

## Sensory Pathway Curriculum Map Summer 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.

### Science

Pupils are encouraged to engage with the local environments in and outside of school this is promoted through the use of exploration touching different textures and natural materials to increase pupil's curiosity of their immediate surroundings.

### 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 the seaside.

### Music

Sharing, positive interactions, initiating communication and turn taking, are encouraged through the use of music. Approaches such as the Holisitc 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. Celebration of achievement, Sports Day, bubble workshop, Teddy bears picnic  
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

Down by the seaside

### 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.

### 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. All pupils participate in events in school such as sports day and sponsored bounce.

### 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, eating, 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. Community visits/walks are completed when possible giving pupils the opportunity to navigate their environment and participate in real world situations.

### 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 little sandcastle.

Sensory media and tactile opportunities are provided regularly to motivate and engage pupils in different mathematical areas with an emphasis on seasons in activities such as 1:1 correspondence