favourite

PE: Games - <https://www.pinterest.co.uk/sensorycurriculum/pe-games/>

Resource Ideas List:

Amazon Resource Collection

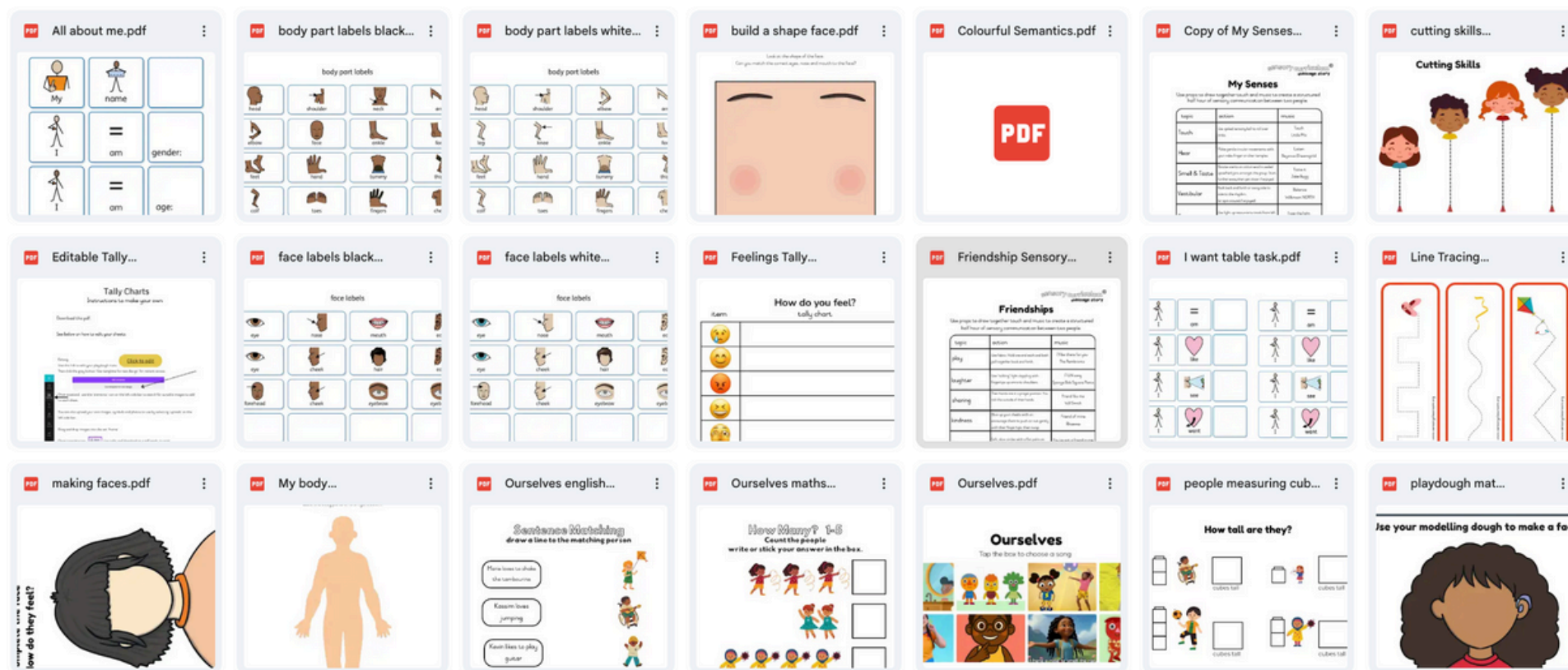


See Lesson Plans

Autumn- Ourselves

Worksheets and printables

See Lesson Plans





	RISE Therapy Session #67573 (30 min) term: _____ week: _____ Topic: <u>Living Things - Humans</u>	Resources to find or make: <u>wooden shoe trays</u> <u>adhesive marker dots</u> <u>second shoe blocks</u> <u>large magnets</u> <u>or magnet flash cards</u> <u>or magnet words</u> <u>"can use alphabet</u> <u>tray fully</u>
objectives: to recognize and name parts of a face.	Step 1: Regulation & Reconnection Engage students with activities, direct, direct message Engage pulling faces in mirrors Group facial features in a playful game. Offer deep pressure squeezes to limbs and feet	
Step 2: Instruction Put the wooden shoe trays onto the tray. Use to build towers and knock them down. Repeat until learners choose to join you. *the shoe blocks should have adhesive magnet dots stuck to one side.		Resources to buy
Step 3: Shared Experience Use round pizza baking trays, wooden shoe blocks with adhesive magnets dot stuck to one side to create faces on the trays. Adults to model "two twinkle eyes" "one cute nose" "big happy seen smile mouth!" etc.		Communications: Visual 1 eye / 2 eyes / 3 eyes / mouth / nose / smile
Adults to validate all magnets shape art attempts regardless of whether it is face-like.		magnet you've got it! body parts facial features
Step 4: Ending Model play with play by Sensory Classroom Take every baking trays. Use large magnets to stick the shoe blocks to them place in the Sensing box.		block put on more / finish

	TESL Therapy Session: #10750 - 10/10/2018	
rise	time: _____ week: _____	
topic:	(saying Things - Humans)	
objectives:	to recognize and name parts of a face.	Resources to find or make: sound effects: <u>trump</u> <u>adjectives: magical, toxic</u> <u>wooden shape blocks</u> large magnets or magnet <u>fridge cards</u> or magnet <u>wedgies</u> *can use <u>algorithms</u> full tray
Step 1: Segmentation & Reconnection	(for students: practice with)	
Step 2: Introduction	(for students: practice with)	Resources to buy:
Step 3: Shaped Experience	(for students: practice with)	Communication focus:
Step 4: Validation	(for students: practice with)	magnet you've got it all facial features block put on more / finish

Download planning sheets

Autumn- Ourselves Attention Autism

attention autism[©]

Stage 1

- Mirror / Infinity Mirror
- Recorded sound buttons
- People puppet
- light up thumbs
- Peek a boo silk scarves
- Hairdryer or fan
- bubbles
- Chatter teeth wind up toy

Pinterest Ideas

Stage 2

- Paint on foil
- Paint on mirror tray
- Clear cups on mirror tray stacked in tower with water poured over
- Magnet face on round pizza baking tray stuck with shaving foam
- Glue and glitter faces on black sugar paper
- jack in the box
- draw faces in flour / shaving foam
- cotton pad splat people

Stage 3

- Choose this or that for a turn (symbols pdf)
- Mr Crow food game
- Choosing toy box
- Weighted blanket sausage rolls
- Dancing robots choosing
- shaving foam people splat
- Baby Shark, Daddy finger, Happy & you know it, Head shoulders knees toes choosing songs to sing as you squeeze or bounce them

More Attention Autism Resources

Stage 4

- draw a face
- shaving foam face
- magnet face
- wash toy
- complete face photo puzzle
- sort mini face photos of class friends into pots

Year A

sensory curriculum

Spring - Our School

Geography: Maths- Geometry- Position & Direction

Key Enquiry Question: What is in my local environment?



During the Spring Term I, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Geography (Maths- Geometry) Positions & direction, Exploration, School playground & parks, Positions & Locations, School environment, My school & me. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

- Places in the classroom
- Places in school
- Places in the community
- Positional Language
- People in school
- Items we use in school

We use the Equals Curriculum to inform our planning:

Geography (Maths Geometry) Positions & direction — Lead Subject: Positions & Locations P1, 2&5c, School Environment S1a & 2.1/9/10

Science- Sorting & using materials I.3a, Local Environment AZ4.1

Maths- Geometry Exploration

Art- Using Paper S3a, 5e&f

DT- Sensory properties of papers & wrappers P4c, Containers & Packaging P5c, School Playground & parks I.1.2

PSHE- My school & me S5b, Group Work P3

RE- Special people and places- the church & the people who work there

Music- sounds and skips all around us P5b & 6b, U1

Drama- Relationships

PE- Cooperative movements P2&3a, S2d, Gymnastics

Discrete Topics:

Maths- Fractions

English- Modern Rhymes & Poems, Stories from other cultures

Year A

Spring - Our School

sensory curriculum

Engagement Steps 1-4: Sensory & Physical - Visual	Engagement Steps 4-6: Communication & Interaction- Receptive Communication Primary Steps 1: Maths- Geometry	Primary Steps: 2+ Maths- Geometry
Glances at people within 2 metres when they are moving	Tracks people until they move out of range when they travel past quickly	Communicates and follows instructions using the terms 'in' and 'out'
Quietens after vocalising when they hear a voice	Tracks different sensory stimuli briefly when provided with new stimuli	Starts to be able to find an object with one specific characteristic
Reacts to voices with minor physiological changes	Stops and faces environmental Sounds	Places objects in a line
Responds to sound next to their ear	Follows simple commands with appropriate responses e.g. rolls the balls when requested to	Assembles a puzzle with 4-6 pieces
Gives momentary attention to someone speaking close to them	Understands concepts of over, under, in and on	Communicates using positional language e.g. the ball is in the box
Turns their head to search for stimuli when sounds alert them to actions out of sight	Brings specific object from another room when asked	Finds an object by location e.g. find me a member of staff from the office
Imitates environmental sounds in their own manner	Finds an object by function, e.g. find me something to pour my drink into	Looks at the globe and describes it's shape
Localises a moving object, a sound or music without prompting by a member of staff	Follows instructions containing three key words including a verb, adjective and noun, e.g. run to the big swing	Gives another person a forward, backward and turn instructions to reach a destination
Reacts to an instruction positively or negatively when a member of staff initiates interaction	Demonstrates understanding of simple concepts including 'in' and 'out'	finds items from simple positional and directional clues

Year A

Spring - Our School

Lesson Ideas

sensory curriculum

English- sensory story: Modern Story First Day of Skeleton School or Colour Monster goes to school.

This is my School by Jordan Garratt

Stories from other countries Martha Maps it Out

In the Forest by Jordan Garratt

Maths- Measure- Fractions: <https://www.pinterest.co.uk/sensorycurriculum/fractions/>

Exploration- positional language: Pinterest ideas

Science & general topic crafts- sorting and using materials - Pinterest Ideas

DT: School Playground & Parks- Visit regularly, chalk play, Eye Spy Bingo walk, take photos to talk about after visit.

Art: Using Paper- <https://www.pinterest.co.uk/sensorycurriculum/paper-craft/>

Humanities-positions and direction- Pinterest ideas

RE & PSHE-special people and places- <https://pin.it/6HoqdpK>

PE: Games - <https://www.pinterest.co.uk/sensorycurriculum/pe-games/>

Resource Ideas List:

Amazon Resource Collection



See Lesson Plans

Spring - Our School

Worksheets and printables

See Lesson Plans

PDF Colour Monster Goes to School

Use puppets to retell the story. Allow pupils adequate time to explore each sensory element in turn or have a set each.

read	action	resources
ask a sensory monster what it wants to do today?	Bring the coloured balls up and down in the air	coloured balls, string, balloons
ask it up in the sky with raindrops and clouds	Draw the rainbow (rainbow) on paper	coloured paper, drawing pen
ask it to go to the park and play on the swings	Small ball and make the monkey (monkey)	Ball, string
There is a big monkey, what does it do?	Take all items and give away (give away)	Small ball and make the monkey (monkey)
They're not your cat and a roadblock	Take all items and give away (give away)	Small ball and make the monkey (monkey)
Ask the monkey what it wants to do	Take all items and give away (give away)	Small ball and make the monkey (monkey)
There is a big monkey, what does it do?	Take all items and give away (give away)	Small ball and make the monkey (monkey)

PDF Our School Playdoh...

add colours to the palette

PDF Our School.pdf

Our School

Tap the box to choose a song

PDF School cutting skills.pdf

Cutting Skills

PDF School English & Math...

Match the Sound

draw a line to the matching item

b p c

PDF School measuring cub...

How tall are they?

PDF School Money...

School Shop

Count the money you need to make the given amount.

2p

PDF School sensory bin.pdf

school

1	2	3	4	5	6	7	8	9

PDF School Shop Money...

School Shop

Count the money you need to make the given amount.

2p

PDF School Tally Charts.pdf

What is the favourite? tally chart

Item	
Tractor	
Truck	
Tram	
Train	
Tram	
Tram	
Tram	
Tram	
Tram	
Tram	

PDF School Writing control...

writing control

PDF This is my School.pdf

to explore each sensory element in turn or have a set each.

read	action	resources
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell
Tap on school in the morning	Tap on the door	Doorbell



[Training on how to deliver RISE Therapy Sessions](#)
[Download planning sheets](#)

Spring - Our School Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- .Fun and motivating toys from your class that they do not usually get to see- they are a 'treat' item.
- Sensory bottles with glitter and numbers / letters inside
- musical instruments
- silk scarves
- people puppets
- sound recorded buttons

Stage 2

- Chalk dust on black sugar paper
- Light box drawing
- Magnet play
- Sensory toys in a rucksack (tip out, play)
- Cause & effect toy
- Wrapper sprinkle onto light box
- Tear and Scrunch paper and throw up
- Draw or paint on photos on people in school, SPLAT!

Stage 3

- Parachute mushroom children lay (under)
- Exercise Ball (on)
- Pop up Tent (in)
- Sausage Roll (in, over, on)
- Balance course (on)
- Train is at the Station
- Baby Shark, Daddy finger, Happy & you know it, Head shoulders knees toes choose
- school uniform get dressed and undressed (hat, jumper, socks)

Stage 4

- Duplo pattern
- Threading pattern
- complete puzzle
- complete face photo puzzle
- sort mini face photos of class friends into pots
- tracing strips

Pinterest Ideas

More Attention Autism Resources

Year A

sensory curriculum

Summer - Weather & Seasons

Science: Seasonal Changes

Key Enquiry Question: How do we prepare for the changing conditions?



During the Summer Term, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Seasonal Changes, living things, plants and weather conditions. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Weather
Seasons
Time
Clothes
Weather Items
Temperature

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Changing Seasons — Living Things P3a, Plants S3e, Growing plants I.2b, floating and sinking S5a

English- non-fiction, traditional stories and rhymes (weather related)

Geography- Weather conditions Plb, Weather S4b

PHSE- Choices P2, Slb, I.5a

Drama- Sensory Seasons, Woodland soundscape Pla

Discrete Topics:

Maths- Measures capacity, Geometry 3-D Shapes

ICT- Handling pictures & sounds Slc, What's happening Pla

Art- Collage P5b, Strokes P3c

Food Tech: Sweet & Savory S5b

RE- What does it mean to belong?

Music- Showing enjoyment

PE- Sensory & Tactile Plb, c, Athletics

Year A

Summer - Weather & Seasons

sensory curriculum

Engagement Steps 1-4: Cognition & Learning- Exploration, Sensory & Physical	Engagement Steps 4-6: cognition & Learning- Exploration, Sensory & Physical Primary Steps 1: Science- Changing Seasons	Primary Steps: 2+ Science- Changing Seasons
Reacts to a range of sounds that are close by	Notice clouds in the sky	List the things they might feel, see and hear in different seasons
Responds occasionally to a sound next to their ear (bell)	Notice leaves falling from trees	Describes how different weather might effect them and what they might wear
Startles to a sudden change in light	Identifies obvious differences between Winter and Summer	Identifies that the sun provides warmth
Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Responds to something new with questions	Sorts clothes into what they would wear for different seasons
Imitates environmental sounds in their own manner	Asks a simple Why question	Describes what a thermometer measures
Stops babbling to listen to a familiar voice in their imitate environment	Anticipates a routine demonstrating an expectation of familiar event	Observes and responds to a change over time (tadpoles to frogs)
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Answers a question based on their observation
	Identifies common objects by pointing and looking at them	Observes and comments on the effect of natural elements
	Stops and faces environmental sounds	Describes the weather using appropriate language (sunny, rainy...)

Year A

sensory curriculum

Summer - Weather & Seasons Lesson Ideas

English- sensory story: Weather non fiction

What is the Weather by Jordan Garratt

The sun and the cloud traditional tale

Maths- Measure- Capacity: <https://www.pinterest.co.uk/sensorycurriculum/capacity/>

3D Shapes: [Pinterest ideas](#)

Science & general topic crafts- weather & plants - [Weather Ideas](#) and [Plant Ideas](#)

FT: Sweet- [Recipes](#)

Savoury- [Recipes](#)

Art: Collage- <https://www.pinterest.co.uk/sensorycurriculum/collage/>

Painting- <https://www.pinterest.co.uk/sensorycurriculum/painting/>

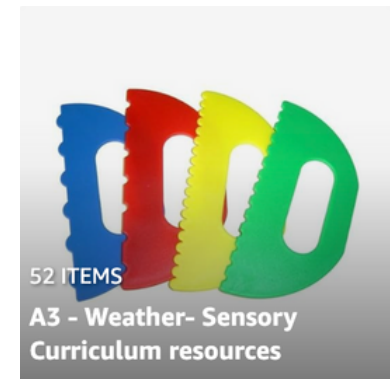
Humanities- Geography- Water ideas

RE & PSHE-choices- song choosing, toy/game choosing, sensory toy choosing, food choosing

PE: Athletics- <https://www.pinterest.co.uk/sensorycurriculum/athletics/>

Resource Ideas List:

[Amazon Resource Collection](#)



See Lesson Plans

Summer- Weather & Seasons

Worksheets and printables

See Lesson Plans





Summer- Weather & Seasons

RISE term: week: Topic: Living Things - Humans objective: Use senses freely to explore a new activity or experience. Step 1: Regulation & Reconnection - After sensory activities, deep pressure massage - Explore pulling forces in mirrors. - Boop facial features in a playful game. - Offer deep pressure squeezes to limbs and feet. Step 2: Initiation - Shake the shaving foam bottles and squirt small whipped mounds across the tuff tray. - Begin to smooth out and spread the foam across the tuff tray surface forming a thin white layer. *Can swap for whipped cream for edible option Step 3: Shared Experience - Spread shaving foam across the tuff tray forming a thin layer of white over the entire surface. - Use your finger of mark making tools to draw faces into the foam. - Narrate body part names as you draw: "round head" "two eyes" "happy smile", etc - Adults also to validate all mark making attempts even if not related to the topic. *Can swap for whipped cream for edible alternative. 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Training on how to deliver RISE Therapy Sessions

Download planning sheets

Summer - Weather & Seasons Attention Autism

sensory curriculum ©
attention autism

Stage 1

- Water spray bottle
- Light up toys
- Fan
- Silk scarves
- Weather theme sensory bottles explore
- leaf sprinkle

Pinterest Ideas

Stage 2

- Shaving Foam drawing
- Hat box try on
- Silk scarves
- Ribbon fan on/off
- Rice on drum
- Water pour on clear cups stacked
- Weather theme sensory bottles make
- sieve flour onto black sugar paper
- How's the Weather song
- rice on rainbow lazy susan
- Shaving Foam clap

Stage 3

- Raining on You song
- Sun has his hat on choosing box
- Welly Splash
- Rice on drum
- Weather theme sensory bottles explore
- tug of war scarf play ((push and pull) "mine")
- Rainbow parachute lay under

More Attention Autism Resources

Stage 4

- match clothing item to appropriate weather (laminated task or pictures on duplo blocks)
- seasonal tree picture with paint and sponge
- pour salt pot onto black paper

sensory curriculum

Year B



Year B

sensory curriculum

Topic	Autumn- Toys		Spring- Spring & Growth		Summer- Creatures Great & Small	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Trad. Stories, Poems & Rhymes	Non Fiction pictures & captions	Modern Stories with everyday settings	Modern Rhymes, Poems & Action Verses	Non-Fiction Information Text	Animal Stories
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Geometry- Position & Movement	Data Responding, Organising & Using	Measures- Money	Measures- Weight	Geometry- Patterns & Shapes	Measures- Length
Science	Pushes & Pulls Forces & Motion	Materials- grouping	Health & Growth	Plants	Animals Life Cycle	Animals Living Things
ICT	Sorting & Recording Date: Sorting, matching, labelling & Classifying		Noticing new things & making things happen Using ICT		Creating Scenes, taking & printing photos Using ICT on my own	
Art	Shape- solid forms Manipulation of materials		Shape- combining materials		Pattern	
DT/ Food Tech	DT: Moving Toys Making things work, basic mechanisms		FT: Bread, packaging, sandwich snacks Sensory properties of dough & pastry		DT: Moving Animals / Monsters Cutting & Sticking Materials	
Humanities	History: Toys- old and new Daily Routines / Activites		Geography: Water Sources		Geography: Natural Environment Going to the Countryside	
PSHE	Sharing Playing & Learning Together		Looking After Myself		Caring for Animals & Plants	
RE	Spirituality, Festivals & Celebrations		Celebrations and Festivals inc. Easter		Special Stories, Saint Francis, Jesus & Bible	
Music	Turn Taking		Listening & Enjoyment Groeth & Change (loud and quiet)		Sound	
Drama	Taking Turns Imaginative Play (role play)		Exploring Space & Movement		Using Stories We're Going on a Bear Hunt	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

Year B

sensory curriculum

Autumn- Toys

History: Mathematics- Time

Key Enquiry Question: What happened? What happens next?



During the Autumn Term B, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of History (Maths) Position & Movement, Forces & Motion, Grouping, Sorting & Recording, Making things work, Old & new, Daily Routines- activities, Festivals & Celebrations, Turn taking, Games. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

go, stop, forward, backwards
on, off
my turn, your turn
past verbs
now, next
schedule
today, yesterday, tomorrow
days of the week
months of the year

We use the Equals Curriculum to inform our planning:

History (Maths- time) Routines — Lead Subject: Toys- old & new I.3/4, Daily Routines - activities P1
English- Traditional Stories, Poems & Rhymes, Non-fiction pictures & captions
Geometry position & movement, Data- responding, organising & using
Science- Pushes & Pulls Sl.4b, Forces & Motion P2c S2b, Materials- grouping Sl, 2, 3c
ICT- Sorting & recording S2c, Data: sorting, matching, labelling & classifying
DT: Moving toys 2.5.3, Making things work construction Sl.a, Basic mechanisms Plb, 2b
PSHE- Sharing S2d, P6, Playing and Learning Together 2.4c
RE- Spirituality, Festivals & Celebrations
Music & Drama- turn taking
Games- Where's it gone? S2c, P2&3b, c, 5d

Discrete Topics:

Art- Shape- solid Plc, 3D forms S2c, Manipulation of materials S3d

Year B Autumn- Toys

sensory curriculum

Purple Group (engagement steps 1-4) Cognition & Learning- Anticipation	Red Group (engagement steps 4-6 & Primary Steps 1) Science- Forces, Maths- Time	Green Group (Primary Steps 2+) Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notices peers briefly when alongside them during play situations	Notices visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year B

Autumn- Toys

Lesson Ideas

sensory curriculum

English- sensory story: My Presents or Lost in the Toy Museum or
Harry and the Bucketful of Dinosaurs traditional stories
The History of Toys or Terrific Toys in the Past non-fiction labels
- My Favourite Toys by Jordan Garratt

Maths- Geometry- position & movement: Pinterest Ideas
Data, Sorting & Organising: Pinterest ideas

Science & general topic crafts- Forces (push and pull) and Sorting Materials

DT: Making toys work (basic mechanisms)- cause & effect and electronic toy choosing, make simple moving toys

Art: Solid Forms- construction blocks, gears, bricks

Manipulating Materials- playdough/ salt dough / air dough / clay / plastercine / fimo / polymer / Shrinkies

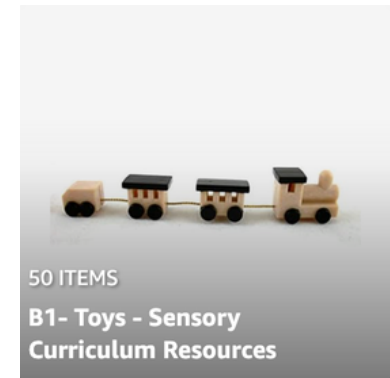
Humanities- Old & New Toys and Daily Routines and Activities (schedules)

RE & PSHE-sharing / playing and learning together: Identiplay, Intensive Interaction, Choosing, turn taking

PE: Games: <https://www.pinterest.co.uk/sensorycurriculum/pe-games/>

Resource Ideas List:

Amazon Resource Collection



See Lesson Plans

Worksheets and printables

The image displays a collection of 12 educational worksheets for children, arranged in two rows of six. Each worksheet is titled and includes a brief description of its content.

- Row 1:**
 - toy playdough mats.pdf**: Includes a coloring page of a train.
 - Lost in the toy...**: A scavenger hunt for items in a toy museum.
 - My Favourite Toys...**: A coloring page of a dinosaur.
 - My Favourite Toys.pdf**: A resource table with reading and action tasks.
 - toy cutting skills.pdf**: A cutting practice sheet with various shapes and patterns.
 - toy Line Tracing.pdf**: A tracing practice sheet with various line patterns.
- Row 2:**
 - Toy Tally Chart.pdf**: A tally chart for counting toys.
 - Toy Theme Money...**: A worksheet featuring a robot character and a money theme.
 - toy Writing control .pdf**: A writing practice sheet with various shapes and patterns.
 - Toys english...**: A matching exercise for English words.
 - Toys Maths number...**: A worksheet for number recognition and counting.
 - toys measuring cube...**: A worksheet for measuring objects with cubes.



RISE

Name: _____ week: _____
 Topic: Living Things - Humans
 Objective: to recognize and name parts of a face.

Step 1: Regulation & Reconnection
 (After students practice the song, teacher brings message
 students pulling faces in mirror.)
 Boop facial features in a playful game.
 Offer deep pressure squeezes to limbs and feet.

Step 2: Instruction
 Put out wooden shapes onto the tray. Use to build houses and knock them down.
 Repeat until learners choose to join in.
 "the shape blocks already have adhesive magnet dots stuck to one side."

Step 3: Shared Experience
 Use wooden pizza baking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces for the trays. Adults to model "two triangle eyes" "cune cube nose" "big happy seen circle mouth" etc.

Adults to validate all magnetic shape art attempts regardless of whether it is a face-like.

Step 4: Ending
 Music: All are song by Smokey Robinson
 Taking away baking trays. Use large magnets to stick the shape blocks to them place in the finishing box.

Resources to find or make

- wooden shape trays
- adhesive magnets
- wooden shape blocks
- or magnets from old toys
- or magnet flash cards
- or magnet words
- *can use [Magnetic](#)
- full tray

Resources to buy

Communications (Visual)

1/2 cup / 1/4 cup / 1/8 cup / 1/16 cup

magnet

you've got it face

body parts

facial features

block

put on

more / finish

	8th: <i>Therapy Session: 60/90 - 10/10</i> term: _____ week: _____ topic: <i>Living Things - Humans</i>	Resources to find or make: _____
Rise objectives: to recognize and name parts of a face.	<i>stand alone, cross curricular, address multiple domains</i> <i>wooden shape blocks</i> large magnets <i>or magnet flash cards</i> <i>or magnet words</i> *can use <i>phonograms</i> full tray	Resources to find or make: _____
Step 1: Regulation & Reconnection <i>For students with autism, these provide message</i> <i>Building positive affect or mood</i> Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.	<i>wooden shape blocks</i> large magnets *can use <i>phonograms</i> full tray	Resources to find or make: _____
Step 2: Instruction Put out wooden shapes onto the tray. Use to build towers and knock them over. Repeat until learners choose to join you. *the shape blocks already have adhesive magnet dots stuck to one side.	<i>wooden shape blocks</i> large magnets *can use <i>phonograms</i> full tray	Resources to find or make: _____
Step 3: Shared Experience Use round faces basking trays, wooden shaped blocks with adhesive magnets, dot stick to one side to create faces on the trays. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.	<i>wooden shape blocks</i> large magnets *can use <i>phonograms</i> full tray	Resources to find or make: _____
Step 4: Validation Adults to validate all magnetic shape attempts regardless of whether it is face-like.	<i>wooden shape blocks</i> large magnets *can use <i>phonograms</i> full tray	Resources to find or make: _____
Step 4: Ending End with song by Sensory Classroom: Take away basking trays. Use larger magnets to move the shape blocks to their place in the finishing box.	<i>wooden shape blocks</i> large magnets *can use <i>phonograms</i> full tray	Resources to find or make: _____

Download planning sheets

Autumn-Toys Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Wind up toy
- Spinning top
- ball in cup toy
- jack in the box
- light up yoyo
- spinning rattle
- rattles
- gyro
- juggling balls
- diabolo

Pinterest Ideas

Stage 2

- spinning rainbow drum
- rice drum
- Marble run
- exercise ball "car"
- office chair spinning "train"
- topple tower
- xylophone
- knock tower down
- build wooden bricks with shaving foam

Stage 3

- Quoits obstacle course
- giant jenga knock down
- beanbag throws obstacle course
- foam Rocket jump pump
- wooden block tower knock down

More Attention Autism Resources

Stage 4

- Duplo pattern
- Threading pattern
- complete puzzle
- put clothes on doll or teddy
- match colour set toys
- complete fine motor toy
- playdough shape to match photo example

Year B

sensory curriculum

Spring - Spring & Growth

Science: Seasonal Changes, Animals & Living Things,
Plants, Animals including Humans



Key Enquiry Question: How do I look after living things, including myself?

During the Spring Term B, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Seasonal Changes, living things, plants and Health & growth. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

different
grow
big / small
life cycles
seasons
time words
body parts
stages of development
water / ice / melt / freeze

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Animals including Humans— Health & Growth 2.2a, Plants S3e,

ICT- Noticing new things & making things happen P2b, S2d

PSHE- Looking after myself Slai, S3a, P5a

Music- Listening & Enjoyment Plc, Growth & Change- loud and quiet ME 56-67

Drama- Exploring space and movement2, Cycles Water P4a

Geography- Water sources I.5, Water, Water everywhere

English- Modern Stories with everyday settings

Discrete Topics:

Maths- Measures money, Measures Weight

English- Modern Rhymes, poems and action verses

ICT- Using ICT S2a

Art- Shape-form P4c, Combining materials S2&3e

Food Tech- Bread 2.5.2, Packaging and sandwich snacks 2.3.1/2, Sensory properties of dough and pastry P2c

RE- Celebrations & Festivals including Easter, Learning about Jesus 2.4.3

PE- Dance

Year B

Spring - Spring & Growth

sensory curriculum

Purple Group Engagement Steps 1-4: Cognition & Learning- Exploration, Sensory & Physical	Red Group Engagement Steps 4-6: cognition & Learning- Exploration, Sensory & Physical Primary Steps 1: Science- Changing Seasons, Animals incl Humans	Green Group Primary Steps: 2+ Science- Changing Seasons, Animals incl Humans
Reacts to a range of sounds that are close by	Points to main features on a persons face when asked	List the things they might feel, see and hear in different seasons
Responds occasionally to a sound next to their ear (bell)	Names own sex	Describes how different weather might effect them and what they might wear
Startles to a sudden change in light	Identifies obvious differences between Winter and Summer	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies
Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Responds to something new with questions	Sorts clothes into what they would wear for different seasons
Imitates environmental sounds in their own manner	Asks a simple Why question	Names parts of the human body
Stops babbling to listen to a familiar voice in their imitate environment	Anticipates a routine demonstrating an expectation of familiar event	Observes and responds to a change over time (tadpoles to frogs)
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Sequences a series of three pictures showing human cycles
	Identifies common objects by pointing and looking at them	Identifies that different people are at different ages
	Stops and faces environmental sounds	Identifies that their hair and nails will grow

Year B

sensory curriculum

Spring - Spring & Growth

Lesson Ideas

English- sensory story: A Squash and a Squeeze modern stories with everyday setting

Farmyard Hullabaloo! rhymes, poems and action verses

The Life Cycle of a Strawberry by Jordan Garratt or Lifecycle of a Frog by Jordan Garratt

Maths- Measure- Money: Interactive Games and money ideas

Measure- Weight: Pinterest ideas

Science & general topic crafts- living things- Human Ideas and Plant Ideas

FT: Bread- sandwiches, roll, toast

Dough and Pastry- salt dough, puff, short crust, sausage roll, tarts

Art: Shape- Form <https://www.pinterest.co.uk/sensorycurriculum/shapes/>

Combining Materials-<https://www.pinterest.co.uk/sensorycurriculum/collage/>

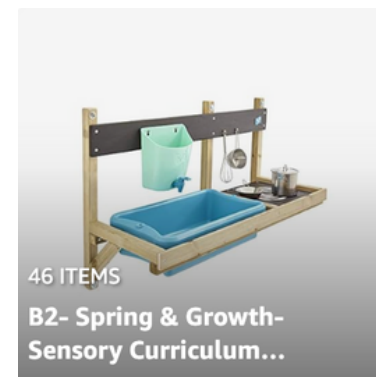
Humanities-water: <https://www.pinterest.co.uk/sensorycurriculum/water/>

RE & PSHE-looking after myself: clean teeth, brush hair, wash hands, doctors play, sensory regulation or exploration, yoga

PE: Dance- <https://www.pinterest.co.uk/sensorycurriculum/dance/>

Resource Ideas List:

[Amazon Resource Collection](#)

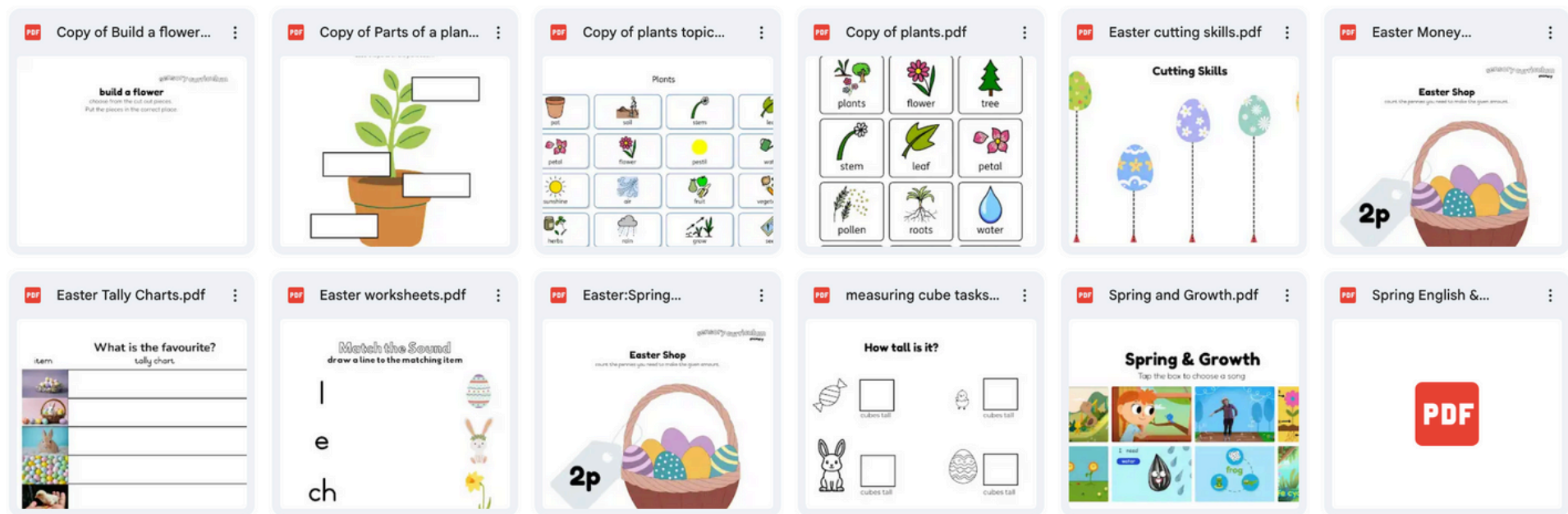


See Lesson Plans

Spring - Spring & Growth

Worksheets and printables

See Lesson Plans





101 Tapping Tunes - #1025 to #1028

term: week:

topic: Living Things - Humans

grise and name parts of a face

grise and Reconnection

grise, three pressure massage faces in mirrors

ures in a playful game

ure squeezes to limbs and feet

term: week:

topic: Living Things - Humans

objective: Use senses freely to explore a new regulation or experience

Step 1: Regulation & Reconnection
 before nervous system access, three pressure massage faces in mirrors
 Boop facial features in a playful game.
 Offer deep pressure squeezes to limbs and feet.

Step 2: Intuition
 Shake the smooth from bottles and squirt small whipped mounds across the tuff tray
 Begin to smooth out and spread the foam across the tuff tray surface forming a thin white layer.
 "Can sweep for whipped cream to bubble edition

Step 3: Shared Experience
 Spread shaping foam across the tuff tray forming a thin layer of white over the entire surface. Use your finger of mark making tools to draw faces into the foam.
 "Name the part names like you draw, "round head" "two eyes" "happy smile", etc
 Adults also to validate all mark making attempts even if not related to the topic.
 "Can sweep for whipped cream for edible alternative.

Step 4: Ending
 Music: Help us sing by Sensory Classroom
 Use large dry towels and flannel to wipe away the foam leaving a clean surface. Name body parts to clean with the dry towels or wipes.

Resources to find or make
 wooden shape blocks
 adhesive contact dots
 wooden shape blocks
 large magnets
 or magnet flash cards
 or magnet wands
 "can use Magnapiles
 tuff tray

Resources to buy

Communication focus
 101 / topic / verb / resources / nouns

magnet
 you've got it all

body parts

facial features

block
 put on more / finish

101 Tapping Tunes - #1025 to #1028

term: week:

topic: Living Things - Humans

grise and name parts of a face

grise and Reconnection

grise, three pressure massage faces in mirrors

ures in a playful game

ure squeezes to limbs and feet

term: week:

topic: Living Things - Humans

objective: To recognise and name parts of a face

Step 1: Regulation & Reconnection
 before nervous system access, three pressure massage faces in mirrors
 Boop facial features in a playful game.
 Offer deep pressure squeezes to limbs and feet.

Step 2: Intuition
 Tuff tray wooden shapes onto the tuff tray. Use to build towers and knock them down.
 Repeat until learners choose to join you.
 "the shape blocks already have adhesive magnets stuck to one side.

Step 3: Shared Experience
 Use round shape baking trays, wooden shaped blocks with adhesive magnets, dot stick to one side to create faces for the tuffs. Adults to "make two" triangle eyes" "one cube nose" "big happy smile circle mouth" etc

Communication focus
 101 / topic / verb / resources / nouns

magnet
 you've got it all

body parts

facial features

block
 put on more / finish

Resources to find or make
 wooden shape blocks
 adhesive contact dots
 wooden shape blocks
 large magnets
 or magnet flash cards
 or magnet wands
 "can use Magnapiles
 tuff tray

Resources to buy

Communication focus
 101 / topic / verb / resources / nouns

magnet
 you've got it all

body parts

facial features

block
 put on more / finish

	©2012 The Therapy Source 800.575.3338 • www.risetherapy.com	
	name: _____ week: _____ Topic: Living Things - Humans	Resources to find or make a shaving foam
objectives:	• learn about or experience • uses senses freely to explore a new activity or experience	• wash animal's face • dry towels • dry balloons • wipes
Step 1: Regulation & Reconnection	• provide tactile stimulation, deep pressure massage • gentle pulling forces in the air • Soap-fleck foam creates a playful game. • Offer deep pressure squeezes to limbs and feet.	• full tray
Step 2: Initiation	Shake the shaving foam bottles and squirt small whipped amounts across the tuff ray. Begin to smooth out the foam across the foam the tuff ray surface forming a thin white layer. "Can sweep for whipped cream for edible option	Resources to buy
Step 3: Shared Experience	Spread shaving foam across the tuff ray forming a thin layer of white foam on the entire surface. Use your finger of mark making tools to draw faces into the foam. Generate short bursts from a dry "paw", "round hand", "two eyes", "happy smile", etc. Adults also to validate all mark making attempts even if not related to the topic. Can sweep for whipped cream for edible alternative.	Communication focus: • foam • tuff ray / surface / material
Step 4: Ending	Use large dry towels and towels to wipe away foam leaving a clean surface. Move body parts to clean with the dry towels or wipes.	• foam • spread • draw • marks • facial features • clean / w • squeeze • move / finish

	802 Therapy Room 40375 2nd Floor TUES: _____ week: _____	Resources to find or make: <u>wooden blocks</u> <u>small wooden trays</u> <u>adhesive magnet dots</u> <u>wooden shape blocks</u> large magnets <u>or magnet lolly rods</u> <u>or magnet wands</u> "can" <u>Magnapiles</u> tuffay
	Topic: <u>Recognising and naming parts of a face.</u>	Objectives: Offer 2: <u>Regulation & Reconnection</u> (offer resources available, offer 2nd, pressure massage) Offer 3: <u>pulling faces in mirror</u> Offer 4: <u>Body facial features in a playful game.</u> Offer 5: <u>Deep pressure squashes to limbs and feet.</u>
Offer 1: <u>Imitation</u> Put out wooden shapes on the tray. Use to build towers and knock them over. Repeat until learners choose to join you. *the shape blocks already have adhesive magnet dots stuck to one side.	Offer 2: <u>Shared Experience</u> Use round disks baking trays, wooden shaped blocks with adhesive magnet dots stuck to one side to create faces for the trays. Adults to model "two twinkle eyes" "one cute nose" "big happy semi circle mouth" etc	magnet you've got it all Body parts facial features
Offer 4: <u>Ending</u> Hugs: <u>ask or sing to sensory classroom</u> Take away baking trays. Use large magnets to attract the shape blocks to then place in the feeling box.	Offer 5: <u>validate all adult magnet face</u> attempts regardless of whether it is face-like.	block put on move / finish

	Name: _____	Week: _____	Resources to find or make shaving foam small wooden blocks
	From Living Things - Humans		
Objective:	Use senses freely to explore a new activity or experience		dry flames tuff yarns wipes
Step 1: Regulation & Reconnection (5-10 minutes) <i>optional</i> Children pulling faces in a mirror Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.			tuff yarn
Step 2: Instruction Show the shaving foam bottles and squirt small whipped mounds across the tuff ray. Begin to smooth out and spread the foam across the tuff ray surface forming a white layer. "Can we pop for whipped cream for edible option."			Resources to buy
Step 3: Shared Experience Spread shaving foam across the tuff ray forming this layer of white the entire surface. Use your finger of mark making tools to draw flames into the foam. Children body part names as to drive faces, "round head" "two eyes" "happy smile", etc. Adults also to validate all mark making attempts even if not related to the topic. Can we pop for whipped cream for edible alternative.			Communication focus RI: focus on sight + movement RI: focus on touch RI: focus on sound RI: focus on smell RI: focus on taste
Step 4: Ending Wash up + say bye to Sensory Classroom Use large dry towels and flames to wipe away foam from leaving a clean surface. Children to clean with the dry towels or wipes			Clean / wash squeeze money / finish

	802 Therapy Session: 8/27/13 © 2013	
time: _____ week: _____		
Topic: Living Things - Humans		Resources to find or make: <u>round wooden disks</u> <u>adhesive magnets</u> <u>wooden shape blocks</u> <u>large magnets</u> <u>or magnet food cards</u> <u>or magnet words</u> <u>"com" Magnapiles</u> <u>toys</u>
objectives: to recognize and name parts of a face.		
Step 1: Regulation & Reconnection (for students who struggle, these pre-writing activities pulling focus on the body) Body facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		
Step 2: Imitation Put out wooden shapes on a tray. Use to build towers and knock them down. Repeat until learners choose to join you. "the shape blocks already have adhesive magnet dots stuck to one side.		Resources to buy: <u>Communication focus</u> <u>1 cup / 1 plate / 1 magnet</u>
Step 3: Shared Experience Use round disks poking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces on the trays. Adults to model "two triangle eyes" "one cube nose" "big happy semi circle mouth" etc		magnet you've got it face body parts facial features
Adults to validate all magnetic shape art attempts regardless of whether it is face-like.		block put on game / finish
Step 4: Ending Happy day song by Sensory Classroom Take every tray/shape. Use larger magnets to attract the shape blocks to then place in the finishing box.		

	RISE Therapy Session #3755 - 8/26/18	name: _____ week: _____	Resources to find or make
	Topic: Living Things - Humans	_____	showing foam
objectives:	Use senses freely to explore a new activity or material	mark shapes/labels	dry towels
Step 1: Regulation & Reconnection	Explore textures: smooth, dense, pressure massage	dry flames	wipes
Explore pulling forces in tissues	Boop facial features in a playful game.	_____	_____
Offer deep pressure squeezes to limbs and feet.	_____	_____	_____
Step 2: Imagination	Shake the shaving foam bottles and squirt small whipped amounts across the tuff tray.	_____	Resources to buy
Begin to smooth out on the foam across the tuff tray surface forming a thin white layer.	"Can sweep for whipped cream for edible option	_____	_____
Step 3: Shared Experience	Spread shaving foam across the tuff tray forming a thin layer of white foam on the entire surface. Use your finger of mark making tools to draw 'famous' letters, heart noses as you draw, "round head" "two eyes" "happy smile", etc.	_____	Communications focus:
Adults also to validate all mark making attempts even if not related to the topic.	Can sweep for whipped cream for edible alternative.	foam	_____
Step 4: Ending	Use large dry towels and flames to wipe away the foam leaving a clean surface. Name body parts to clean with the dry towels or wipes.	dry towels	_____
_____	_____	clean / of features	_____
_____	_____	squeeze	_____
_____	_____	moen / finish	_____

	1800 Therapy Services: 877-529-1234	Resources to find or make
term: _____ week: _____	topic: Living Things - Humans	sound effects from adjectives , nouns , verbs
subject: to recognize and name parts of a face.		wooden shape blocks large magnets
Step 1: Regulation & Reconnection (After students arrive, do a picture message)	Building positive affect in the group.	or magnet flash cards or magnet words
Boop facial features in a playful game.	Boop facial features in a playful game.	*can use allopaties
Offer deep pressure squeezes to limbs and feet.		full tray
Step 2: Instruction Put out wooden shapes onto the tray. Use to build toward and track them over.	Repeat until learners choose to join you.	Resources to buy
*the shape blocks already have adhesive magnets	*the shape blocks already have adhesive magnets	Communication focus: (verb) / (noun) / (adjective) / (verb)
Step 3: Shared Experience Use round faces baking trays, wooden shaped blocks with adhesive magnets. Put stick to one side to create faces for the kids. Adults to model "two triangle eyes" "one cube nose" "big happy stem circle mouth" etc.	Adults to validate all magnetic shape art attempts regardless of whether it is face-like.	magnet you've got it all food parts
Step 4: Ending Sing "We are going to Sensory Gymnasium"	Take away baking trays. Use larger magnets to move the shape blocks to their place in the finishing box.	block got on more / finish

Download planning sheets

Spring- Spring & Growth Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Sound buttons
- moo shaker
- dancing cactus
- balloon rockets
- bubbles
- water spray bottles
- squeaky farm animals
(dog toy)

Stage 2

- Brush large Teeth
- Balance Scales with water
- Make a silly sensory sandwich
- Flower pot fountain
- Shape paint printing
- Face collage
- Glitter face on black
sugar paper
- Water pour on cup tower
- Sieve water from high
- green spaghetti splat from high

Stage 3

- Rocket Balloons let go
- Sausage Rolls
- Mr Crow
- Sweet Shop
- Welly Boot Splash
- Hat on song
- Wash hand station
- drive tractor through
mud / wash the mud off

Stage 4

- flower pairs photo matching
- sequencing cards
- paint and sponge spring scene
- cut green spaghetti into pieces
- match mum and baby toys or images on duplo blocks

Pinterest Ideas

More Attention Autism Resources

Year B

sensory curriculum

Summer - Creatures Great & Small

Science: Plants, Animals and Living Things



Key Enquiry Question: How do you care for animals?

During the Summer Term B, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Animals Including Humans, Domestic & farm animals, Zoo, Aquatic & Wild animals, Life Cycles, Natural Environment, Caring for animals and plants. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Animals
Habitats
Life Cycle
Parts of a plant
sunshine / water

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Animals: Domestic, farm & mini-beasts SI, 2 & 5 f, Lifecycle AZ2.2

English- Animal Stories

Art- Pattern S4d

DT: Moving Animals/ Monsters 2:3.3, Cutting & Sticking Materials S4c&6c

Humanities: Geography- Natural Environment- going to the countryside P3c S4a

PSHE & Citizenship: Caring for Animals & Plants S6d 2.1d

Drama: Using Stories (I) , We're Going on a Bear Hunt P1b

Discrete Topics:

English: Non-Fiction, Information Texts (Dear Zoo)

Maths- Geometry Patterns & Shapes, Measures Length

ICT- Creating Scenes Taking & Printing photos Plc, 2.2b, 2.3f, Using ICT on my own S3a

PE: Athletics S3&4c Making a Mark

Music: Sound (I) P1a & 2c

RE: Special Stories 2:3.5 Saint Francis 2:4.6 Jesus & Bible 2:5.6

Year B

Summer - Creatures Great & Small

sensory curriculum

Engagement Steps 1-4: Social, Emotional & Mental Heath + Sensory & Physical	Engagement Steps 4-6: Social, Emotional & Mental Heath, Cognition & Learning Primary Steps 1: Science- Living things & their Habitats, Plants	Primary Steps: 2+ Science- Animals, incl Humans, Living things & their Habitats, Plants
Stands up (or attends) when interested in their environment	Recognising when something is wrong (calling a dog a cat)	Understands some factors that determine where an animal can be found, e.g. size, flippers, etc.
Stops babbling to listen upon hearing a familiar voice	Cares for the classroom pets or plants	State a simple difference between two habitats
Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a simple change, e.g. colour	Matches pictures of known animals to their normal habitats
Shows an interest in books when 'reading' with a member of staff	Gives creature appropriate name, e.g. bird if flying	Give simple attributes to different habitats
Categorises smells and tastes as nice or nasty	Compares pictures of infant and adult animals e.g. identifying the infant or adult	Observes and responds to change over time, e.g. tadpoles turn to frogs
Communicates strong 'no' to unwanted food	Identifies that pets or animals eat different things Suggests Plants need water	Answers a question based on their observation
Identifies their mouth by pointing to it when asked by a member of staff	Identifies an attribute of a habitat "the arctic is cold"	Collects pictures from a range of sources that relate to a specific subject
Watches the aces of other people eating briefly	Comments and asks questions about the natural world	Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.
Stands up (or attends) when interested in their environment	Communicates what they can see or hear in the environment	Asks a simple 'how?' Question

Year B

sensory curriculum

Summer - Creatures Great & Small

Lesson Ideas

English- sensory story: Zoo Sounds and Pets non fiction, information text

Dear Zoo, Look after us and Brown Bear, Brown Bear Animal stories

Jordan Garratt books: Minibeasts or Under the Sea or Zoo or Pets or Farm

Maths- Geometry: Patterns & Shapes: Pinterest Ideas

Measure: Length: Pinterest ideas

Science & general topic crafts- Animals: Pinterest Ideas

DT: making animals & monsters- Pinterest Ideas

cutting and sticking - Pinterest Ideas

Art: Pattern- Pinterest Ideas

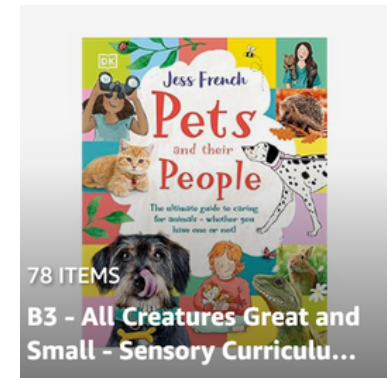
Humanities-Natural Environment (in the countryside) - Forest School Ideas

RE & PSHE-caring for animals and plants- watering, planting, pet therapy, pet shop or farm visits, toy practise

PE: Athletics & Ball Skills- <https://www.pinterest.co.uk/sensorycurriculum/athletics/>

Resource Ideas List:

Amazon Resource Collection



See Lesson Plans

Summer - Creatures Great & Small

Worksheets and printables

See Lesson Plans

 Farm

 Minibeasts

 Ocean Animals

 Pets

 Zoo Animals

 Animals Tally...

 Animals Writing...

 creatures cutting...

 Creatures English &...

 Creatures Line...

 Creatures Money...

 Creatures playdoh...

 Creatures sensory...

 Creatures Shop...

 Creatures Tally...

What is the favourite?
tally chart



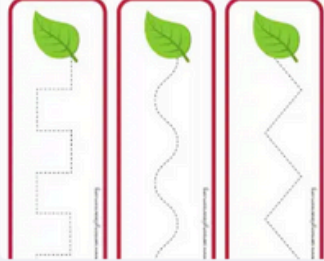
writing control



Cutting Skills



PDF



PDF

put the ants in the dirt



photogram
minibeast

	1	2	3	4	5	6	7	8
								
								
								
								
								

PDF

What is the favourite?
tally chart





RISE

Name: _____ week: _____

Topic: Living Things - Humans

Objectives: to recognize and name parts of a face.

Step 1: Regulation & Reconnection
(After students practice drawing, they receive magnets)
 Students pulling faces in a playful game.
 Boop facial features in a playful game.
 Offer deep pressure squeezes to limbs and feet.

Step 2: Imitation
 Put out wooden shapes onto the tray. Use to build towers and knock them down.
 Repeat until learners choose to join in.
 "the shape blocks already have adhesive magnet dots stuck to one side."

Step 3: Shared Experience
 Use wooden pizza baking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces for the trays. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.

Adults to validate all magnetic shape art attempts regardless of whether it is a face-like.

Step 4: Ending
 Music: All are song by Sweeney Grier
 Doing away baking trays. Use large magnets to stick the shape blocks to them place in the finishing box.

Resources to find or make

wooden shape trays

adhesive magnets dot stuck to one side

wooden shape blocks

or magnets fresh out of the magnet shop

or magnet words

"can use [Magneticos](#)

full tray

Resources to buy

Communications (Visual)

magnet

you've got it face

body parts

facial features

block

put on

more / finish

	8th: <i>Therapy Session: 6/15/19</i>	Term: _____ week: _____
RISE	Topic: _____	Resources to find or make: _____
Topic: _____	Topic: Living Things - Humans	stand alone <u>shape</u> <u>size</u> <u>area</u> <u>magnets</u> <u>dots</u>
Objective: to recognize and name parts of a face.	Topic: _____	wooden shape blocks
Step 1: Regulation & Reconnection	(For students with autism, this provides message)	large magnets
Practice pulling faces or magnets	(For students with autism, this provides message)	or magnet <u>large</u> <u>small</u>
Boop facial features in a playful game	(For students with autism, this provides message)	or magnet words _____
Offer deep pressure squeezes to limbs and feet.	(For students with autism, this provides message)	*can use <u>glitter</u> <u>glitter</u>
Step 2: Instruction	Topic: _____	full tray
Put out wooden shapes on the tray. Use to build houses and houses that share out.	Topic: _____	Resources to buy: _____
Repeat until learners choose to join you.	Topic: _____	_____
*the shape blocks already have adhesive magnets dots stuck to one side.	Topic: _____	_____
Step 3: Shared Experience	Topic: _____	Communication focus: _____
Use round faces baking trays, wooden shaped blocks with adhesive magnets. Put stick to one side to create faces on the trays. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.	Topic: _____	(e.g.) name/ number/ letter/ shape
Adults to validate all magnetic shape attempts regardless of whether it is face-like.	Topic: _____	magnet
Step 4: Ending	Topic: _____	you've got it all
End as you wish by sensory classroom	Topic: _____	face
Using towel basking trays. Use larger magnets to make the shape blocks to then place in the finishing box.	Topic: _____	body parts
Topic: _____	Topic: _____	facial features
Topic: _____	Topic: _____	block
Topic: _____	Topic: _____	got on
Topic: _____	Topic: _____	more / finish

Download planning sheets

Summer - Creatures Great & Small

Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Animal squeeze poppers
- Animal print fabrics
- magic bug
- Animal pop tubes
- Animal balance toy
- Animal sensory tiles

Pinterest Ideas

Stage 2

- cereal sprinkle
- animal stencil flour sprinkle
- animal drum bounce
- shaving foam animal splat
- rainbow stacking spinner
- animal tracks

Stage 3

- Mr Crow
- Elephun
- Plastic animal wash
- sleepy bunnies
- pass the parcel (animal)
- Annie Animal (Mr Crow)
- down in the jungle
- Old Mac Donald
- crocodile dentist
- hungry hippos (real?)
- Buckaroo
- Tumbling Monkeys

More Attention Autism Resources

Stage 4

- Match animal to habitat photo
- Match toy animal to photo sheet
- sponge paint animals with photo example to copy
- Magnetiles animal puzzles
- laminated tasks

sensory curriculum

Year C



Topic	Autumn- Colour & Light		Spring- Communities & Cultures		Summer- On the Move	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Fantasy World Stories	Modern Rhymes & Poems	Non-Fiction Letters & Recounts	Stories with familiar settings	Trad. Stories, Poems & Rhymes	Non Fiction inc, hobbies and posters
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Measures- Capacity	Measures- Time	Geometry- Exploration	Geometry- Position & Movement	Geometry- 2D shapes	Geometry- Patterns & Shapes
Science	Light & Dark	Light & Shadows	Keeping Warm	Characteristics of Materials	Forces & Movement	Moving & Growing
ICT	Pictures: Beginning to paint Making pictures, working with ICT		Making & Communicating Choices Sharing information, ways to communicate		Control: Moving pictures Extending experiences of ICT	
Art	Colour & Lights		Malleable Substances		Printing / Shape	
DT/ Food Tech	DT: Designing & Making Musical Instruments		FT: From the Dairy		FT: Fruits & Vegetables Produce	
Humanities	Geography: How can we reuse materials?		History: People who help us (past and present) Daily Routines- people		Geography: Maps, positions & locations changing our playground	
PSHE	How can I look after my environment? How do I recycle?		Me & My Community Cultural Experiences		Healthy Living- food & exercise	
RE	What does light mean? Diwali		Spiritual Cornwall St Pirans Day (or other local celebrations)		Religious Symbols	
Music	Made Instruments Working World		Instruments & Rhythm Cultural Rhythms		Exploring Rhythmic patterns	
Drama	Using Role Play Sensory Christmas		Using Stories (From around the World)		Using Stories The Gingerbread Man	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

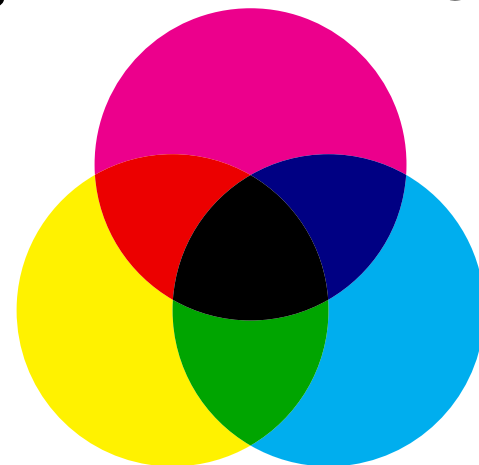
Year C

sensory curriculum

Autumn- Colour & Light

Science: Light

Key Enquiry Question: What happens when we mix colours?



During the Autumn Term A, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Light, Light & Shadows, Beginning to paint, Colour & Lights, Diwali, Recycling. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

colours
primary // secondary
mix
change / different
light / dark
shade / shadow
Diwali

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Light— Light & Dark Slb, 5b, 1.4a, P3c, Light and Shadows S3b, 2.4c

ICT- Pictures: Beginning to paint, Making pictures S2b, working with ICT P5a

Art- Colour & Lights P1-3, S1d, S1&4b

DT: Designing & Making P3a, 5a, Musical instruments 2.5.1

Humanities- How can we reuse materials? 2.11

PSHE- How can I look after my environment? How do I recycle S6d, 1.2b, 2.2a

RE- What does light mean? Diwali 1.2.2

Music- Made instruments P6a, Working World ME 44-45

Drama- Sensory Christmas P4a, 5c, Using Role Play 1

Discrete Topics:

Maths- Measures capacity, Measures Time

English- Fantasy Worlds Stories, Modern Rhymes & Poems

PE- Games S5b, Hands On Slc, P3&4c

Year C

Autumn- Colour & Light

sensory curriculum

Engagement Steps 1-4: Sensory & Physical - Visual	Engagement Steps 4-6: Sensory & Physical - Visual Primary Steps 1: Science- Light	Primary Steps: 2+ Science- Light
Startles to sudden change in light	Demonstrates growing eye and hand function e.g. focuses on, reaches for an item	Notices a difference if eyes are covered
Demonstrates a stable gaze briefly during passive and active body movements	Identifies common objects by pointing/looking at them when they have been named	Identifies that they see with their eyes
Demonstrates a stable gaze briefly during passive and active head movements	Maintains interest of pictures for a minute while the content is named	Puts hand in front of light source and notices silhouette
Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a range of light sources in their immediate environment
Explores the uniqueness of self-produced movements when shown a mirror	Scribbles on paper	Identifies that a rainbow can be seen in the sky
Sits without support when joining in with a group	Searches for objects when item falls out of sight	Mixes different paint colours and observes the change
	Communicates about drawings and paintings	Recalls some light sources
	Suggests what colour they would like to make an object e.g. I want to draw a red fish	Lists some colours they see in the rainbow
		Notices a difference if eyes are covered

Year C

sensory curriculum

Autumn- Colour & Light

Lesson Ideas

English- sensory story: Big Red Bath or Whatever Next? Fantasy World Stories

Brown Bear, Brown Bear Modern Rhymes and Poems

All About Colour by Jordan Garratt

Maths- Measure- Capacity: Pinterest Ideas

Measure- Time: Pinterest ideas

Science & general topic crafts-light- Light & Shade Ideas

DT: Designing and making musical instruments

Exploring light up toys and resources

Art: Colour- Pinterest Ideas

Lights- Pinterest Ideas

Humanities-recycling- Pinterest Ideas

RE & PSHE-environment & recycling- sorting materials, tearing paper, paper and foil crafts,

DIWALI

PE: Games

Resource Ideas List:

Amazon Resource Collection

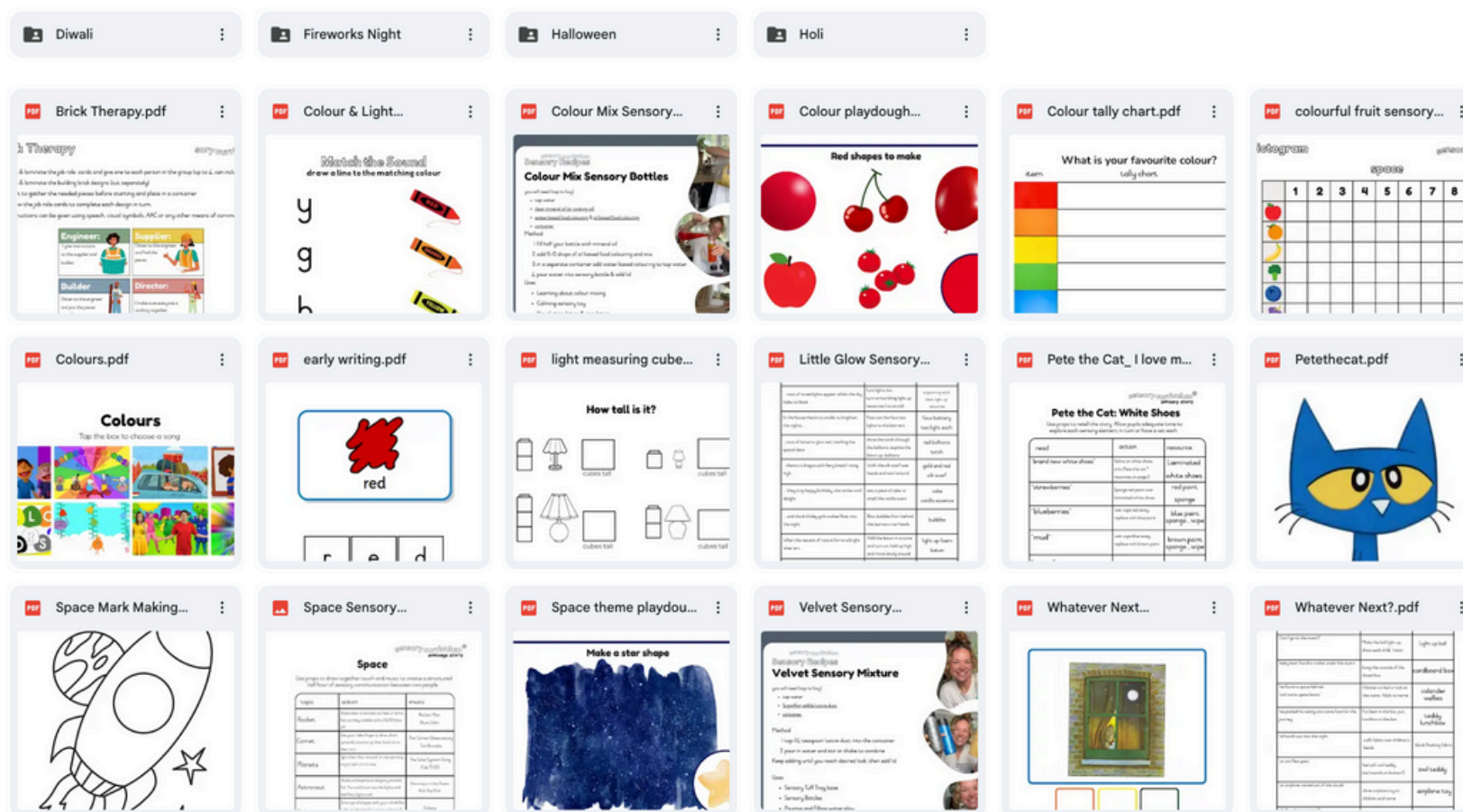


See Lesson Plans

Autumn- Colour & Light

Worksheets and printables

See Lesson Plans





Autumn- Colour & Light

RISE	term:	week:	Resources to find or make
Topic: Living Things - Humans			shaving foam mark making tools dry towels dry flannels
Objective:	Use senses freely to explore a new activity or experience.		wipes tuff tray
Step 1: Regulation & Reconnection	Before sensory activities, deep pressure massage. Explore pulling forces in mirrors. Repeat facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		Resources to buy
Step 2: Initiation	Shake the shaving foam bottles and squirt small whipped mounds across the tuff tray. Begin to smooth out and spread the foam across the tuff tray surface forming a thin white layer. *Can swap for whipped cream for edible option		Communication focus ABC / signs / symbols / resources / words foam spread dinner body parts facial features clean / wash squeeze more / finish
Step 3: Shared Experience	Spread shaving foam across the tuff tray forming a thin layer of white over the entire surface. Use your finger of mark making tools to draw faces into the foam. Narrate body part names as you draw: "round head" "two eyes" "happy smile", etc. Adults also to validate all mark making attempts even if not related to the topic. *Can swap for whipped cream for edible alternative.		Step 4: Ending Music: Help up song by Sensory Classroom. Use large dry towels and flannels to wipe away the foam leaving a clean surface. Name body parts to clean with the dry towels or wipes.
Step 1: Regulation & Reconnection	Before sensory activities, deep pressure massage. Explore pulling forces in mirrors. Repeat facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		Resources to buy
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Training on how to deliver RISE Therapy Sessions

Download planning sheets

Autumn- Colour & Light Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Rainbow belly dance fan
- bubbles
- light up fan
- light up spinner
- light up instruments
- light up ball bounce
- rainbow slinky
- rainbow parachute

Stage 2

- colour mixing and pour into clear cups
- pom pom drum
- rainbow lazy suzan & rice spin
- paint salad spinner art
- light table sand draw
- Rangoli patterns/ spirograph
- Light box
- UV paint and dark light

Stage 3

- Parachute (rainbow song)
- Rainbow stacking
- pom pom sort
- BIG bubbles string wand
- Colour sorting (hoops)
- Elefun butterfly catch
- colourful rice drum
- rainbow foam explore
- rainbow rice lazy suzan
- cotton pad paint splat
- Rainbow paint sponge
- Rainbow stacking tower knock down

Stage 4

- Colour sorting into pots
- pattern threading
- pattern duplo
- colour in picture like example
- coffee filter paper pens and water art
- shaving foam and paint marbling

Pinterest Ideas

More Attention Autism Resources

Year C

sensory curriculum

Spring - Communities & Culture

Geography: (PSHE- Citizenship) Our Community

Key Enquiry Question: What communities am I part of?



During the Spring Term C, for a duration of approximately 12 weeks, pupils will be learning within the topic of Geography (PSHE- Citizenship) Letters, Stories with familiar settings, Exploration, Position & Movement, Communicating, People who help us, Daily Routines, Me & my Community, Cultural Experiences, Spiritual Cornwall, Interaction with others. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Place: class, school, home

People: Family, Friends, Class

members, people who help us

Citizenship: my turn / your turn

wait, friend, help, choose, more.

We use the Equals Curriculum to inform our planning:

Geography (PSHE- Citizenship) Our Community — Lead Subject:

People who help us- past and present 1.2, 2.10- 1.2, Daily Routines- people P2

English- Non-fiction Letters & Recounts, Stories with familiar settings

Maths- Geometry Exploration, Geometry position and movement

ICT- Making & Communicating choices 11b, Exchanging & Sharing information, Different ways to communicate

Food Tech: From the dairy S3b

PSHE- Me and my community S5a, 1.1b, 2.1c, Cultural Experiences P4c

RE- Spiritual Cornwall- celtic crosses, festivals, saints. Celebrations- why are they important? St Pirans Day 1.1.4

Music- Cultural Rhythms, Instruments & Rhythm P4b, 6c

Drama- Using Stories 2 P2b&c, 3a,c,

PE- Interaction with others P3d, 4a, d

Discrete Topics:

Science- Keeping Warm 2.3d, Characteristics of materials 2.3a P3b

Art- Malleable substances S3c

Year C

Spring - Communities & Culture

sensory curriculum

Engagement Steps 1-4: Social, Emotional & Mental Health- Social Affection	Engagement Steps 4-6: Social, Emotional & Mental Health- Social Affection Primary Steps 1: PSHE- Citizenship	Primary Steps: 2+ PSHE- Citizenship
Calms after hearing voices when previously in a state of distress	Communicates with a member of staff using an individual action or gesture when they want something	Takes turns in a group
Calms to physical contact	Forms attachments with specific people when working with them repeatedly	Demonstrates social emotions e.g. sympathy for someone who is hurt
Demonstrates an awareness of familiar person by cessation of distress/crying	Identifies family members by looking or pointing when they are present	Demonstrates affection for peers
Engages in an activity for three seconds with familiar person	Responds to familiar peers consistently when interacting with them	Accepts the word 'no' in some situations
Focuses attention on moving faces intermittently when within their visual range	Accepts help	Tries to establish themselves as a member of a social group
Shows some awareness of people	Communicates with peers using words, gestures or symbols	Accepts that they cannot just take what they want
Notices peers briefly when alongside them during play situations	Gives familiar people a name	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Tries to establish themselves as a member of a social group	Identifies a group to which they belong
Smiles with enjoyment when helped to stand	Takes turns in a small group	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year C

sensory curriculum

Spring - Communities & Culture

Lesson Ideas

English- sensory story: Clothesline Clues to Jobs People do or Dear Teacher or
Who Lives Here? or Dear Street non fiction, letters and recounts
We are Together or Last Stop on Market Street or
In every house on our street. stories with familiar settings

Maths- Geometry- Exploration- Pinterest Ideas and Pinterest Ideas
Geometry- Position & Movement- Pinterest Ideas

Science & general topic crafts- Keeping Warm - Pinterest Ideas
Characteristics of Materials - Pinterest Ideas

FT: From the Dairy

Art: Malleable Substances

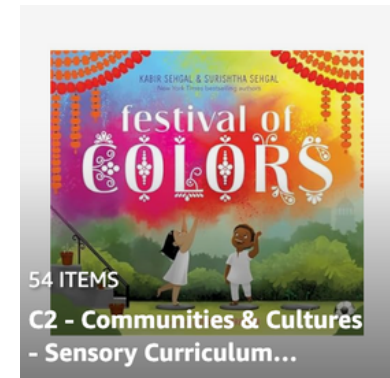
Humanities- People who help us (past and present)
Daily Routines

RE & PSHE- Me and my community, Cultural Experiences, Spiritual local celebrations

PE: Gymnastics- Pinterest Ideas

Resource Ideas List:

Amazon Resource Collection

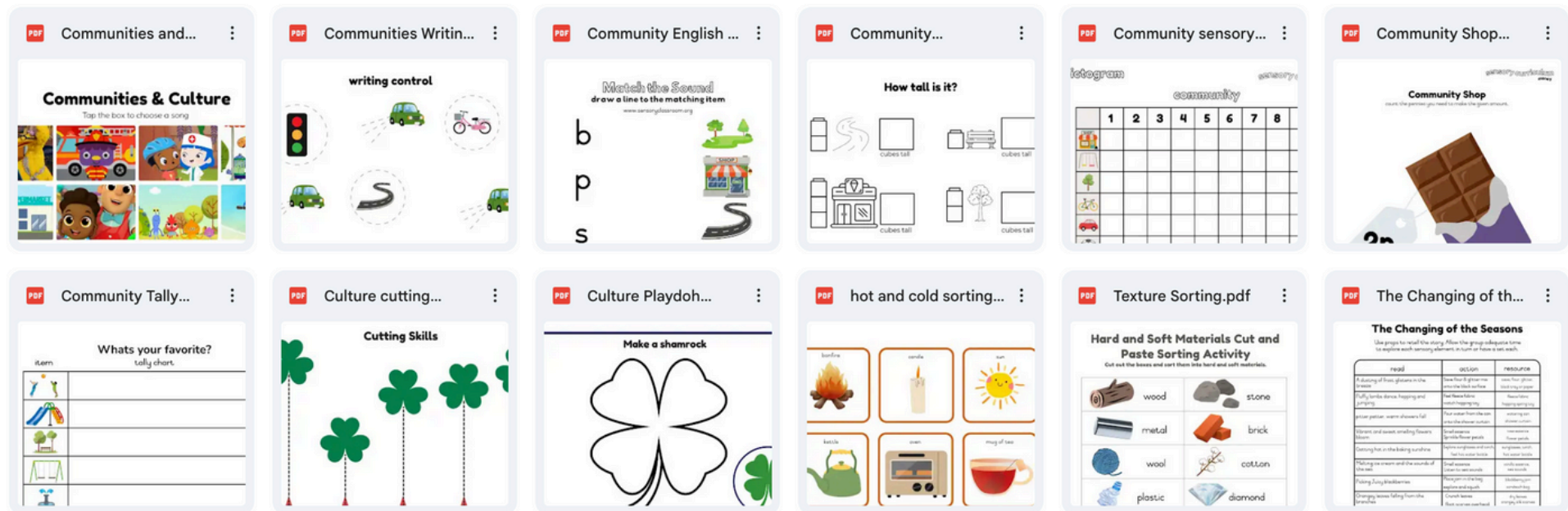


See Lesson Plans

Spring - Communities & Cultures

Worksheets and printables

See Lesson Plans



[illegible]

	ELI Therapy Session: #3739-38 on-line teacher resource	Resources to find or make:		
	term: week			
	topic: Living Things - Humans			
objective: To recognize and name parts of a face.				
Step 1: Regulation & Reconnection				
Engage in a warm-up activity, using the song, <i>My Favorite</i>				
Explore pulling faces in mirrors.				
Boop faces together in a playful game.				
Offer deep pressure suggestions to limbs and feet.				
Step 2: Introduction				
Tap on wooden shapes onto the huff tray. Use to				
build bones and knock them over.				
Repeat until learners choose to join you.				
"my shape blocks already have adhesive				
magnet dots stuck to one side.				
Step 3: Shared Experience				
Use round pizza baking trays, wooden shaped				
blocks with adhesive magnets dot stuck to one				
side to create faces for the trays. Adults to				
model "two triangle eyes" "one cube nose" "big	hairy semi circle mouth" etc			
Adults to validate all magnetic shape art				
attempts regardless of whether it is face-like.				
Step 4: Endings				
End by using song by Sensory Classroom				
Take away baking trays. Use large magnets to				
attach the shape blocks to them place in the				
finishing box.				

Download planning sheets

Spring - Communities & Culture Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- confetti popper
- Light up toys
- Fan
- Silk scarves
- sensory bottles explore
- Balloon Rockets
- Musical Instruments
- Confetti balloons
- party poppers

Pinterest Ideas

Stage 2

- Silk scarf play
- Ribbon fan on/off
- Rice on drum
- sensory bottles make
- Chalk Rangoli patterns
on black sugar paper
- Holi colour cotton pad
paint splat
- Henna decorate the
tuff tray
- Light box explore

Stage 3

- Tug of war silk scarves
- CNY Red rice on drum
- People who help us Hat
box try on
- Easter hunt sensory tray
- Pride colour sorting
- Light box drawing in
flour, sand or rice

Stage 4

- decorate a flag
- make a lollypop
stick flag
- stick on face
features to make
your face
- Rangoli pattern
card match

More Attention Autism Resources

Year C

sensory curriculum

Summer - On the Move

Science: Animals Including Humans, Plants, Forces

Key Enquiry Question: How do we stay healthy?



During the Summer Term C, for a duration of approximately 12 weeks, pupils will be learning within the topic of Science: Animals Including Humans, Plants, Forces, Moving & Growing, Fruits & Vegetables, Maps, Healthy Living, Gymnastics. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Food: fruit, vegetables
nice / nasty / like / don't like
favourite
taste / smell
colours
healthy / not healthy
strong / tall / bigger / grow
run / jump / walk / exercise
fast / slow
seasons / days / weather

We use the Equals Curriculum to inform our planning:

Science — Lead Subject: Forces & Movement 2.4a, S4b Moving & Growing 2.2b
English- Traditional Stories, Poems and Rhymes Non fiction including hobbies and posters
Food Tech: Eat more fruits & vegetables I.1.3 First Fruits S2a Vegetable Produce S2b
Humanities: Geography- Maps, positions and locations P3a Changing our Playground I.7
PSHE & Citizenship: Healthy Living- food and exercise S5a I.3b
Drama: Using Stories (3) The Gingerbread Boy
PE: Move it- Feet First S2a. b, 3&6a, P4b Gym

Discrete Topics:

Maths- Geometry 2d Shapes, Geometry patterns & shapes
Art- Printing S4e Shape P2c
ICT- Control- moving pictures, extending experiences of ICT P5b
Music: Exploring rhythmic patterns UIO Moving Patterns P2a & ME 32-43
RE: Religious Symbols

Year C

Summer - On the Move

sensory curriculum

Engagement Steps 1-4: Sensory & Physical	Engagement Steps 4-6: Sensory & Physical Primary Steps 1: Science- Animals, inc Humans, Forces, Plants	Primary Steps: 2+ Science- Animals, incl Humans, Forces, Plants and Physical Education
Bounces up and down in a standing position when supported by a member of staff	Communicates about the texture of the food they are eating	Pushes and Pulls heavy objects on a range of surfaces
Takes three/five steps (moves towards) without support when trying to reach an object or person	Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking	Describes simply what they have seen an animal do or eat
Copies simple actions using their upper or lower body	Identifies food by type, e.g. a bourbon will taste like a biscuit	Matches pictures of infant animals to adult animals
Imitates the actions of others during interactive play	Compares food to another person's, commenting on the differences	Identify something they might need to plant seeds
Moves to music rhythmically	Dances to music	Identifies that leaves grow on plants
Accepts a larger range of food or smells	Hops on one foot although may be unsteady	Demonstrates curiosity in the outside world
Communicates the name of a specifically desired food item (or requests through reach, OoR or symbol.)	Jumps from low equipment	Identify leaves in a variety of situations
Points to food they know they like to eat	Walks independently	Moves freely and confidently
Demonstrates an understanding of edible and non-edible	Tests new/ unfamiliar objects, e.g. through manipulation/ squeezing	Tries to wipe away sweat

Year C

sensory curriculum

Summer - On the Move Lesson Ideas

English- sensory story: We're Going on a Bear Hunt Traditional Stories, Poems & Rhymes
Being Healthy Non-Fiction (hobbies and posters)

Maths- Geometry- 2D shapes: Pinterest Ideas
Geometry- Patterns: Pinterest ideas

Science & general topic crafts- movement - Forces Ideas and Moving & Growing Ideas

FT: Fruits & Vegetables- Recipes

Produce

Art: Printing- Pinterest Ideas

Shape- Pinterest Ideas

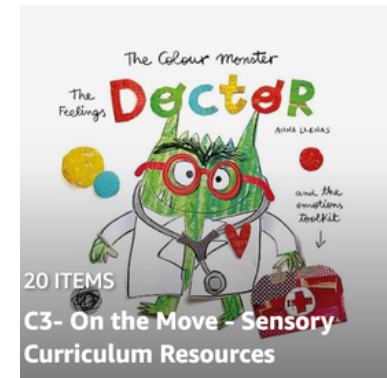
Humanities- Maps, positions & locations, changing our playground

RE & PSHE- Healthy Living, food & exercise, (food tasting, yoga, wellness, relaxation, massage) Religious Symbols

PE: Athletics & ball skills- <https://www.pinterest.co.uk/sensorycurriculum/athletics/>

Resource Ideas List:

Amazon Resource Collection



See Lesson Plans

Summer - On the Move

Worksheets and printables

See Lesson Plans

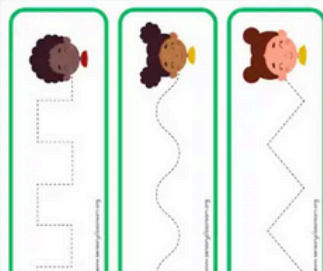
Feelings

Food

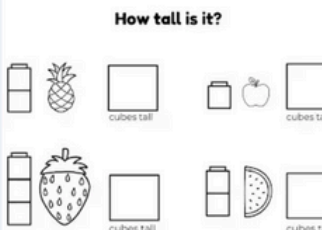
PDF food cutting skills.pdf



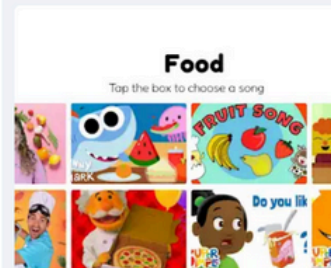
PDF Food Line Tracing.pdf



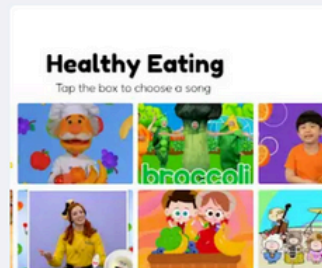
PDF Food measuring cub...



PDF Food.pdf



PDF Healthy Eating.pdf



PDF On the move English ...



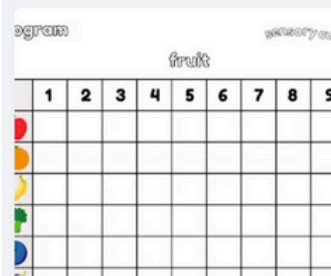
PDF On the Move Money...



PDF On the Move playdoh...



PDF On the Move sensory...



PDF On the Move Writing...





RISE

Name: _____ week: _____

Topic: Living Things - Humans

Objectives: to recognise and name parts of a face.

Step 1: Regulation & Reconnection
(After previous sessions and to ensure message reinforcement)
 Puppets pulling faces in a playful game.
 Boop facial features in a playful game.
 Offer deep pressure squeezes to limbs and feet.

Step 2: Instruction
 Put out wooden shapes onto the tray. Use to build towers and knock them down.
 Repeat until learners choose to join in.
 "the shape blocks already have adhesive magnet dots stuck to one side."

Step 3: Shared Experience
 Use wooden pizza baking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces for the trays. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.

Adults to validate all magnetic shape art attempts regardless of whether it is a face-like.

Step 4: Ending
 Music: All are song by Sweeney Grier
 Doing away baking trays. Use large magnets to stick the shape blocks to them place in the finishing box.

Resources to find or make

wooden shape trays

adhesive magnet dots

wooden shape blocks

large magnets

or magnet fishnets

or magnet words

"can use [Magnetic](#)

full tray

Resources to buy

Communications (Visual)

1 eye / 2 eyes / mouth / nose / mouth

magnet

you've got it face

body parts

facial features

block

put on

more / finish

	1800 Therapy Services, 807530 2nd St, Suite 200, San Diego, CA 92108	Resources to find or make
term: _____ week: _____	topic: Living Things - Humans	sound effects from animal sounds
subject: to recognize and name parts of a face.		wooden shape blocks large magnets or magnet flash cards or magnet words "I can use <u>allopathies</u> " full tray
Step 1: Regulation & Reconnection (After previous session) assess, discuss, prepare message Explain playing with the magnets. Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		Resources to buy
Step 2: Instruction Put out wooden shapes onto the tray. Use to build towers and knock them over. Repeat until learners choose to join you. "the shape blocks already have adhesive magnet dots stuck to one side."		Communication: focus on color / name / texture / movement / magnet you've got it face body parts facial features block put on move / finish
Step 3: Shared Experience Use round shape basking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces for the adults. Adults to model "two triangle eyes" "one cube nose" "big happy stem circle mouth" etc.		
Adults to validate all magnetic shape art attempts regardless of whether it is face-like.		
Step 4: Ending Music: e.g. song by Jeremy Shivers Take away basking trays. Use large magnets to pull the shape blocks to them place in the finishing box.		

Download planning sheets

Summer - On the Move Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- bouncing or light up ball
- sensory banana
- dancing robots
- therapy band

Stage 2

- Cow milkshake
- Fruit smoothy blender
- cutting fruit and veg
- vegetable printing
- grating vegetables

Stage 3

- Hop little bunnies
- Squeeze Machine
- Sausage Roll
- Mr Crow
- Shelly Shape
- Trampet bounces
- Balloon car pump
- yoga posture cards
- dance/music choosing
- exercise ball
(on/off/forward/backwards/
push/pull)
- peapod canoe

Stage 4

- playdough shape
match the photo
- fine motor
resource
- puzzle

Pinterest Ideas

More Attention Autism Resources

sensory curriculum

Year D



Year D

sensory curriculum

Topic	Autumn- Journeys		Spring- Houses & Homes		Summer- Out & About	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Stories & Poems from other countries	Modern Rhymes, Poems & Verses	Non-Fiction- labels and instructions	Stories & Rhymes from everyday settings	Non-Fiction Invitations & Postcards	Modern Stories
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Geometry: 3D shapes	Measures: Weight	Measures: Length	Data- responding, organising and using	Fractions	Measures- Money
Science	Sound & Hearing	The Environment Further Afield	Rocks & Soils	Using Electricity	Materials Changing	Magnets
ICT	Creating Images & Sound		Controlling and Choosing what happens Repeating responses		ICT all around us	
Art	Using Paint		Using Fabrics		Visual & Tactile Outside Exploration Natural Texture	
DT/ Food Tech	DT: Vehicles Making battery operated toys work		DT: Homes, physical properties of surfaces Switch operated computer program		FT: Teddy Bear's Picnic Biscuits	
Humanities	Geography: Transport Positions & Locations in our community		Geography: Buildings Town & Country		History: Holidays (past & present) Me & My Routines- activities & places	
PSHE	Festivals & Celebrations Awe & Wonder		Caring		Spiritual Places Relaxation & Reflection	
RE	Hindu Celebrations Saying Thank you at Harvest		Places of Worship		Special World	
Music	Exploring Sounds Going Places- High and Low		Sound- Electronic Music		Our Senses- Timbre Rhythmic Movement	
Drama	Using Role Play Journeys- Pack a Suitcase		Exploring Space & Movement Maytime		Using Role Play Goldilocks & The Three Bears	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

Year D

sensory curriculum

Autumn- Journeys

History: (Maths -Time, Science-Forces)



Key Enquiry Question: We're Going on a Journey, What can we see?

During the Autumn Term D, for a duration of approximately 12 weeks, pupils will be learning within the topic of History (Maths, Science) Position & Locations, Forces & Motion, The environment- further afield, vehicles, making things work, Transport, going places, pack a suitcase, moving with a purpose. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Go / Stop
Forward /Backwards
Press
On / off
My turn / Your turn
Slow / Fast
Rough / Smooth
Push / Pull
Up /down
Transport

We use the Equals Curriculum to inform our planning:
History (Maths- time, Science Forces) — Lead Subject: Transport S3a, P4c, Positions & Locations in the community P4a
Science- the environment- further afield AZ4.2
DT: Vehicles I.2.I, Making things work- battery operated toys S2c
PSHE- Festivals & Celebrations S3c, 5c, Awe and Wonder P4a
RE- Hindu & Christian celebrations- Why do some people say thank you at harvest? I.2.I
Music- Exploring Sounds, Going places- high and low ME 20-3I
Drama- Using Role Play2, Journeys- pack a suitcase P4c
PE- Dance- Moving with purpose S4 & 5a P5a-c

Discrete Topics:
English- Stories & poems from other cultures, Modern Rhymes, Poems, & action verses
Maths- Geometry 3D shapes, Measures Weight
ICT- Creating images and sound S3b, I noticed that! P2a
Art- Using Paint
Science- Sound and Hearing

Year D

Autumn- Journeys

sensory curriculum

Engagement Steps 1-4: Cognition & Learning- Anticipation	Engagement Steps 4-6: Cognition & Learning- Anticipation Primary Steps 1: Science- Forces, Maths- Time	Primary Steps: 1-3 Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notices peers briefly when alongside them during play situations	Notices visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year D

Autumn- Journeys

Lesson Ideas

English- sensory story: The Journey Home Stories & Poems from other countries

Naughty Bus Modern Rhymes & Poems

We're Going on a Journey by Jordan Garratt

Maths- 3D Shapes: Pinterest ideas

Measure- Weight: Pinterest ideas

Science & general topic crafts- sound & environment - Sound Ideas and Environment Ideas

DT: Vehicles: Electronic Toy recommendations and Pinterest ideas

Art: Painting- <https://www.pinterest.co.uk/sensorycurriculum/painting/>

Humanities-Geography: Transport: Pinterest ideas

Positions & Locations in our community: Pinterest ideas

RE & PSHE-Festivals & Celebrations : Pinterest ideas

Awe & Wonder: RISE therapy session (coming soon)

Hindu Celebrations: Diwali. Diwali is the festival of lights for Hindus and Sikhs, Holi. festival of colours

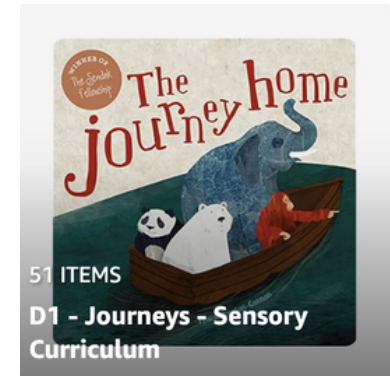
Harvest: Ideas

PE: Games - Pinterest ideas

sensory curriculum

Resource Ideas List:

Amazon Resource Collection

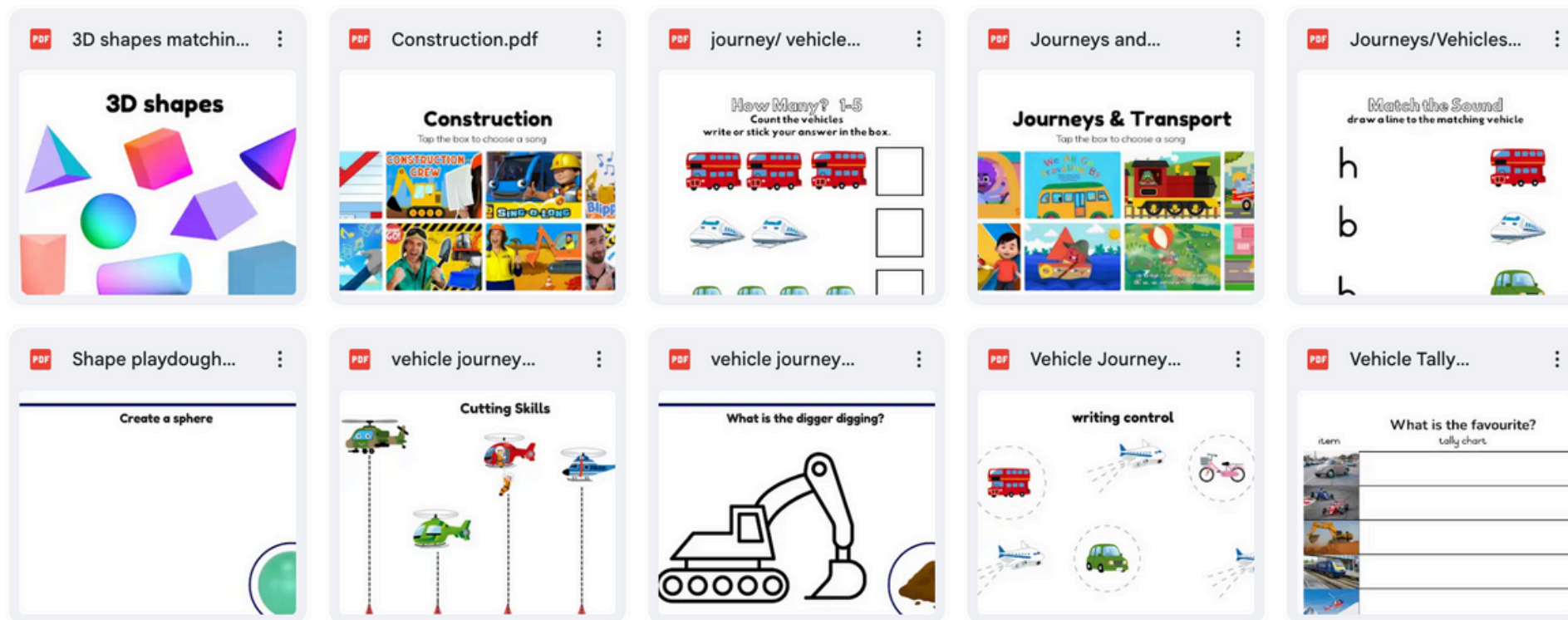


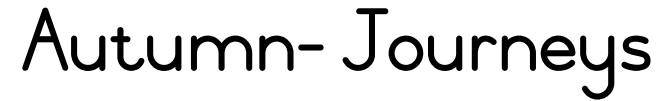
See Lesson Plans

Autumn- Journeys

Worksheets and printables

See Lesson Plans





	RISE Therapy Session #475718 - 2020 name: _____ week: _____ topic: Living Things - Humans	Resources to find or make wood shape blocks adhesive magnetic tape wooden shape blocks large magnets or magnet flash cards or magnet words *can use Alphabetals full tray
objective: To recognize and name parts of a face.	Step 1: Regulation & Reconnection Use sensory material to explore, create message Imagery pulling faces in memory Group facial features in a playful game Offer deep pressure squeezes to limbs and feet	Resources to buy
Step 2: Imagination Put out wooden shapes onto the tray. Use to build features and teach them to read Repeat until learners choose to join in. *The shape blocks already have adhesive magnet darts stuck to one side.		
Step 3: Shared Experience Use round plastic baking trays, wooden shaped blocks with adhesive magnetic tape stuck to one side to create faces for the trays. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.	Adults to validate all magnetic shape art attempts regardless of whether it is face-like.	Commercially Available Alphabetals Alphabetals Alphabetals magnet you've got it face body parts facial features block put on more / finish

	1800 Therapy Services: 877-529-1234	Resources to find or make
term: _____ week: _____		
topic: Living Things - Humans		shape, sizes, form address, <u>any</u> part of wooden shape blocks
objectives: to recognize and name parts of a face.		
Step 1: Regulation & Reconnection	(When possible) mirror, dress, change message	large magnets or magnet <u>flat</u> cards or magnet words
Labeling facial features in a playful game.	Boop facial features in a playful game.	*can use <u>allopaties</u>
Offer deep pressure squeezes to limbs and feet.		full tray
Step 2: Instruction		
Put out wooden shapes onto the tray. Use to build toward and track them over.	Repeat until learners choose to join you.	Resources to buy
"The shape blocks already have adhesive magnet dots stuck to one side."		
Step 3: Shared Experience		Communication focus: I see / you / named / identified / named
Use round faces baking trays, wooden shaped blocks with adhesive magnets, dot stick to one side to create faces for the adults.	Add to model "two triangle eyes" "one cube nose" "big happy stem circle mouth" etc.	magnet you've got it all face
Adults to validate all magnetic shape art attempts regardless of whether it is a face-like.		Tonal features
Step 4: Ending	End as you wish to sensory classroom	block got on put on / finish
Step 5: Review	Take away baking trays. Use larger magnets to move the shape blocks to their place in the finishing box.	

Download planning sheets

Autumn- Journeys Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Remote control car
- Ballon car pump
- Rocket Balloons
- Drum (fast and slow)
- Light up toy (on/off)
- Spinning toys
- Click Clack cars
- Yellies
- roll ball
- bounce ball

Pinterest Ideas

Stage 2

- Cars through foam
- Car paint tracks
- Click Clack cars
- cars down ramp into water

Stage 3

- Exercise ball (push & pull)
- Colour cars on drainpipe
- Balloon car pump
- Electronic car choosing
- Train Journey spins
- car wash station
- sensory squeeze machine

Stage 4

- car colour match to coloured card pieces
- Duplo with car images on the side, match the correct colours together
- Build duplo or logo car following photo example
- park car in correct parking space

More Attention Autism Resources

Year D

sensory curriculum

Spring - Houses & Homes

Geography: (PSHE- Citizenship, Maths-Geometry) Our Community

Key Enquiry Question: Where do I live?



During the Spring Term D, for a duration of approximately 12 weeks, pupils will be learning within the topic of Geography (PSHE- Citizenship, Maths-Geometry) Labels and instructions, Stories in everyday settings, Homes, Buildings, Town & Country, Places of Worship, Games- Here I am. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

- Places in the classroom
- Places in school
- Places in the community
- Positional Language
- Rooms in the home
- types of houses
- Household items
- Important people to you
- Local places

We use the Equals Curriculum to inform our planning:

Geography (PSHE- Citizenship) Our Community — Lead Subject: Buildings S3b, Town & Country 2.5

English- Stories and Rhymes in everyday settings, non-fiction labels and instructions

DT: Homes I.1.4., Physical Properties of surfaces S3a

PSHE- caring S1c, S4a, P5bc, I.4a

RE- places of worship

PE- Games: Here I am! S4 & 6b

Discrete Topics:

Maths- Measures Length, Data- responding, organising & using

Science- Rocks and Soils 2.3b, Using Electricity 2.4b

ICT- Controlling & Choosing what happens S3 & 4d, repeating responses P3a

Art- Using fabrics S6a, b, d, P6b

DT- switch operated computer program P3b

Music- sound 2, Electronic Music P3c

Drama- Exploring Space and Movement3, Maytime P6a

Year D Spring - Houses & Homes

sensory curriculum

Engagement Steps 1-4: Social, Emotional & Mental Health- Social Affection	Engagement Steps 4-6: Social, Emotional & Mental Health- Social Affection Primary Steps 1: PSHE- Citizenship	Primary Steps: 2+ PSHE- Citizenship, Maths- Geometry
Calms after hearing voices when previously in a state of distress	Communicates with a member of staff using an individual action or gesture when they want something	Builds a tower of 5 bricks
Calms to physical contact	Forms attachments with specific people when working with them repeatedly	Assembles a 4/6 piece puzzle
Demonstrates an awareness of familiar person by cessation of distress/crying	Identifies family members by looking or pointing when they are present	Cooperates physically during familiar routines
Engages in an activity for three seconds with familiar person	Responds to familiar peers consistently when interacting with them	Describes the directional movement of an object
Focuses attention on moving faces intermittently when within their visual range	Accepts help	Tries to establish themselves as a member of a social group
Shows some awareness of people	Communicates with peers using words, gestures or symbols	Accepts that they cannot just take what they want
Notices peers briefly when alongside them during play situations	Gives familiar people a name	Builds using geometric construction material
Smiles and laughs at familiar individuals intentionally whilst playing	Tries to establish themselves as a member of a social group	Identifies a group to which they belong
Smiles with enjoyment when helped to stand	Takes turns in a small group	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year D

sensory curriculum

Spring- Houses & Homes

Lesson Ideas

English- sensory story: Home - Non-fiction, labels & instructions

This is my house- Stories & Rhymes from everyday settings

Three Little Pigs

Maths- Measures- Length: Pinterest Ideas

Data, responding & organising: Pinterest Ideas

Science & general topic crafts- Rocks & Soils, Using Electricity- Rocks Ideas and Electricity Ideas

DT: Homes, physical properties of surfaces- Texture Ideas

Art: Using Fabrics- Pinterest Ideas

Humanities-Geography: Buildings, Town and Country- Pinterest Ideas

RE & PSHE-caring: turn taking games, emotions, sensory regulation activities, first aid play

PE: Dance & Gymnastics: Pinterest Ideas & Pinterest Ideas

Resource Ideas List:

Amazon Resource Collection

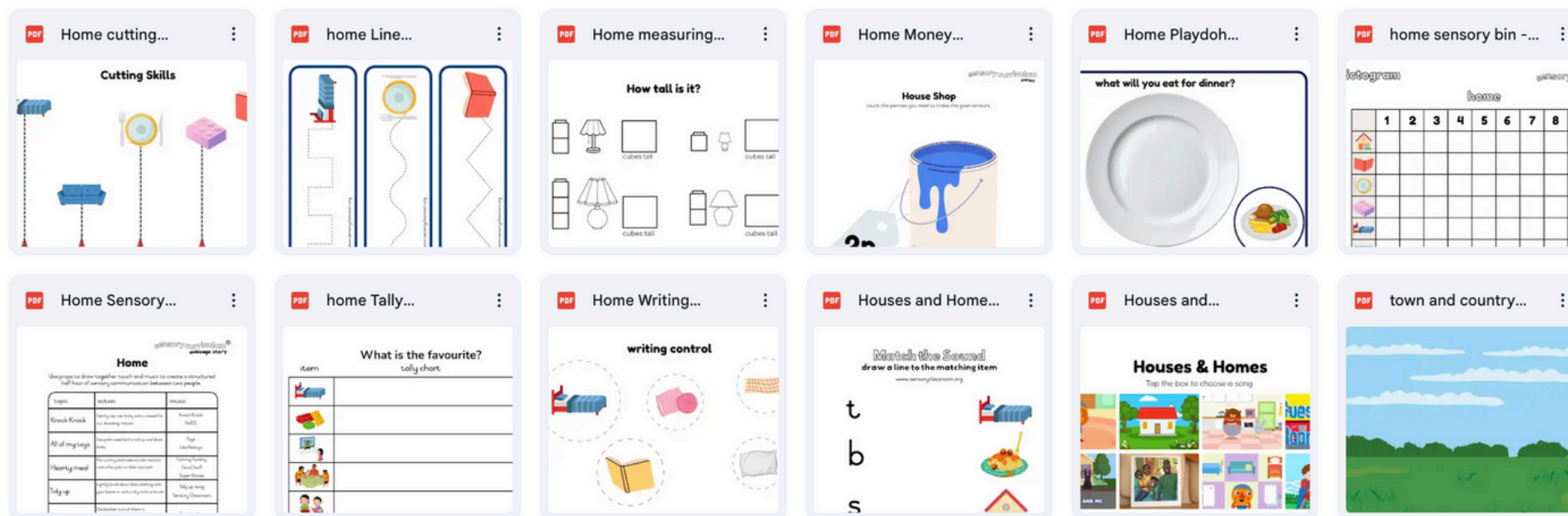


See Lesson Plans

Spring - Houses & Homes

Worksheets and printables

See Lesson Plans





ISE Template: Lesson 475D-50

Term: _____ **Week:** _____

Topic: Living Things - Humans

Objective: to recognise and name parts of a face.

Step 1: Reconnection
After previous session, deep pressure massage
 Explore pulling faces in mirror.
 Repeat until learners choose to join you.
 Measure squashes to limbs and feet.

Resources to find or make
 - glued, crumpled tissue
 - adhesive magnetic dots
 - wooden shape blocks
 - large magnets
 - or magnet, flash cards
 - or magnet words
 - "can use Maximiliane"
 - roll tray

Resources to buy

Step 2: Introduction
 Show the squashing from bottles and squirt small whelped mounds across the tuff tray.
 Begin to smooth out and spread the foam across the tuff tray surface forming a thin white layer.
 "Can swap for whipped cream for edible option"

Step 3: Shared Experience
 Spread shaping foam across the tuff tray forming a thin layer of white over the entire surface.
 Use your finger of mark making tools to draw faces into the foam.
 Name the "two eyes", "happy smile", etc.
 Adults also to validate all mark making attempts even if not related to the topic.
 "Can swap for whipped cream for edible alternative."

Communication/Topic: Face
 (tuff / paper / verbal / resources / notes)

Notes
 - you've got it!
 - face
 - body parts
 - facial features

Step 4: Ending
 Repeat: Help by using by Sensory Classroom
 Use large dry twyns and trolleys to wipe away the foam leaving a clear surface. Name body parts to clean with the dry twyns or wipes.

ISE Template: Lesson 475D-50

Term: _____ **Week:** _____

Topic: Living Things - Humans

Objective: to recognise and name parts of a face.

Step 1: Reconnection
After previous session, deep pressure massage
 Explore pulling faces in mirror.
 Repeat until learners choose to join you.
 Measure squashes to limbs and feet.

Resources to find or make
 - glued, crumpled tissue
 - adhesive magnetic dots
 - wooden shape blocks
 - large magnets
 - or magnet, flash cards
 - or magnet words
 - "can use Maximiliane"
 - roll tray

Resources to buy

Step 2: Introduction
 Put out wooden shapes on the tuff tray. Use to build towers and knock them over.
 Repeat until learners choose to join you.
 "the shape blocks having had adhesive magnet dots stuck to one side."

Step 3: Shared Experience
 Use round shaped bixys, wooden shaped blocks with adhesive magnetic dots stuck to one side to create faces on the trays.
 Adults to validate all magnetic shape attempts regardless of whether it is a face-like.

Communication/Topic: Face
 (tuff / paper / verbal / resources / notes)

Notes
 - you've got it!
 - face
 - body parts
 - facial features

Step 4: Ending
 Repeat: Help by using by Sensory Classroom
 Take away bixys, trays. Use large magnets to get the shape blocks to then place in the finishing box.

ISE Template: Lesson 475D-50

Term: _____ **Week:** _____

Topic: Living Things - Humans

Objective: to recognise and name parts of a face.

Step 1: Reconnection
After previous session, deep pressure massage
 Explore pulling faces in mirror.
 Repeat until learners choose to join you.
 Measure squashes to limbs and feet.

Resources to find or make
 - glued, crumpled tissue
 - adhesive magnetic dots
 - wooden shape blocks
 - large magnets
 - or magnet, flash cards
 - or magnet words
 - "can use Maximiliane"
 - roll tray

Resources to buy

Step 2: Introduction
 Put out wooden shapes on the tuff tray. Use to build towers and knock them over.
 Repeat until learners choose to join you.
 "the shape blocks having had adhesive magnet dots stuck to one side."

Step 3: Shared Experience
 Use round shaped bixys, wooden shaped blocks with adhesive magnetic dots stuck to one side to create faces on the trays.
 Adults to validate all magnetic shape attempts regardless of whether it is a face-like.

Communication/Topic: Face
 (tuff / paper / verbal / resources / notes)

Notes
 - you've got it!
 - face
 - body parts
 - facial features

Step 4: Ending
 Repeat: Help by using by Sensory Classroom
 Take away bixys, trays. Use large magnets to get the shape blocks to then place in the finishing box.

	©2012 The Therapy Source 800.575.3338 www.therapysource.com	
	date: _____ week: _____ Topic: Living Things - Humans	Resources to find or make a shaving foam
objectives:	Learn to explore a new activity or experience Use senses freely to explore a new activity or experience	mark making tools dry towels dry flynnels wipes
Step 1: Regulation & Reconnection	Offer tactile activities, deep pressure massage Offer pulling forces in the foam Snop bubble foamers in a playful game. Offer deep pressure squeezes to limbs and feet.	self talk
Step 2: Initiation	Shake the shaving foam bottles and squirt small Whipped amounts across the tuff ray Begin to smooth out the foam across the foam Use the tuff ray surface forming a thin white layer. "Can sweep for whipped cream for edible option	Resources to buy
Step 3: Shared Experience	Spread shaving foam across the tuff ray forming A thin layer of white foam on the entire surface Use your finger of mark making tools to draw faces into the foam. Generate short names as you draw: "round head" "two eyes" "happy smile" etc. Adults also to validate all mark making attempts even if not related to the topic. Can sweep for whipped cream for edible alternative.	Communication focus: name form spread draw tools
Step 4: Ending	Use large dry towels and flynnels to wipe away any foam leaving a clean surface. Move body parts to clean with the dry towels or wipes.	facial features clean / wash squeeze move / finish

[illegible]

	Name: _____	Week: _____	Resources to find or make shaving foam washable <u>balls</u>
	from Living Things - Humans		
Objective:	Use senses freely to explore a new activity or experience		dry flames wipes
Step 1: Regulation & Reconnection (5-10 minutes) <i>optional</i> Children pulling faces in a mirror Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.			full tray
Step 2: Instruction Shake the shaving foam bottles and squirt small whipped mounds across the tuff tray. Begin to smooth out and spread the foam across the tuff tray surface forming a white layer. "Can we pop for whipped cream for edible option."			Resources to buy
Step 3: Shared Experience Spread shaving foam across the tuff tray forming this layer of white the entire surface. Use your finger of mark making tools to draw flames into the foam. Children body part names as to drive faces, "round head" "two eyes" "happy smile", etc. Adults also to validate all mark making attempts even if not related to the topic. Can we pop for whipped cream for edible alternative.			Communication focus 1.1.1 1.1.2 1.1.3 1.1.4 1.1.5 1.1.6 1.1.7 1.1.8 1.1.9 1.1.10 1.1.11 1.1.12 1.1.13 1.1.14 1.1.15 1.1.16 1.1.17 1.1.18 1.1.19 1.1.20 1.1.21 1.1.22 1.1.23 1.1.24 1.1.25 1.1.26 1.1.27 1.1.28 1.1.29 1.1.30 1.1.31 1.1.32 1.1.33 1.1.34 1.1.35 1.1.36 1.1.37 1.1.38 1.1.39 1.1.40 1.1.41 1.1.42 1.1.43 1.1.44 1.1.45 1.1.46 1.1.47 1.1.48 1.1.49 1.1.50 1.1.51 1.1.52 1.1.53 1.1.54 1.1.55 1.1.56 1.1.57 1.1.58 1.1.59 1.1.60 1.1.61 1.1.62 1.1.63 1.1.64 1.1.65 1.1.66 1.1.67 1.1.68 1.1.69 1.1.70 1.1.71 1.1.72 1.1.73 1.1.74 1.1.75 1.1.76 1.1.77 1.1.78 1.1.79 1.1.80 1.1.81 1.1.82 1.1.83 1.1.84 1.1.85 1.1.86 1.1.87 1.1.88 1.1.89 1.1.90 1.1.91 1.1.92 1.1.93 1.1.94 1.1.95 1.1.96 1.1.97 1.1.98 1.1.99 1.1.100
Step 4: Ending Wash & dry tray by Sensory Classroom Use large dry towels & flames to wipe away foam from leaving a clean surface. Children to clean with the dry towels or wipes			Clean / wash squeeze money / finish

	800 Therapy Source 800-531-3333	
Time: _____	Week: _____	
Topic: Living Things - Humans		
Objectives: to recognize and name parts of a face.		
Step 1: Regulation & Reconnection (For students who struggle, these pre-writing strategies will help them get started.) Group calling features in a playful game. Offer deep pressure squeezes to limbs and feet.		Resources to find or make: round wooden disks adhesive magnetic disks wooden shape blocks large magnets (or magnet food cards) or magnet words "I can" Magnapiles tuff tray
Step 2: Imitation Put out wooden shapes on a tray. Use to build towers and knock them down. Repeat until learners choose to join you. "the shape blocks already have adhesive magnet dots stuck to one side.		Resources to find Communication focus (e.g. Imitation)
Step 3: Shared Experience Use round disks poking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces on the trays. Adults to model "two triangle eyes" "one cube nose" "big happy stem circle mouth" etc		magnet you've got it face body parts facial features
Adults to validate all magnetic shape art attempts regardless of whether it is face-like.		block put on game / finish
Step 4: Ending Happy day song by sensory classroom		
Take every 10th tray. Use larger magnets to attach the shape blocks to then place in the finishing box.		

	RISE Therapy Session #3755 © 2016 by RISE Inc. Date: _____ week: _____ Topic: Living Things - Humans		Resources to find or make:
			shaving foam
			washcloths/baths
			dry towels
			dry flannels
			wipes
objectives:	• Uses senses freely to explore a new activity or material		Self-reflection:
Step 1: Regulation & Reconnection	Explore textures: smooth, hard, deep pressure massage Explore pulling forces in tissues Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		
Step 2: Imagination	Shake the shaving foam battles and squirt small whipped amounts across the tuff tray. Begin to smooth out the foam across the floor using the tuff tray surface forming a thin white layer. "Can sweep for whipped cream as edible option"		Resources to buy:
Step 3: Shared Experience	Spread shaving foam across the tuff tray forming a thin layer of white foam on entire surface. Use your finger of mark making tools to draw faces into the foam. Illustrate heart noses as you draw "round head" "two eyes" "happy smile", etc. Adults also to validate all mark making attempts even if not related to the topic. Can sweep for whipped cream for edible alternative.		
Step 4: Ending	Clean up using a sensory chameleon. Use large dry towels and flannels to wipe away the foam leaving a clean surface. Name body parts to clean with the dry towels or wipes.		Communications focus: • Focus / themes / questions / issues • Tactile • Foam • spread • draw • marks • facial features • clean / wash • squeeze • move / finish

	1800 Therapy Services: 877-529-1234	Resources to find or make
term: _____ week: _____		
topic: Living Things - Humans		shape, sizes, form address, <u>any</u> part of wooden shape blocks
objectives: to recognize and name parts of a face.		
Step 1: Regulation & Reconnection	(When possible) mirror, dress, change message	large magnets or magnet <u>flat</u> cards or magnet words
Building positive affect in the group.	Boop facial features in a playful game.	*can use <u>allopaties</u>
Offer deep pressure squeezes to limbs and feet.		full tray
Step 2: Instruction	Put out wooden shapes onto the tray. Use to build toward and track them over.	Resources to buy
Repeat until learners choose to join you.	"the shape blocks already have adhesive magnet dots stuck to one side.	
Step 3: Shared Experience	Use round faces looking trays, wooden shaped blocks with adhesive magnets. Put stick to one side to create faces for the kids. Adults to model "two triangle eyes" "one cube nose" "big happy seen circle mouth" etc.	Communication focus: (yes/ no/ names/ numbers/ colors)
Adults to validate all magnetic shape art attempts regardless of whether it is face-like.		magnet you've got it all face
Step 4: Ending	End as a song to sensory classroom. Take away looking trays. Use larger magnets to make the shape blocks to then place in the finishing box.	Tactile features block put on gone / finish

Training on how to deliver RISE Therapy Sessions

Download planning sheets

Spring- Houses & Homes Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- Bricks to build tower
- silk fabrics
- wolf / pig puppet
- magnatiles
- home corner toys
- switch operated toys
- cup tower
- hairdryer & feathers
- ball blower / ball popper
- fan
- sticks to drum

Pinterest Ideas

Stage 2

- glitter house picture
- build with blocks and knock down
- fruit smoothie
- ping.pong ball blow
- foam building bricks
- ribbon fan on off

Stage 3

- Sausage Rolls
- TV intro choosing and dance/sing along
- remote control toys
- electric toy choosing
- switch operated toys
- cow milkshake
- knock over brick tower

More Attention Autism Resources

Stage 4

- put dolls to bed or get them dressed
- glitter house picture
- build house with blocks
- shoe box items
- match pig to house laminated task
- lolly stick craft

Year D

sensory curriculum

Summer - Out & About

History: (Maths -Time, Science- Forces)



Key Enquiry Question: We're Going on Holiday, What shall we bring?

During the Summer Term D for a duration of approximately 12 weeks, pupils will be learning within the topic of History (Maths, Science) Outside Exploration, Forces & Motion, Money, Picnics, Holidays- past and present, Me and my Routines, Relaxation & Reflection, Special World. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Vocabulary Covered:

Go
Stop
Forward
Backwards
Money / Shop
Park
Home
School
Minibus
Holiday

We use the Equals Curriculum to inform our planning:

History (Maths- time, Science-Forces) Routines — Lead Subject: Holidays- past & present 2.3,

Me and my routines- activities and places P3&5

English- non-fiction invitations & postcards, Modern Stories (What's the Time Wilfred Wolf & Dear Zoo)

Maths- Money

Art- Visual and Tactile outdoor exploration Sl e,f, Natural Texture P2b&d

Food Tech- Teddy Bears Picnic S6b, Picnics 1:2.7 & Biscuits 2:5.4

PHSE- Spiritual Places S2c, 2.4d, Relaxation & Reflection Scl

RE- Special World

Discrete Topics:

Maths- Fractions

Science- Materials Changing Sl, 2.3,4.,d 2.3c, Magnets and Magnetism 2.4d

ICT- Ict all around us P3b, c, 4b, P4c

Music- Our Senses- Timbre ME68-69, Rhythmic movement P3b

Drama- Using roleplay3, Goldilocks and the Three Bears Plc

PE- I like moving S3&4d, Athletic P6a,b,d

Year D

Summer - Out & About

sensory curriculum

Engagement Steps 1-4: Cognition & Learning- Anticipation	Engagement Steps 4-6: Cognition & Learning- Anticipation Primary Steps 1: Science- Forces, Maths- Time	Primary Steps: 1-3 Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notices peers briefly when alongside them during play situations	Notices visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year D

sensory curriculum

Summer - Out & About Lesson Ideas

English- sensory story: The Postcard Project Non-fiction, invitations & postcards
Who Lives Here? & We're Going on Holiday Modern Stories

Maths- Fractions: Pinterest Ideas

Money: How I teach (video explanation)

Science & general topic crafts- changing materials & Magnets- Materials Ideas and Magnet Ideas

FT: Teddy Bear's Picnic- Recipes

Biscuits-Recipes

Art: Visual & Tactile Outside- Pinterest Ideas

Natural Texture

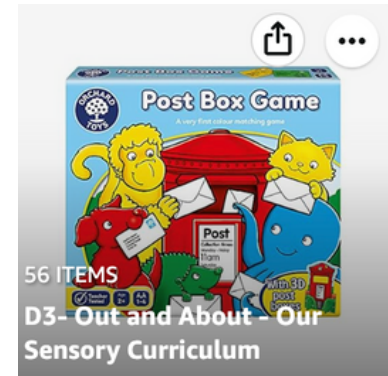
Humanities-History- Holidays-Holidays Ideas & My routines ideas

RE & PSHE-relaxation & reflection- yoga, TACPAC, sensory massage stories, curiosity programme, atmospherics

PE: Athletics- <https://www.pinterest.co.uk/sensorycurriculum/athletics/>

Resource Ideas List:

[Amazon Resource Collection](#)

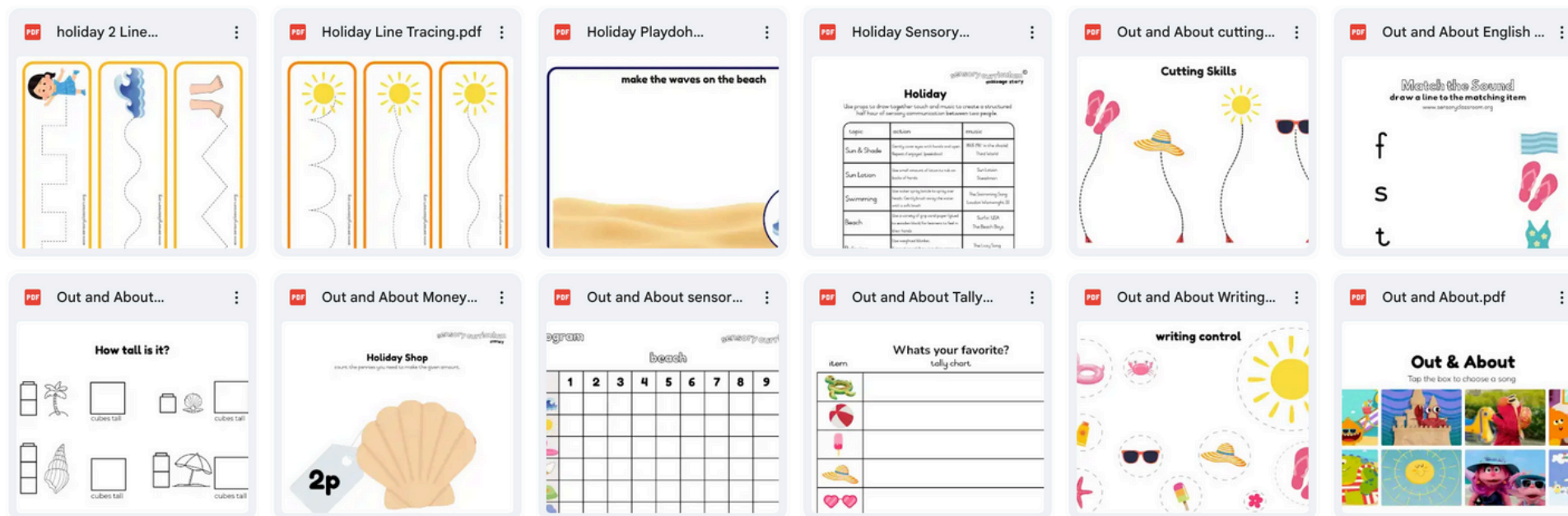


See Lesson Plans

Summer - Out & About

Worksheets and printables

See Lesson Plans





	https://www.twinkl.com ©2020 © All rights reserved.
Term:	Week:
Topic:	Topic: Living Things - Humans
Objective:	To recognise and name parts of a face.
Step 1: Regulation & Reconnection Encourage positive energy, share positive message Encourage pulling faces to relax Boop facial features in a playful game. Offer deep pressure squeezes to limbs and feet.	Resources to find or make ornament cards adhesive corner dots wooden shape blocks large magnets or magnet fishnets or magnet wands *can use <i>Magnetics</i> full tray
Step 2: Introduction Tap out wooden shapes onto the tray. Use to build faces and touch them out. Repeat until learners choose to join you. "the shape blocks already have adhesive magnet dots stuck to one side.	Resources to buy magnet
Step 3: Shared Experience Use round plastic baking trays, wooden shaped blocks with adhesive magnets dot stuck to one side to create faces on the trays. Adults to model "two triangle eyes", one cube nose "big happy smile circle mouth" etc.	magnet you've got it all face body parts facial features block put on more / finish
Adults to validate all magnetic shape art attempts regardless of whether it is face-like.	Generalisation: face,
Step 4: Ending Head: Give a wig for Sensory Classroom	(and / give wigs / sensory / room / wig)
Take away baking trays. Use large magnets to attract the shape blocks to them place in the finishing box.	magnet you've got it all face body parts facial features block put on more / finish

	term: _____ week: _____ name: _____	Resources to find or make: wooden shapes from cardboard, paper, clay wooden shape blocks large magnets or magnet fresh out of magnet wads *can use MagnaTiles full tray	
	objective: to recognise and name parts of a face		
	Step 1: Regulation & Reconnection When partners breathe, make a square magnet Give each pulling faces a square magnet Body facial features in a playful game. Offer deep pressure squeezes to limbs and feet.		
	Step 2: Initiation Tip out wooden shapes onto the play tray. Use to touch and knock them out. Repeat until learners choose to join you. *the shape blocks already have adhesive magnet dots stuck to one side.		Resources to buy: Communication Foc M4C (Pegboard / magnetic / magnet you've got it! face body parts facial features blocks put on more / finish
Step 3: Shared Experience Use round pizza baking trays, wooden shaped blocks and adhesive magnetic dot stuck to one side to create faces on the trays. Add to make "two triangle eyes", "one cube nose", "big happy semi circle mouth" etc.			
Step 4: Validation Add labels to validate all magnetic shape art attempts regardless of whether it is face-like.			
Step 4: Ending Music: Help us sing by Sandra Cisneros Take away baking trays. Use large magnets to attract the shape blocks to then place in the finishing box.			

Download planning sheets

Summer - Out & About Attention Autism

sensory curriculum[©]
attention autism

Stage 1

- beach ball throw up and down
- balloon let go
- balloon helicopter
- foam aeroplane throw
- panda money box
- magnet toys

Pinterest Ideas

Stage 2

- natural painting

Stage 3

- Holiday hat on song
- Holiday wear choosing, dress up and dance
- Train ride (tickets)

More Attention Autism Resources

Stage 4

- write & post letters
- Teddy Bear Sandwiches
- pack a suitcase laminated task
- punch tickets

sensory curriculum

Subject Pathways



Subject Pathways

Art

sensory curriculum

INTENT:

Art is an inspiring, creative and practical subject. Art encourages children to express themselves creatively and to design in order to solve problems both as individuals and as members of a team. We encourage children to use their creativity and imagination, to explore a range of media in order to communicate. We aim to, wherever possible, link work to topic themes and offer designs fit for real life purpose. The children are also given opportunities to explore a range of manual and electric machines and processes and are encouraged to become effective communicators in a range of contexts.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of creating and making. The children design and create artworks that act as an expression. Pupils have autonomy in the art process to feel a sense of individuality and pride upon completion.

Expectations are based on Engagement and Primary Steps for the Design and Technology Subject areas and teachers should ensure the use of differentiation. Planning below makes clear which topics build on being 'built on', as well as which have 'linked' skills.

This scheme of work supports those who are not as confident in the teaching of Art and ensure a progression of skills that should be explicitly taught. The projects are based on the Equals Curriculum and Engagement and Primary Steps statements.

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly creative and technological world
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to express themselves and communicate through their artwork.
- understand and apply the principles of a range of media to create varied artworks

. Build upon an idea they wish to express through creative means, without the need for words. In turn, developing confidence to share feelings and thoughts.

Subject Pathways

Art

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselfs (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	Tactile exploration & textures P3b, S1a, c & 2b	Using paper S3a, 5e&f	Collage P5b Strokes P3c	Shape-solid P1c3d Forms S2c Manipulation of materials S3d	Shape- form P4c Combing materials S2 & 3e	Pattern S4d	Colour and lights P1-3, S1d, S1&4b	Malleable substances S3c	Printing S4e Shape P2c	Using Paint P6a, S4a, 5a-d	Using Fabrics S6a, b, d, P6b	Visual and Tactile <u>outside</u> exploration <u>S1e,f</u> , Natural texture P2b&d

Subject Pathways

Technology

sensory curriculum

INTENT:

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We encourage children to use their creativity and imagination, to explore how products work in order to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to topic themes and offer designs fit for real life purpose. The children are also given opportunities to explore a range of manual and electric machines and processes and are encouraged to become innovators and risk-takers.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The children design and create products that consider function and purpose. Pupils have autonomy in the design process to feel a sense of individuality and pride upon completion.

Expectations are based on Engagement and Primary Steps for the Design and Technology Subject areas and teachers should ensure the use of differentiation. Planning below makes clear which topics build are being 'built on', as well as which have 'linked' skills.

This scheme of work supports those who are not as confident in the teaching of DT and ensure a progression of skills that should be explicitly taught. The projects are based on the Equals Curriculum and Engagement and Primary Steps statements.

When designing and making, the children are taught to:

Design:

- Have opportunities to explore a range of materials. Learn about material properties and functions to support design.
- . Gain understanding on preferences and individuality, in order to choose
- . Grow a deep understanding of cause and effect, forces and everyday materials
- . Research and range of manual and electronic products to gain a wide knowledge of how products can function and run.
- Use analogue and digital programmes to develop and design and test your ideas and to problem solve.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately and safely.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste and smell.
- . Have opportunities to take risks in a safe and monitored environment.
- . Feel a sense of pride and accomplishment upon completion

Evaluate:

- investigate and analyse a range of existing products.
- Improve and adjust your creation after testing over a number of weeks
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).
- . Use a range of buttons and switches as well as processes to gain wider knowledge of processes

Key skills and key knowledge for D and T have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are taught weekly. Some terms focus solely on food Technology, whilst others on Design Technology.

We work on a 4 year rolling programme.

continued...

Subject Pathways

Technology

sensory curriculum

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to design and make for purpose.
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products.

A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child. Differentiation will be achieved on support given, resources offered and outcome expectations.

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	<u>Colour & Light</u> (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	FT: Taste & Texture S1b DT: Photo Frames 2:3.4	DT: Sensory properties of papers & wrappers P4c Containers & Packaging P5c School playground and parks 1:1.2	FT: Sweet & Savory S5b	DT: Moving Toys 2:5.3 Making things work construction S1a Basic Mechanisms P1b, 2b	FT: Bread 2:5.2 Packaging & sandwich snacks 2:3.1/2 Sensory properties of dough & pastry P2c	DT: Moving animals/monsters 2:3.3 Cutting, sticking & materials S4c & 6c	DT: Designing & Making P3a & 5a Musical Instruments 2:5.1	FT: From the dairy S3b	FT: Eat more fruits & vegetables 1.1.3 First fruits S2a Vegetable Produce S2b	DT: Vehicles 1.2.1 Making things work- battery operated toys S2c	DT: Homes 1:1.4 Physical properties of surfaces S3a Switch operated computer program P3b	FT: Teddy Bears picnic S6b Picnics 1:2.7 Biscuits 2:5.4

Subject Pathways

English

sensory curriculum

INTENT:

English is an inspiring, rigorous and practical subject. English encourages children to learn to communicate and express themselves and to learn from others. We encourage children to use their creativity and imagination, to explore stories linking to a range of topics and genres. We aim to, wherever possible, support children to grow a love for books and reading and a desire to express themselves on the page to enable them to become life long learners.

IMPLEMENTATION:

Pupils share a range of stories and books from a variety of genres. They have opportunities to write in a range of different ways across the curriculum. They are encouraged to express themselves, including their wants and needs in effective ways. They are supported to receive information through a range of resources to enable them to engage full in the world around them and play an active role in it.

IMPACT:

We ensure the children:

- develop the creative and practical expertise needed to perform everyday writing, reading, communicating and listening tasks confidently and to participate in their community.
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to express their needs and wants and grow a sense of self-worth.

Subject Pathways English

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	<u>Colour & Light</u> (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways-British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways-British Values History Focus
	Developmental skills (speech and language, reading and writing)											
A R B	Modern Stories	Modern Rhymes & Poems	Traditional Stories and rhymes	Traditional stories, poems and rhymes	Modern stories with everyday setting	Non-fiction Information texts	Fantasy worlds stories	Non-fiction letters and recounts	Traditional stories, poems and rhymes	Stories and poems from other cultures	Non-fiction-labels and instructions	Non-fiction invitations and postcards
	Non-fiction	Stories from other cultures	Non-fiction	Non-fiction pictures and captions	Modern rhymes, poems and action verses	Animal stories	Modern rhymes and poems	Stories with familiar settings	Non-fiction including hobbies and posters	Modern rhymes, poems, and action verses	Stories and rhymes with everyday setting	Modern stories

Subject Pathways

Humanities

sensory curriculum

INTENT:

We believe that children should develop a love of geography by enjoying first hand experiences of their local area and through studying regional, national and global environments. They will develop an inquisitive nature and ask appropriate questions to further explore different environments and their human and physical features. They should recognise connections about how the world works, empathising with different cultures, appreciating diversity and alternative viewpoints. We aim to provide our children with the tools to take on an active role in engaging with and protecting this world that they grow up in. They will learn appropriate vocabulary and be encouraged to communicate their understanding effectively. Across our curriculum we provide our children with opportunities to apply their skills, leading their own learning through questioning, research, and in practical fieldwork.

We believe that before children can have a deep knowledge about other people and events in history, they must first understand their own history and what makes them who they are. It is crucial for pupils to build sense of self, to have preferences, build confidence in who they are and gain understanding about their family history. Pupils also need to have a rigid understanding of the concepts of passing time and build a sense of routine.

IMPLEMENTATION:

- . Consistent routines and daily schedules are used throughout the school day to embed the knowledge of passing time.
- . Family photos and videos are used to create meaningful interactive sessions, teaching our pupils about who they are and where they come from.
- . Practical activities and play set ups provide pupils with the opportunities to explore alternative places and events in history.
- . Field Trips and exploring our outside environment provide further opportunities to learn about the world around us in a real life context.

IMPACT:

We ensure the children:

- develop the knowledge of time in order to establish past, present and future events
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to establish an understanding of different places and events
- understand how to care for our world, starting with our imitate environment, including; home and classroom.

Subject Pathways

Humanities

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselfs (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	History: Me and my family S1&4 Me and my routines- people & families P4	Geography: Positions and locations P1, 2 & 5a School environment S1a & 2.1/9/10	Geography: Weather conditions P1b Weather S4b	History: Toys- old & news 1.3/4 Daily Routines- activities P1	Geography: Water sources 1.5 Water, water, everywhere	Geography: Natural environment - going to the countryside P3c, S4a	Geography: How can we reuse materials? 2.11	History: People who help us- past and present 1.2, 2.10.- 1.2 Daily routines- people P2	Geography: Maps, positions & locations P3a Changing our playground 1.7	Geography: Transport S3a, P4c Positions & locations in the community P4a	Geography: Buildings S3b Town & Country? 2.5	History: Holidays- past and present 2.3 Me and my routines- activities & places P3&5

Subject Pathways

Maths

sensory curriculum

INTENT:

Maths is a practical subject that pupils will encounter in everyday life. Maths encourages children to learn to build on past knowledge to solve problems. We encourage children to use their creativity and imagination, to solve maths problems in a range of real life contexts, through play and through group and 1:1 intervention work. This will support our learners to become confident to be as independent as possible in the outside world.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to solve maths problems.

These include;

Geometry:

- Have opportunities to explore a range of shapes and measuring equipment
- . Gain understanding of the properties of shapes, materials and objects
- . Gain understanding on differentiating items into categories
- . Use shapes to create products, artworks and to solve problems

Number / Measure:

- . Grow a deep understanding of cause and effect
- . Use knowledge of numbers and number facts to make choices and solve problems
- select from and use a wider range of tools and equipment to perform practical tasks and solve problems

Statistics:

- log, investigate and analyse a range of data
- Show persistence when improving you're efforts to gain the desired result
- understand how objects can be categorised

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly mathematical world
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to solve real life problems
- understand and apply the principles of maths in all contexts in every day life, i.e making choices.

Subject Pathways

Maths

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselfs (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
	Number and the number system and using and applying											
A R B	Measures Time Geometry 2-d Shapes	Fractions Geometry Exploration	Measures Capacity Geometry 3-d shapes	Geometry Position and movement Data-responding, organising & using	Measures Money Measures Weight	Geometry Patterns & shapes Measures Length	Measures Capacity Measures Time	Geometry Exploration Geometry Position and movement	Geometry 2-d Shapes Geometry Patterns and shapes	Geometry 3-d shapes Measures Weight	Measures Length Data-responding, organising and using	Fractions Measures Money

Subject Pathways

sensory curriculum

Music & Drama

INTENT:

Music & Drama is an inspiring, creative and practical subject. Music encourages children to learn about cultures around the world and sound through history. It encourages our pupils to have a preference and to respect other's choices. We encourage children to use their creativity and imagination, to explore how sound works in a variety of ways. We aim to, wherever possible, link work to topic themes and offer designs fit for real life purpose. Through Drama children learn to express themselves and test out unfamiliar scenarios in a safe environment. The children are also given opportunities to share their work through filmed and live performances to an audience to help build a sense of pride and accomplishment.

IMPLEMENTATION:

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of exploring a range of music from history and different cultures. The children have the opportunity to choose and are encouraged to have a preference, whilst keeping a broad knowledge of music. We explore sound through manual and electronic instruments, as well as sounds in our everyday environment.

IMPACT:

We ensure the children:

- develop the creative, technical and practical expertise needed to explore, rehearse and perform
 - Develop an understanding of emotions in context to better manage big emotions when they are felt in daily life
 - Pupils feel more confident to try unfamiliar opportunities in the outside world
 - build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to play an instrument or perform for purpose.
 - understand and apply the principles of sound. Supporting them to create variety in their work and to broaden their musical preference..

Subject Pathways

sensory curriculum

Music & Drama

	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	<u>Colour & Light</u> (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
AR B Music	Sounds interesting- exploring sounds U2, Instruments P1b Special People- beat and tempo ME 8-19	Sound & Skills all around us P5b & 6b, U1	Showing enjoyment	Turn taking	Listening & enjoyment P1c Growth & change- loud & quiet ME56-67	Sound (1) P1a & 2c	Made instruments P6a <u>Working world</u> ME 44-45	Instruments & Rhythm Cultural Rhythms P4b, 6c	Exploring rhythmic patterns U10 Moving Patterns P2a, ME 32-43	Exploring sounds Going places- high and low ME 20-31	Sound (2) Electronic Music P3c	Our senses- Timbre ME68-69 Rhythmic movement P3b
AR B Drama	Exploring Space & Movement 1 Our Bodies P2a	Relationships	Sensory seasons Woodland soundscape P1a	Taking turns	Exploring space and movement 2 Cycles water P4a	Using stories 1 We're going on a bear hunt P1b	Using role play 1 Sensory Christmas P4a, 5c	Using stories 2 P2b & c, 3a, c, 6b, c	Using stories 3 The gingerbread boy	Using role play 2 Journeys- pack a suitcase P4c	Exploring space and movement 3 Maytime P6a	Using role play 3 Goldilocks and the three bears P1c

Subject Pathways

sensory curriculum

Physical Education

Subject Vision

Our vision is to provide a range of practical opportunities for our pupils to strengthen their bodies, work as a team and learn about staying healthy, inspiring our students to ensure they foster a love for health, and to prepare them so they may contribute to a team and therefore the wider community to become responsible and healthy citizens.

INTENT:

We recognise the importance of health and physical activity in every child's daily life. We aim to deliver a broad and balanced PE curriculum from EYFS to the end of Key Stage 2 by following the Equals Curriculum for Physical Education and Engagement Steps & Primary Steps assessment statements to ensure that all children develop knowledge and understanding. We aim to inspire our students to understand their body's needs in a sensory regulation sense, so they know how to adapt themselves and their environment in order to learn and live a rich life outside of school.

IMPLEMENTATION:

The PE curriculum has been developed as part of our four-year rolling programme and is taught within topics that encompass the whole-school themes. Following the Equals Curriculum, as well as assessment statements from the Engagement & Prime Steps, the long-term planning has been designed to enable pupils to learn new knowledge, skills and relevant vocabulary, whilst revisiting and revising those previously learnt. Medium term planning is supported by the subject lead and lessons are sequenced with clear and relevant learning objectives to ensure curriculum coverage and opportunities to work scientifically are embedded within the learning. Learning includes in and out of classroom, local visits and links with our neighbouring Trust schools, to inspire and encourage curiosity and wonder.

IMPACT:

We aim for our children to have developed detailed sensory and physical knowledge and skills, working as a team as well as continuing to be confident and competitive individuals, as they prepare for the next steps in their education and for their future. The quality of Physical education across the school is monitored and reviewed termly, this ensures our pupils experience, enjoy and have the potential to excel in their health journey.

Subject Pathways

sensory curriculum

Physical Education

Term 1: Games

To practise team skills and being part of a group to complete a task.

Expressive and receptive communication

Rules and staying safe

Term 2: Dance & Gymnastics

Coordination

Rhythm and movement to music

Following instructions

Repeating patterns and sequences

Term 3: Athletics & Ball Skills

To practise team skills and being part of a group to complete a task.

Coordination and ball skills

Gross motor development including travel

Subject Pathways

PSHE & RE

sensory curriculum

INTENT:

PSHE is a subject that spans the entire curriculum and is embedded within all subjects and daily life at school, as well as being taught discretely once per week. PSHE, Citizenship & RE encourages children to learn to think about how to safely express and meet their own needs and how to care for others. We encourage learners to be empathetic, accepting and supportive towards all people. Learning about different cultures and religions around the world and in Britain supports their understanding and acceptance of those different to themselves. PSHE also teaches our pupils to meet their own sensory needs, how to manage their big emotions and how to relax and stay in a calm state in order to learn and thrive.

IMPLEMENTATION:

We follow religious, national and international holidays and events throughout the year to teach our pupils in real time, building real life knowledge of the world around them in context. We encourage our pupils to communicate their needs and to express themselves, to make choices and tolerate other's choices different to their own. Our pupils are taught strategies to manage their emotions and sensory needs in a variety of ways that will help them become safe and secure, balanced adults in the future.

IMPACT:

We ensure the children:

- develop the skills they need to manage their emotions and sensory needs in order to be safe and balanced, engaged citizens in the outside world.
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to work alongside other people, whilst accepting each other's differences.
- understand and apply the principles of religious beliefs, moral compass and teachings to further understand and accept people and cultures around the world.
- . Develop the knowledge and skills to live life as independently as possible
- . Build a confidence in themselves and their own abilities, to try new experiences and live a full and rich life

Subject Pathways

PSHE & RE

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselfs (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
AR B PS HE	All about me P1a, b, S1a, S2b, 1.1a	My School & Me S5b Group work p3	Choices P2, S1b, 1.5a	Sharing S2d, P6 Playing and learning together 2.4c	Looking after myself S1 ai, S3aai, P5a	Caring for animals and plants S6d, 2.1d	How can I look after my environment? How do I recycle? S6d, 1.2b, 2.2a	Me and my community S5a, 1.1b, 2.1c, Cultural experiences P4c	Healthy Living- food and exercise 1.3b, S5a	Festivals and celebrations S3c, P4c Awe and Wonder P4a	Caring S1ci, S4a, P5bc, 1.4a	Spiritual Places S2c, 2.4d Relaxation & Reflection S1c
AR B RE	Myself Who am I? Why am I unique? 1:1.1 Christian Way of Life	Special people & places- the church and people who work there	What does it mean to belong?	Spirituality, Festivals and celebrations	Celebrations & Festivals including Easter Learning about Jesus 2:4.3	Special stories 2:3.2 Saint Francis 2:4.6 Jesus and the bible 2:5.6	What does light mean? Divali 1:2.2	Spiritual Cornwall- Celtic crosses, festivals, saints. Celebrations, how & why are they important? St Pirans Day 1:1.4	Religious Symbols	Hindu & Christian celebrations Why do some people say thank you at harvest? 1:2.1	Places of Worship	Special World

Subject Pathways

Science

sensory curriculum

Subject Vision

Our vision is to provide creative opportunities for our pupils to investigate our natural world by nurturing their ideas and inspiring our students to ensure they foster a love for the environment they live in; and to prepare them so they may contribute to the wider community to become responsible citizens.

INTENT:

We recognise the importance of Science in every child's daily life. As one of the core subjects taught in primary schools, we aim to deliver a broad and balanced scientific curriculum from EYFS to the end of Key Stage 2 by following the Equals Curriculum for Science and Engagement Steps & Primary Steps assessment statements to ensure that all children develop scientific knowledge and understanding through the specific disciplines of biology, chemistry and physics. We aim to inspire our students to make informed decisions and think in scientific ways through our enquiry skills and approaches, so that they become increasingly confident in asking and answering questions and have a sense of wonder about the natural world around them.

IMPLEMENTATION:

The Science curriculum at Camelford Primary School ARB has been developed as part of our four-year rolling programme and is taught within topics that encompass the whole-school themes. Following the Equals Curriculum, as well as assessment statements from the Engagement & Prime Steps, the long-term planning has been designed to enable pupils to learn new knowledge, skills and relevant vocabulary, whilst revisiting and revising those previously learnt. Medium term planning is supported by the subject lead and lessons are sequenced with clear and relevant learning objectives to ensure curriculum coverage and opportunities to work scientifically are embedded within the learning. Learning includes in and out of classroom, local visits and links with our neighbouring Trust schools, to inspire and encourage curiosity and wonder.

IMPACT:

We aim for our children to have developed detailed scientific knowledge and skills, as well as continuing to be curious and retain their sense of wonder as they prepare for the next steps in their education and for their future. The quality of science education across the school is monitored and reviewed termly, this ensures our pupils experience, enjoy and have the potential to excel in their science journey with us.

Subject Pathways

Science

sensory curriculum

	Year 1			Year 2			Year 3			Year 4		
	Ourselfs (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	Ourselfs 1.2b Humans S2e Me and my interactions P1a Teeth & Eating 2.2e	Sorting & using materials 1.3a Local Environment AZ4.1	Living Things P3a Plants S3e Growing Plants 1.2b Floating & Sinking S5a	Pushes & Pulls S1.4b Forces & Motion P2C, S2b Materials & Grouping S1, 2, 3c	Health & Growth 2.2a Plants S3e	Animals: domestic, farm, mini beasts S1, 2 & 5f Life Cycle AZ2.2 Animals: Zoo, aquatic, wild 3 & 4f Living things (animals) P2a	Light & Dark S1b, 5b, 1.4a, P3c Light & Shadows S3b 2.4c	Keeping Warm 2,3d Characteristics of Materials 2.3a, P3b	Forces & Movement 2.4a, S4b Moving & Growing 2.2b	Sound & Hearing S1a, 1.4c The environment & further afield AZ4.2	Rocks & Soils 2.3b Using Electricity 2.4b	Materials Changing S1, 2,3,4,d 2.3c Magnets & magnetism 2.4d

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attention autism

Assessment



Assessment

Date:

Leading adult:

Stage 1:

Stage 2:

Stage 3:

Student Initial:	Eye contact with leading adult	Engages in activity by smiling / laughing	Reaches towards activity	Supporting adult interference	Points to activity	Vocalisation that indicate engagement e.g. excitement, squeals.	Focus on activity for how many minutes in one go?	Body position represents engagement e.g. leaning towards, facing adult	Able to wait their turn? for how many minutes?	Stayed for the full session? Stayed for how long?

For yes/no or tick questions please mark out of 10. 10 being yes, no being 0, fleeting being 3, mostly being 7 and sometimes being 5

Assessment

Date: 25/02/24 Leading adult: Jordan G

Stage 1: spinner, rocket balloons, fan

Stage 2: UFO alien spaceship

Stage 3: Mr Crow

Student Initial:	Eye contact with leading adult	Engages in activity by smiling / laughing	Reaches towards activity	Supporting adult interference give minus 10 for yes give 0 for no	Points to activity	Vocalisation that indicate engagement e.g. excitement, squeals.	Focus on activity for how many minutes in one go?	Body position represents engagement e.g. leaning towards, facing adult	Able to wait their turn? for how many minutes?	Stayed for the full session? Stayed for how long?
AG		10	10	0	10	10	3min	10	2	20 mins
SM		10	10	-10	10	7	0.5min	5	1	20 mins
AL		10	10	0	10	5	1min	7	0.25	20 mins
PH		10	10	-10	0	7	0.25min	3	0	5 mins

For yes/no or tick questions please mark out of 10. 10 being yes, no being 0, fleeting being 3, mostly being 7 and sometimes being 5

Assessment

[Click here for assessment record spreadsheet](#)

make a copy > rename > edit

	A	B	C	D	E	F	G	H	I	J	K	L
1	Sensory Curriculum (2024) written by Jordan Garratt of www.sensoryclassroom.org & @sensoryclass											
2	Do not send to others. You can save and edit for single use.											
3												
4	Student Name:			Age:		School Year:						
5												
6	DATE	Eye contact with leading adult	Engages in activity by smiling / laughing	Reaches towards activity	Supporting adult interference	Points to activity	Vocalisation that indicate engagement e.g. excitement, squeals.	Focus on activity for how many minutes in one go?	Body position represents engagement e.g. leaning towards, facing adult	Able to wait their turn for how many seconds/minutes?	Stayed for how long?	TOTAL
7	25/02/24	5	10	10	0	10	10	3	10	2	20	80
8	26/02/24	5	10	10	-10	10	10	4	10	3	20	72
9	27/02/24	5	10	10	0	10	10	4	10	5	20	84
10	28/02/24	5	10	10	0	10	10	3	10	1	20	79
11	29/02/24	5	10	10	0	0	10	2	10	6	20	73
12	01/03/24	7	10	10	0	10	10	1	10	3	20	81
13	02/03/24	7	10	10	-10	10	10	3	10	5	20	75
14	03/03/24	7	10	10	0	0	10	4	10	2	20	73
15	04/03/24	7	10	7	0	10	10	4	10	3	20	81
16	05/03/24	10	10	10	0	10	10	3	10	5	20	88
17	06/03/24	10	10	10	0	10	10	2	10	1	20	83
18	07/03/24	10	10	10	0	10	10	1	10	6	20	87
19	08/03/24	10	10	10	0	0	10	4	10	3	20	77
20	09/03/24	10	10	10	0	10	10	5	10	5	20	90
21	10/03/24	10	10	10	0	10	10	4	10	6	19	89



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