



Saxon Wood Special School Multisensory Curriculum

(Key Stages One and Two)

Key Stage One

Cycle / Term	Autumn 1 (Me, myself and I)	Autumn 2 (Special Occasions)	Spring 1 (People)	Spring 2 (Locations)	Summer 1 (Stories)	Summer 2 (Enquiry)
1 2018-19 2021-2022 2024-2025	Me and my body	Autumn & Winter	All around the world	Space	The Gruffalo	Opposites
2 2019-2020 2022-2023 2025-2026	All about me	Diwali	People who help us	Down in the jungle	Bear Hunt	Water (Pirates)
3 2020-2021 2023-2024 2026-2027	Weather	Festivals and Celebrations	Jobs people do	In the garden	Handa's Surprise	Animals

Key Stage 2

Term Cycle	Autumn 1 My world	Autumn 2 (Important events)	Spring 1 (People)	Spring 2 (Location)	Summer 1 (Story)	Summer 2 (How it works...)
1 2018-2019 2022-2023 2026-2027	On the farm	Festivals and celebrations	Cowboys and Indians	Africa	We're sailing down the Nile	How things move
2 2019-2020 2023-2024 2027-2028	Weather	Harvest	Victorians	Asia	Stories from the bible	How things grow
3 2020-2021 2024-2025 2028-2029	Me and my family	The world at war	Witches, wizards and magical creatures	Europe	No room for Baby Roo	How my body works
4 2021-2022 2025-2026 2029-2030	Healthy living	Special occasions (at home and beyond)	The circus is in town	United Kingdom	Room on the broom	How animals live

Key Stage One Medium term Plans

Autumn One, Cycle One: Me and My Body

Sensory Story	Interactive Music & Singing with Willow Sing and Sign	Art	Number songs	Phonics (JP set 1) Letters and sounds Phase 1, Aspect 1 – environmental sounds	Resonance Board	Focussed Communication
Cecil was a caterpillar	<p><u>Interactive music</u> Jambaleyle All my favourite instruments __ has a hat on We're in a band Listen to the sound of the ocean drum Goodbye and toodaloo</p> <p><u>Singing with Willow</u> _____ has a hat on</p>	N/A (short week)	<p>This old man</p> <p>5 currant buns</p> <p>Ten in the bed</p> <p>When I was one</p> <p>Where's the monkey</p>	<p>S</p> <p>Keys / bells / drum behind screen/in pot being revealed</p> <p>S</p> <p>Keys / bells / drum behind screen/in pot being revealed</p>	<p>Boogie Mites songs</p> <p>Walking through the jungle</p>	<p>Switch work</p> <p>Eyegaze</p> <p>PECS</p> <p>Symbol/photograph</p> <p>Signing (hand on body, hand under hand, Makaton)</p> <p>Objects of reference</p> <p>Auditory cues</p> <p>Visual timetable</p>
Lima's Red Hot Chili	<p>Head's, shoulders, knees and toes If you're happy and you know it Shake, shake, shake your beanbag Hokey cokey Do your ears hang low Dr Knickerbocker number 9</p> <p>Parachute: Where oh where There's a __ in the ring</p> <p><u>Sing and Sign</u> Children to choose three favourite songs from Singing</p>	<p>Smoothies</p> <p>Vegetable printing (preference of vegetable, independence moving around paper)</p>		<p>A</p> <p>Keys / bells / drum behind screen/in pot being revealed</p> <p>T</p> <p>Keys / bells / drum behind screen/in pot being revealed</p>		
The sound collector	<p>Hands to learn over the half term</p>	<p>Angel delight (help to make and hold tools,</p>		<p>P</p> <p>Passing object over prox talker to create</p>		

		note smell/taste preferences)		sound (car, ambulance, bird, cat)		
		Shakers (preference for fillings, ability to hold and drop with minimal support)		I Passing object over prox talker to create sound (car, ambulance, bird, cat)		
The magic box (Kit Wright)		Decorating shoeboxes		N Passing object over prox talker to create sound (car, ambulance, bird, cat)		

Autumn Two, Cycle One: Autumn & Winter

Subject Week	Communication	Sensory Story	Number	Music	Art	Resonance Board	Topic linked eyegaze suggestions for 1:1/free play	Physical Development	
Fireworks		Bonfire night	5 currant buns (experiencing exchanging a coin for an object, decreasing from 5, experiencing 1:1 correspondence, cause and effect with switch)	<u>Whole school music</u> Separate planning (led by music coordinator)	Melted grated crayon fireworks (switch activated heater to melt wax)	Boogie Mites CD	<ul style="list-style-type: none"> - Splodge - Fireworks - Solar flare - Dwell bomb - Splat - Pop - Scatter - Hide and Seek 	Individual targets to be carried out as part of daily positioning programmes. Activities will include but not be limited to wedge work, standing frames, side lying, stretching, bench/side sitting and work in gaiters. Some form of therapeutic activity will be carried out a minimum of daily according to individual	
Fireworks			5 elephants (experiencing collecting an increasing number of objects onto tray to 5, experiencing 1:1 correspondence, cause and effect with switch)	<u>Joint music with Willow</u> <u>Interactive music</u>	Bonfire collage strips/own photos add ons to fireworks pic				
Warm and Cold		Bear snores on	5 green bottles (experiencing 1:1 correspondence, cause and effect with switch)	Jambaleyle <i>(make own sound with chime bar, notice adult singing to them)</i>	Ice cube painting				<ul style="list-style-type: none"> - Farm - Solar flare - Hide and Seek - Lights - Torch - Tone Matrix
Warm and Cold					N/A (trip)				<ul style="list-style-type: none"> - All level one - All level two
Dark and light		The owl who was afraid of the dark		5 green bottles (experiencing 1:1 correspondence to count, knocking down a bottle/anticipation,	All my favourite instruments <i>(choice making from two,</i>				Free paint fabric bag with Christmas

			decreasing quantity from 5, cause and effect with switch and bottle)	<i>turning to sounds, switch activation, turn taking)</i>	colours one side, handprints on other			children's needs.
Dark and light			Where's the monkey (positional language)	___ has a hat on (<i>choosing hat, responding to song and reflection, anticipation of 'off'</i>)	Starry night Christmas card (switch fan to blow glitter onto paper?)			
Christmas		Christmas story/play		We're in a band (<i>playing as a group and individual, turn taking, making own sound, choosing instrument, responding to music stopping and starting</i>)	Chocolate truffles			- All level one
Christmas				Listen to the sound of the ocean drum (<i>anticipation, turning to sound, response to sound, making own sound</i>)	Christmas party hats			- All level two
				Where oh where? (<i>anticipation, responding to</i>				

				<i>music starting and stopping)</i> Goodbye and toodaloo <i>(response to song starting and stopping)</i>				
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Spring One, Cycle One: All around the world

Subject Week	Communication	Sensory Story	Number	Music	Art My body can make an impact	Resonance Board My body can make an impact	Topic linked eyegaze suggestions for 1:1/free play	Physical Development
UK		Paddington comes to London	5 currant buns (experiencing exchanging a coin for an object, decreasing from 5, experiencing 1:1 correspondence, cause and effect with switch)	<u>Whole school music</u> See separate planning (led by music coordinator)	London bus (each child to do own red section with photo of them in window. Selection of red collage materials to choose between and pat down. Add text 'The _____ on the bus _____', with child selecting their line.	Boogie Mites CD	Ian Bean – Around the world page Clicker Tobii software Choose it maker Programmes used as example and to be edited and adjusted according to individual needs and targets	Individual targets to be carried out as part of daily positioning programmes. Activities will include but not be limited to wedge work, standing frames, side lying, stretching, bench/side sitting and work in gaiters. Some form of therapeutic activity will be carried out a
UK			5 elephants (experiencing collecting an increasing number of objects onto tray to 5, experiencing 1:1 correspondence, cause and effect with switch)	<u>Joint music with Willow</u> <u>Interactive music</u> Jambaleyle (make own sound with chime bar, notice adult singing to them)	Scones (combining materials using hands) lemon curd or jam choice blended with clotted cream to eat next day			
Egypt		Journey to Egypt	5 green bottles (experiencing 1:1 correspondence to count, knocking down a	All my favourite instruments	Paper plate snakes (eyegaze/ holding brush/using hands)			
Egypt					https://www.firstpalette.com/tool_box/art			

			bottle/anticipation, decreasing quantity from 5, cause and effect with switch and bottle)	<i>(choice making from two, turning to sounds, switch activation, turn taking)</i>	recipes/ sanddough /sanddough.html Sand dough handprints. Decorate with chosen jewels round outside. (Link to exploring sand tray to find jewels.)		minimum of daily according to individual children's needs.
China		Visit to China	Where's the monkey (positional language)	___ has a hat <i>on (choosing hat, responding to song and reflection, anticipation of 'off')</i>	Chinese lanterns (decorate paper using eyegaze/holding brush / using hands, fold in half, cut slits)		Weekly sit to stand group
China				We're in a band <i>(playing as a group and individual, turn taking, making own sound, choosing instrument, responding to music stopping and starting)</i>	Chinese writing (brush suspended on string over paper for child to knock.)		
Antarctica Trip to Prospects Café/Budgens for local area?				Listen to the sound of the ocean drum <i>(anticipation, turning to sound, response to sound, making own sound)</i>	Ice cube painting (red and pink on paper, card with heart outline cut out stuck over to create valentines cards for parents)		
				Where oh where?			

				<p><i>(anticipation, responding to music starting and stopping)</i></p> <p>Goodbye and toodaloo <i>(response to song starting and stopping)</i></p>				
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Spring 2, Cycle One: Space

Subject Week	Communication	Sensory Story	Number	Music	Art Working on a 3D surface	TacPac/ Resonance board My body can make an impact	Topic linked eyegaze suggestions for 1:1/free play	Physical Development	
Travelling through space		Voyage to the moon (story in resources)	5 currant buns (experiencing exchanging a coin for an object, decreasing from 5, experiencing 1:1	<u>Space TacPac</u> (<i>see resources</i>) <u>Whole school music</u> See separate planning (led by music coordinator)	We love rockets song (<i>see resources</i>) Painting tube and cone for rocket. Stick on tissue paper flame and porthole with spaceman costume photo Modroc planet Paint planet Mothers Day cards https://www.pinterest.co.uk/pin/378232068694552442/	Boogie Mites CD Space TacPac			
The planets		Red Dwarf song The Planets (story in resources)	correspondence, cause and effect with switch) 5 elephants (experiencing collecting an increasing number of objects onto tray to 5, experiencing 1:1	correspondence, cause and effect with switch) 5 elephants (experiencing collecting an increasing number of objects onto tray to 5, experiencing 1:1	<u>Joint music with Willow</u> <u>Interactive music</u>	Space picture add bubble wrap to bottom 1/3 (moon is bumpy) and photo of child dressed as spaceman. Don't cut centre out. https://www.pinterest.co.uk/pin/505810601898013289/			
Aliens		Star trekking across the universe song to launch? Aliens love underpants!	correspondence, cause and effect with switch) 5 little men in a flying saucer (1:1	correspondence, cause and effect with switch) 5 little men in a flying saucer (1:1	Jambaleyle (<i>make own sound with chime bar, notice adult singing to them</i>)	Finishing off any outstanding projects Decorating underpants (if time/ everything else done)			

			<p>correspondence, decreasing numbers, switch to say 'wheee')</p> <p>Where's the alien (positional language)</p>	<p>All my favourite instruments <i>(choice making from two, turning to sounds, switch activation, turn taking)</i></p> <p>___ has a hat on <i>(choosing hat, responding to song and reflection, anticipation of 'off')</i></p> <p>We're in a band <i>(playing as a group and individual, turn taking, making own sound, choosing instrument, responding to music stopping and starting)</i></p> <p>Listen to the sound of the ocean drum <i>(anticipation, turning to sound, response to</i></p>				
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				<p><i>sound, making own sound)</i></p> <p>Where oh where? <i>(anticipation, responding to music starting and stopping)</i></p> <p>Goodbye and toodaloo <i>(response to song starting and stopping)</i></p>				
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Summer 1, Cycle One: The Gruffalo

Subject Week	Communication	Sensory Story	Number	Music	Art	TacPac/ Resonance board My body can make an impact	Topic linked communication & eyegaze suggestions for 1:1/free play	Physical Development
1		Owl babies	As below week 3		'owl nests' (chocolate crispie cakes) <i>(can be blended with custard if needed)</i>	Boogie Mites CD TacPac 5		Individual targets to be worked on in physio sessions, transfers and where appropriate during lessons
nb multicultural week	Individual targets to be addressed using minimum weekly 1:1 sessions as well as during class and free play activities.	Visit to Italy (<i>saved in curriculum resources</i>)	Shape, space and measure – following recipe to make and decorate pizzas	Samba band / experiencing steel drumming	Pizzas			
3	Examples of strategies taught will include eye gaze, switch work, use of symbols and photographs, tactile signing,	The Gruffalo	5 brown owls (decreasing from 5, experiencing 1:1 correspondence, cause and effect with switch) 5 elephants (experiencing collecting an	<u>Whole school music</u> See separate planning (led by music coordinator) <u>Joint music with Willow</u>	Fox faces (dyed white chocolate, moving digestive biscuit in mixture. Choc chips for eyes, nose and ears)			
4	Makaton, objects of				Snake fruit kebabs <i>(can be</i>			

	reference and use of voice.		increasing number of objects onto tray to 5, experiencing 1:1 correspondence, cause and effect with switch)	<u>Interactive music</u>	<i>blended at home to be eaten)</i>			
5	1:1 withdrawal sessions to be given throughout week based around individual children's needs on the days slots are available. Magic carpet and sensory room also to be used wherever possible. Space programme available on magic carpet.		5 little men in a flying saucer (1:1 correspondence, decreasing numbers, switch to say 'wheee')	Jambaleyle <i>(make own sound with chime bar, notice adult singing to them)</i> All my favourite instruments <i>(choice making from two, turning to sounds, switch activation, turn taking)</i> ___ has a hat on <i>(choosing hat, responding to song and reflection, anticipation of 'off')</i> We're in a band <i>(playing as a group and individual, turn taking, making own sound, choosing instrument, responding to music stopping and starting)</i>	Gruffalo crumble			

				<p>Listen to the sound of the ocean drum <i>(anticipation, turning to sound, response to sound, making own sound)</i></p> <p>Where oh where? <i>(anticipation, responding to music starting and stopping)</i></p> <p>Goodbye and toodaloo <i>(response to song starting and stopping)</i></p>				
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Key Stage Two Medium term Plans

Term One, Cycle One: On the Farm

	Literacy (Reading, Stories, Sensory stories)	Maths (Number, Counting, Shape Space and Measure)	Communication (listening, understanding, speaking)	PSE (Personal and Social Education: Social skills, choices, relationships, independence)	KUW (Knowledge and Understanding of the World: Geography, History, ICT, Science. RE)	EAD (Expressive Art and Design: Art, Music, DT, Food Tech)	PD (Physical Development: Using their hands and bodies, Therapy, PE)
Week 1	Sensory stories Phonics Dance Write Big Book - Mrs Wishy Washy: dressing up as Mrs Wishy Washy, getting splashed with water	Counting songs with resources	Holiday News	Attention Autism: Bucket Time		Interactive music Singing times	Daily therapy Parachute games Water play with animals Swimming / RDA
Week 2 What is a Farm?	Phonics Story sack – lady who swallowed a fly	Counting animals Sorting animals	Introduction to PECs – suitable phases depending on the child Feely bag - guess my animals game Animals noises on a big mac for during stories and songs	Attention Autism: Bucket Time Taking turns games – animal themed	Make butter	Whole school music Singing times: Old McDonald had a farm Dingle Dangle Scarecrow The Farmer wants a wife Food from a farm: Eggs, cheese, milk, butter, bread, cake	Daily therapy Finding animals in straw, mud, etc PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking, Swimming / RDA
Week 3 Pigs	Phonics Story – What the Ladybird Heard	Counting pigs into the pig sty Counting how many apples the pig eat (puppet)	Feely bag - guess my animals game Choosing toys and animal puppets to play with – use of PECs, E-Tram frame, etc Animals noises on a big mac for during stories and songs	Attention Autism: Bucket Time Taking turns games – animal themed	Where do pigs live? What do they eat? Piglets/Pigs	Whole school music Singing times : Food: Bacon flavoured crisps Pork scratchings Pork sausages Pigs pictures: collage	Daily therapy Pigs in fake mud (chocolate, blended chocolate digestives) Wash them off in water PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking, Swimming / RDA

<p>Week 4</p> <p>Cows</p>	<p>Phonics</p> <p>Story – What the Ladybird Heard: make up own version, act it out</p>	<p>Counting cows into the field/barn/milking parlour/as they jump over the moon</p>	<p>Choosing toys and animal puppets to play with – use of PECS, E-Tram frame, etc</p> <p>Animals noises on a big mac for during stories and songs</p>	<p>Attention Autism: Bucket Time</p> <p>Taking turns games – animal themed</p>	<p>Where do cows live? What do they eat? Milking a cow? Calf/Cows</p>	<p>Whole school music</p> <p>Singing times: Hey Diddle Diddle (the cow jumped over the moon)</p> <p>Food: Beef flavoured crisps</p> <p>Cow pictures: black and white paintings using filled rubber gloves as pretend udders and teats.</p>	<p>Daily therapy</p> <p>Cows in the field</p> <p>PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking,</p> <p>Swimming / RDA</p>
<p>Week 5</p> <p>Chickens</p>	<p>Phonics</p> <p>Story sacks with stories associated with animals/farms - 'Little Red Hen'</p>	<p>Counting chickens into the chicken house</p> <p>Counting eggs</p>	<p>Choosing toys and animal puppets to play with – use of PECS, E-Tram frame, etc</p> <p>Animals noises on a big mac for during stories and songs</p>	<p>Attention Autism: Bucket Time</p> <p>Taking turns games – animal themed</p>	<p>Mark to bring in his chickens – feeding them, caring for them, etc</p> <p>Where do they live? What do they eat? Chick/Chickens</p> <p>Exploring eggs – shell, white, yolk</p>	<p>Whole school music</p> <p>Singing times</p> <p>Food: Chicken flavoured crisps Chicken nuggets</p> <p>Chicken/chick pictures: feathers and fluffy material</p>	<p>Daily therapy</p> <p>Chickens in saw dust/straw</p> <p>PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking,</p> <p>Swimming / RDA</p>
<p>Week 6</p> <p>Horses</p>	<p>Phonics</p> <p>Story sacks with stories associated with animals/farms</p>	<p>Counting horses as they jump over fences</p>	<p>Choosing toys and animal puppets to play with – use of PECS, E-Tram frame, etc</p> <p>Animals noises on a big mac for during stories and songs</p>	<p>Attention Autism: Bucket Time</p> <p>Taking turns games – animal themed</p>	<p>Where do horses live? What do they eat? Foal/Horse</p> <p>Old farms: Horse and carts Cobbled streets</p>	<p>Whole school music</p> <p>Singing times</p> <p>Horse shoe printing</p> <p>RE – Concept: ANIMALS Noah's Ark</p>	<p>Daily therapy</p> <p>PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking,</p> <p>Swimming / RDA</p>
<p>Week 7</p> <p>Sheep</p>	<p>Phonics</p> <p>Story sacks with stories associated with animals/farms</p>	<p>Counting sheep as they jump over fences</p>	<p>Choosing toys and animal puppets to play with – use of PECS, E-Tram frame, etc</p> <p>Animals noises on a big mac for during stories and songs</p>	<p>Attention Autism: Bucket Time</p> <p>Taking turns games – animal themed</p>	<p>Where do sheep live? What do they eat? Lamb/Sheep</p> <p>Trip to farm</p>	<p>Whole school music</p> <p>Singing times</p> <p>Sheep pictures: cotton wool</p> <p>RE – Concept: ANIMALS Noah's Ark</p>	<p>Daily therapy</p> <p>PE - Pretending to be different animals: horses trotting and jumping, pigs rolling, chickens scratching and pecking,</p> <p>Swimming / RDA</p>