

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 1, 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 1a & 2.1/9/10

Science- Sorting & using materials 1.3a, 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 1.1.2

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

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Engagement Steps 1-4: Sensory & Physical - Visual	Engagement Steps 4-6: Communication & Interaction- Receptive Communication Primary Steps I: 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