| My Communication | My Physical well being | My independence | My Play | Sensory Exploration | My musi  c |
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| Intensiive interation  All communication activities must have a means, motivate and mate. Communication can be done at any point and in any activity, all time is learning time.  Tac Pac  Choice making  To work on I want….. communications  To make a supported positive choice from two given options  To build up a bank of clear and unambiguous likes and dislikes  To positively gain the attention of another person  To positively share attention with a staff member.  To tolerate others in their space or to request time away from the group.  To promote: Body Language Eye pointing Gesture Facial expression Vocalisations:  Intensive Interaction • Sensory stories • Drama games • Interactive games e.g.; Peek-a-boo, I Can See You, Changing Faces, Blowing Faces • Rocking rhymes • Movement Games Interactive songs • Parachute Games • Messy play • Massage • Sensory play • Tactile play  Singing  Objects of reference | Sensory intergration and sensory circuits- Liz ann- Happy and you know it and down in the jungle songs. Trampette bounce. Extension - have another trampette, and model jumping off onto a crash mat. o Space hopper. This doesn’t necessarily have to go anywhere, on the spot is fine. o Bouncing on a physio ball, which should be of a size to allow the learner’s legs to be at a 90 degree angle. o Step-ups from a bench. o Jumping from a bench onto a crash mat. o Bench balancing and walk. Extension – for those adept at this, turn the bench upside down.  To develop gross motor skills using large play equipment- swings, climbing frames, trampete.  Ball games- rolling and passing various sized balls to one another. | **Development of the fine and gross motor control needed-**  Walking up and down stairs, e.g. delivering items around school, taking messages, visiting places with stairs, fitness class/step class • Use big equipment/apparatus/visit play parks. • Dough Disco - YouTube. • Button snakes - Pinterest. • Fidget boards - zips, buttons, toggles, laces etc. • Staff will also need to remember that boys and girls buttons are different ways round. • Different fastenings are also used on many containers and packaging eg. zips, poppers and Velcro on lunch boxes; buckles, zips, buttons, press studs, toggles on bags and rucksacks. Place exciting and rewarding items inside for the learner to find when they have undone the fastenings. • Prioritise those fastenings which the learner is actually going to use  **To walk as independently as possible in school-**  Learners will need a reason to travel around the school and journeys must have a purpose. Standard times will be travelling from bus to class; from class to class; from class to playground; from playground to class; from class to lunch; from lunch to class; from class to bus. Hall to class after climbing in the hall.  **To walk as independently as possible outside of school**- Alan Shearer Centre, Tim Lamb Centre.  **To put on and take off various items of clothing** | Solitary Play learning opportunities  -Sand and Water Play with LOTS AND LOTS of buckets, spades, spoons, jugs, bowls, cups etc. for pouring and digging.  Both sand and water play are excellent vehicles for converting solitary play to parallel and onto shared and turn-taking simply because they are so attractive to learners who are operating at early developmental levels.  Play with Foodstuffs, particularly o uncooked or cooked pasta, rice, beans; o dry cereals – have water or milk in a separate tin or bowl to see if the learner mixes the two – wet cornflakes have a very interesting viscosity; o dough in various stages of plasticity; o any foodstuffs such as flour, sugar, honey, butter, cream which when mixed can form all sorts of interesting feels, smells and tastes; o flour and cornflour both offer different and interesting textures and levels of viscosity when mixed with water and are wonderfully interesting when poured from a height; o fruit salads with different hard and soft fruits; o jelly (again in all its forms of various solidity and consistency including raw); | Tac pac  Sensory story- the very hungry caterpillar  Messy play- exploring different textures  Sensory cooking- playdough or crispy cakes  Art- printing | Amber plus  Caterpillar caterpillar  Any movement to music songs  Instruments- copy movements and bang hard and soft. |