

## Sensory Pathway Curriculum Map Autumn Year 2

### Social skills

Our specialist rooms and outdoor learning environments are great places for developing social skills in more open areas where pupils can build and maintain positive relationships. Sharing and turn taking skills are developed through the use of sensory and exploration trays, turn taking games, shared experiences, drama games, Intensive Interaction, play and STAR box.

### Computing

Computing skills are developed through a range of motivating cause and effect toys, interactive environments and switch skill programs. Pupils use Widgit Go and AAC out in the local areas.

### Science

Pupils are encouraged to engage with the outdoor learning environments around school this is promoted through the use of exploration touching different textures and natural materials to increase pupil's curiosity of their immediate surroundings. Pupils explore planting and the animal life in the garden such as mini beasts.

### Arts

Opportunities for exploring diverse media through child led and creative choice making. Arts in the sensory Pathway have a strong focus on tactile experiences and exploration. Pupils made art work inspired by outdoor learning using the natural resources.

### Music

Sharing, positive interactions, initiating communication and turn taking, are encouraged through the use of music. Approaches such as the Holistic Music for Children provides opportunities for early music exploration. Pupils engage in music through singing, dancing, making and copying sounds/actions in dance and music therapy sessions.

### Humanities/RE

Participating in school festivals and celebrations promotes an understanding of the world around us e.g. Carol concert, Christmas production, Diwali, Chinese New Year.

Pupils participated in Local community visits to learn about the local area.

Promoting pupils' cultures by introducing activities related to their cultural backgrounds such as cooking, dance and music.

## Topic In the garden

### Physical development

Awareness of body and space are explored through the use of Sherbourne development movement therapy as well as whole class dance and movement sessions. All classes participated in Dance coach sessions.

Pupils are provided with opportunities to explore a range of apparatus as well as follow a range of instructions. Outdoor gross motor skills were developed using bikes and playground apparatus as well as swings and equipment at Forest School and other areas in the community. Some pupils participated in OT led fine motor skill workshops and all pupils participate in sporting events in school such as sports day.

### Independence

Pupils are encouraged to navigate the school environment with increased independence and with visual support such as objects of reference, photos or symbols.

Life skills including dressing, toilet training, hand washing, finding their own clothes are encouraged throughout the day. They are also explored through the use of small, structured sessions in a predictable sequence.

Changing into appropriate clothing for outdoor learning has been emphasised with pupils becoming more independent in putting on coats, gloves, hats, boots etc.

### Literacy

#### Communication

Communication in the sensory pathway is rooted in building attention skills and finding motivators to promote choice making. We focus on Attention Autism Stages 1 and 2 extending on to Stage 3 and 4.

The use of PECs, symbol exchange, communication boards, Makaton and Widgit Go is embedded throughout the day.

Intensive Interaction is rooted in the delivery of learning within the sensory pathway. Eye contact, gesture, vocalisation, and signing are all developed through this approach.

#### Reading

The foundations for phonics can be seen across the majority of the activities within the sensory pathway. This may include transition songs, nursery rhymes, Intensive Interaction, community visits, the use of specialist rooms, and music.

Discrete reading lessons include the use of story massage, bag books, sensory stories, library sessions, and pleasure for reading activities.

#### Writing

Aspects of the HWT programmes form a base for writing activities in the sensory pathway such as tap tap songs and matman. There is also a focus on tactile and exploration in marking using a variety of sensory media, writing tools, and body parts.

There is an emphasis on gross and fine motor development and body awareness activities throughout the school day.

### Numeracy

Sensory number rhymes are used to develop the understanding of counting and number recognition. Anticipation is promoted by encouraging pupils to anticipate what is happening next for example 5 snails, 5 speckled frogs, 5 sunflowers and ladybird ladybird fly away home.

Sensory media and tactile opportunities are provided regularly to motivate and engage pupils in different mathematical areas with an emphasis on natural materials such as leaves, soil, sticks, conkers, pine cones etc.