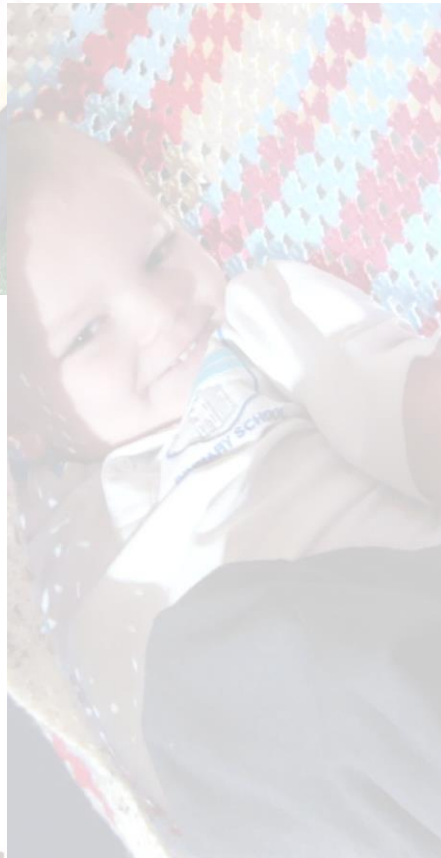


# The Sensory Curriculum



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Reviewed S Parry.

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## **Children with complex learning difficulties and disabilities: Engagement for learning**

*At the heart of education is the capacity to transform a child's life for the better, and equip them to enjoy active citizenship in 21<sup>st</sup> century society.*  
(Carpenter 2011)

Between 2004 – 9 the total number of children in the UK with SLD increased by 5.1% and the total number of those with PMLD rose by 29.7% (DCSF,2009). Who are these children? These children can be working at any level of the national curriculum, communicate using a variety of strategies (augmentative and assistive technologies, signed or spoken language), have co-existing conditions, have spiky learning profiles due to the complexities of their conditions. These children exist because of modern medical advances, assisted conception, premature birth, maternal drug and / or alcohol misuse during pregnancy etc

These are a unique group of learners whose varied needs challenge our current curriculum and pedagogy. Differentiation to meet individual needs is a start but this group of learners need something more, they need to be actively engaged in their own learning for it to be a meaningful, effective and quality provision. The challenge for teachers is to, "penetrate the mask of disengagement generated by many of these learners", (Carpenter, 2011) and re-engage them in a personalised learning journey.

Our challenge as teachers is to achieve engagement and provide an education that gives the greatest chance to fulfil potential. This raises 3 main questions: How do we recognise when a child is engaged? How do we measure engagement and how do we record its outcomes?

We need therefore to develop a pedagogy to meet the needs of this new group of children - we need to deliver an education that is matched to need and genuinely a preparation for adulthood. To develop this pedagogy we need to use the knowledge provided by neuroscience, that highlights amongst others the compromised sensory pathways of premature infants, the language deficits common to children with Fragile X syndrome and the neurological basis of ADHD. We need to embrace a "wrap around" system whereby all professionals working with a child have a common goal, shared targets and share a wealth of knowledge and good practice. Develop more effective partnerships with parents and families to promote a fully collaborative approach and most importantly to engage the child in their own personalised learning journey.

## **Two Rivers School**

Throughout the history of Two Rivers School, (formerly Quince Tree and Parks ) there have always been small cohorts of pupils whose learning needs had not been met by the general curriculum. These pupils' have traditionally been offered an alternative curriculum based on their sensory and communication needs.

### **Curriculum**

The curriculum moves away from a subject or skills based learning system to a more holistic, processed based system which we feel will be more engaging for our learners with complex needs. The curriculum encompasses 6 key areas or core strands, Literacy Development, Physical, Motor & Sensory development (PMS), Numeracy Development, Personal , Social & Emotional Development, knowledge & Understanding, Creative Development with a 7<sup>th</sup> key area Communication and ICT linking them all together.

Each of these 7 areas has a comprehensive program of study incorporating activities, outcomes, resources, cross curricula links and assessment opportunities - The Revised Curriculum (2011)

The timetable will reflect the core strands rather than subject areas. Staff will be expected to plan programmes of study using the curriculum as a guide. The content and delivery of the lesson will be decided by timetabled staff but will need to incorporate an element of collaboration to maintain a breadth of curriculum and fulfil statutory requirements.

It is envisaged that the curriculum will be incorporated across the whole day and that it will be delivered by "Teams" of skilled practitioners\*\*\* Where appropriate, Training and Learning Opportunities will be provided to support staff.

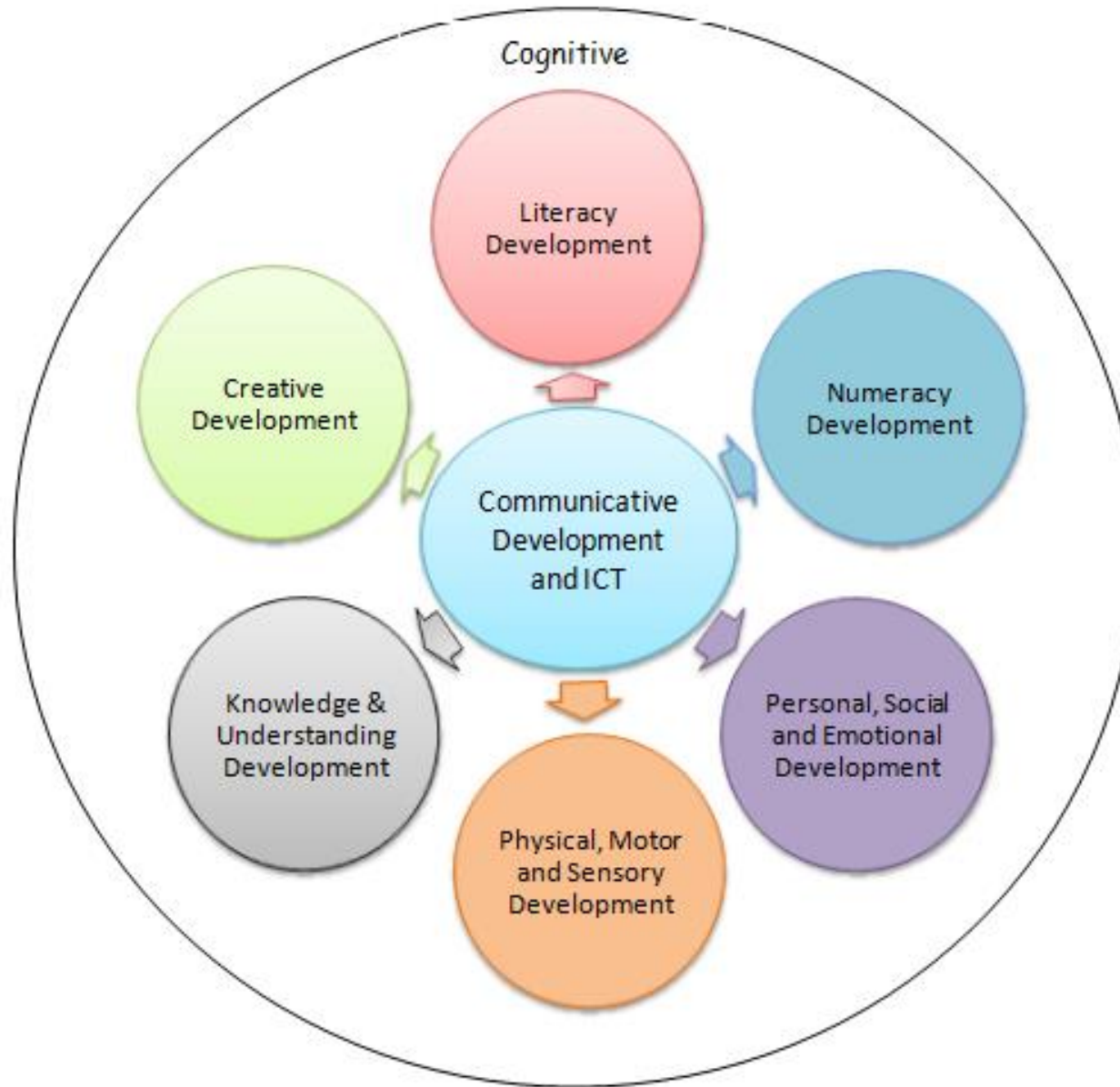
*\*Treatment and Education of Autistic and related Communication Handicapped Children*

Strategies used are designed to address the difficulties faced by all people with autism, and be adaptable to whatever style and degree of support is required <sup>[2]</sup> TEACCH methodology is rooted in behavior therapy, more recently combining cognitive elements, <sup>[3]</sup> guided by theories suggesting that behavior typical of people with autism results from underlying problems in perception and understanding.

**\*\*Commercial assessment program which attempts to breakdown P Scale and National Curriculum level descriptors into small achievable steps to enable Teachers to record attainment and show progression for pupils working at below expected national levels. One of 2 assessment programs currently used by special schools in Staffordshire.**

**\*\*\*Subject to timetable & financial restrictions.**

## Core Strands



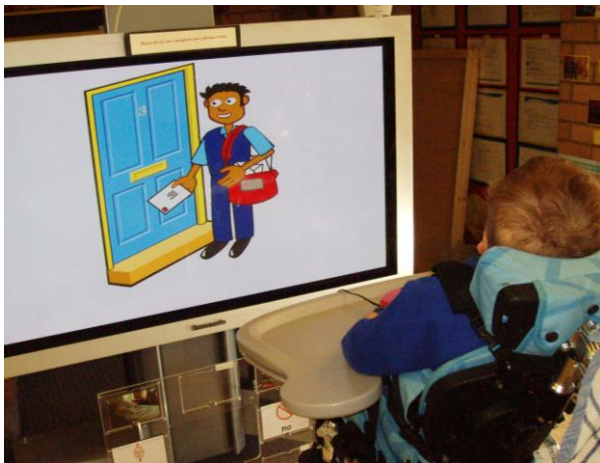
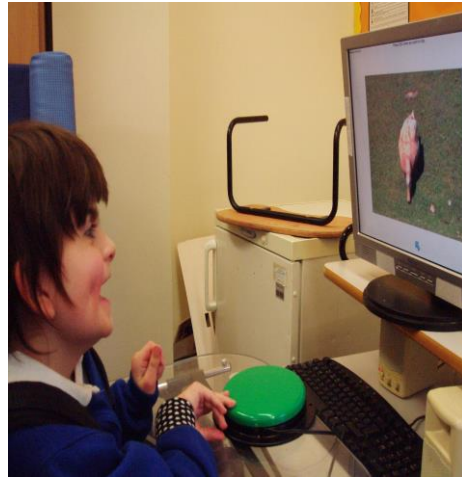
### Communication and ICT development

Communication is the central part to the curriculum and is the link that binds the other core strands together. The early stages of communication begin with reflexive, reactive and proactive behaviours and develops to eye contact, vocal sounds, gestures and spoken word. The core strands of the curriculum can offer rich, stimulating environments in which to react to these early levels of communication. Flo Longhorn suggests that "The prerequisite of 'total communication' simply means that any form of communication is acceptable as a platform upon which to build communication" (Longhorn 2001). It is therefore paramount that for communication to be successful it needs to be embedded into all curriculum areas. This will result in a growth of self-esteem and confidence; and increased accessibility, understanding and enjoyment of the activities being delivered.

Information Technology is a functional and, for some pupils, crucial part of communication and learning. All ICT equipment can be used as a tool to aid teaching and communication; and can be used within all the core strands. The Interactive White Board, computers, plasma, touch screens, concept keyboards, switches etcetera can all be used to support communication and individualised learning. Through the delivery of the core strands pupils should be given the opportunities to apply and develop their ICT capability and through the use of ICT tools, support their communication and learning in all areas. The development and use of communication aids, symbols, PECs and individualised communication throughout lessons, will enhance pupils' understanding of the activity they are participating in and consequently further communication for the pupil and other people they engage with. Pupils learn through different channels so information presented in multimedia form gives them more opportunities to engage and can also lead to the development of language and social skills and facilitate access to overcome barriers to learning.



## Communication and ICT





### Communication and ICT Development

Curriculum area	Activity	Outcomes/Experiences Development of:	Cross curriculum links	Resource examples
Communication and ICT Development	PECs Symbols Switch Cause and effect activities: bubble tube, sound wall, bubble machine, vibration cushion, computer software MILE/light room session Dark room session Sound beam Musical instruments Encountering activities and experiences Software: cause and effect switch discipline mouse skills writing concentration speech output Sensory/interactive stories Resonance boards Roamer Structured/unstructured play Mark making Therapies:-Musical communication Rebound, intensive Interaction, speech Listening - Sound lotto, Environment Walks, Letters and Sounds activities (Phase one), Tac Pac, sound switches	A sense of fun and personal satisfaction Choice making Awareness of activity Appearing alert Turn taking Team work Making a positive contribution Being with others Initiating and maintaining social interaction An understanding of cause and effect Anticipation A sense of own feelings and emotions- likes and dislikes Appropriate behaviour Fine and gross motor skills Communication skills: respond/relate/listening/speaking Reach and grasp Tactile, visual, spatial, aural awareness Two-way conversation	Literacy Development Physical, motor and sensory Development Numeracy Development Personal, social and emotional Development Knowledge and understanding Creative Development	Electrical toys/items i.e. radio, fan CD player, cars, vibration toys, plasma Sensory rooms Sound beam Switch it software Busy things software (for other computer software see Marie) Chatter boxes Circle time books and puppet in Early Years Speech therapists Switch software see Pmld teachers. Letters and Sounds Document. Sound activated toys Sound Lotto Beat Baby Bean bag rap Tac Pac Tongue stories Microphones

	<p>Speaking- Pecs symbols, switches  Objects, microphones  Chatter boxes, Mouth  formations - Tongue stories,  blowing and sucking activities,  Sound activated activities e.g.  Sound switch in the MILE  ,room, Sound activated toys -  Practicing volume</p> <p>Circle time Activities - Lola, Beat baby,  We can sing, Bean  bag rap.</p> <p>Socialisation time - Lunch snack playtimes</p> <p>*All of these activities can be taught in  isolation, 1:1, small group, whole class or as  part of or alongside the other core  strands.</p>			
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## Literacy Development

This core strand develops the aspects of reading, writing, speaking and listening skills. These are inter linked within all the core strands of the curriculum. Pupils encounter the world of Literacy everyday through songs, television, performance art, radio etcetera. Pupils need to be motivated and engaged within their learning for enjoyment and success to be achieved. This can only happen when environments are rich and stimulating. This core strand and the suggested list of activities and resources aim to achieve this.

### Reading

Reading skills enable pupils to make a connection to their immediate environment and the wider world. These skills can be transferred to other areas of learning for example practising directed eye movements to scan pictures relates to scanning a plate of food and choosing what to eat next. Many emergent skills can develop to reading skills such as sensory activities, looking to and fro, passing things from hand to hand, visual following and enjoyment from storytelling. Reading activities will develop anticipation, engagement and choice making skills.

### Writing

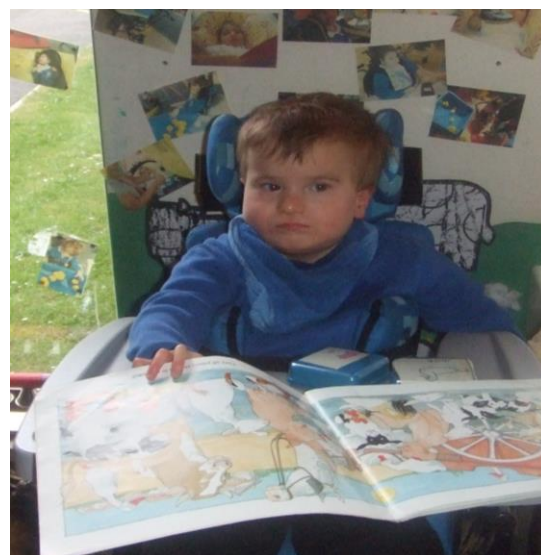
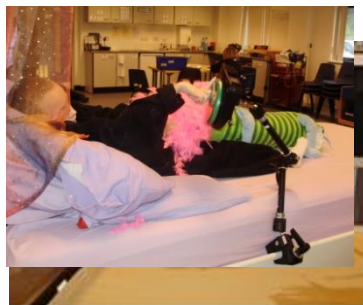
Before learning to write or learning to hold a writing implement; there are many skills that pupils need to build upon. These include fine and gross motor skills and building strength in their hands and their core stability. This may include activities such as working with play dough and hand massage. Mark making is one of the first steps. These initial steps, at first, maybe unintentional but, as the pupil develops, may take on a more intentional role. The curriculum provides pupils with the opportunities to mark make where ever possible. Trailing fingers in soapy water, sand, paint, custard, manipulating tools and equipment are all prerequisites to writing. The suggested activities all aim to develop this.

### Speaking and Listening.

Speaking and listening is a vital element of the communication strand. This area aims to encourage the pupils to become successful communicators. For a pupil to be successful they need to develop listening and speaking skills. This will start to emerge from non-verbal communication such as facial expressions, hand gestures and eye contact through to using picture symbols, signs, objects and photographs.

As the pupils' skills develop, they begin to grow as learners. Speaking and listening is fundamental to the cognitive development of the pupil and encourages the pupils to become involved in their personal learning.

## Literacy Development



### Literacy Development

Curriculum Area	Activity	Outcomes/Experiences	Cross Curricula links	Resources Examples
Literacy Development	Sensory Story ICT -Resonance Board Therapies Writing - Pre writing Tac Pac Drama-role play area dressing up Sensory rooms Cooking Language Development -Pecs, objects of reference. Music -Musical communication, Music and movement, music therapy. Sound Beam Speech and Language Sherborne Play -structured and unstructured Parachute	A sense of fun and personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills	Communicative and ICT Development Numeracy Development Literacy Development Personal Social and Emotional Development Physical Motor and Sensory Development Knowledge and Understanding Development Creative Development	Story sacks Sensory/interactive stories ICT - Plasma screen, Intelli-Keys, Switch it maker, Helpkidzlearn, Education City, Espresso, switches. Library Big Books Sensory rooms Story carpet/Mirror stories Communication aids - Liaise with Speech and Language therapist and assistant. Drama - Costumes and props. Sound beam Resonance board Music Rhyme write and Write Dance Messy play - Pre writing TAC PAC - Pre - reading

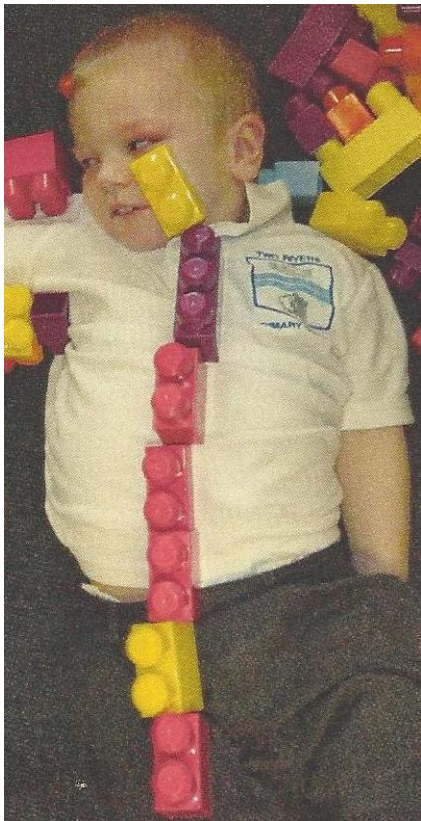
### Numeracy Development

Maths and numeracy development involves the study of the world around us. What we learn in numeracy has applications to all other key learning areas from the creative to the scientific. It is not just a collection of number skills but is a way of thinking and expressing ideas beyond the spoken word.

This core strand will be taught through a variety of activities helping pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Using and applying will be intrinsic to the three other areas of numeracy development: number, shape space and measure and data handling. This enables the pupil to demonstrate what they have experienced, understood and how they can apply the knowledge that they have learnt.



## Numeracy Development





### Numeracy Development

Curriculum Area	Activity	Outcomes/Experiences	Cross Curricula links	Resources Examples
Number	Ordinal Numbers Number rhymes/games Calculating Partitioning Sequencing/Pattern Number s as labels for counting- Counting matching number Cause and effect Sets - more or less Number operations Sorting Parachute	A sense of fun and personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills	Communicative and ICT Development Numeracy Development Literacy Development Personal Social and Emotional Development Physical Motor and Sensory Development Knowledge and Understanding Development Creative Development	Maths cupboard Water tray Sand tray Sensory resources ICT - Plasma screen, switch toys, Helpkidzlearn, Games - see server, Espresso, Education City. Number rhyme stories/sacks/boxes Parachute Matching games Cooper band Skittles Curling Golf Target
<b>Shape Space and Measures</b>	Object permanence Positioning -direction Size -quantities Shape 2D/3D Length Weight Time Capacity Colour Parachute	A sense of fun and personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills		ICT - Plasma screen, switch toys, Helpkidzlearn, Games - see server, Espresso, Education City. Physiotherapy Roamer Sand water play dough Stickle bricks Stacking cups Bricks

<b>Data Handling</b>	Number Calculating Partitioning Sets Sorting Trail and improvement Recording information - charts/ graphs- tally bar pictogram carol diagram pie chart Parachute	A sense of fun and personal satisfaction Self esteem Choice making Turn taking Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills	Maths resource cupboard Sensory rooms Sorting boxes/bags/containers Board games Outdoor Construction Kits Jigsaws  Maths cupboard Water tray Sand tray Sensory resources ICT - Plasma screen, switch toys, Helpkidzlearn, Games - see server, Espresso, Education City. Parachute Matching games Cooperband Skittles Curling Golf Target
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## Personal, Social and Emotional Development

This core strand will be taught through a variety of activities. A suggestion of activities is listed below but is by no means definitive or prescriptive. It will allow the developmental progression in awareness of self, others, environment, change, anticipation, preferences and cause and effect and the overall personal, social and emotional development of the individual.

### Citizenship

Citizenship aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum contributing fully to the life of their school, families and communities.

### PSHE (personal, social and health education)

PSHE aims to give pupils the knowledge, skills and understanding they need to develop self esteem, confidence and responsibility, and make the most of their abilities. They should learn basic rules and skills for keeping themselves healthy and safe and recognise their worth as individuals; identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting new goals.

### Self Help

Self aims to give pupils the knowledge, skills and understanding they need to develop as confident, independent individuals. Pupils are encouraged to take some responsibility for themselves, their peers and their environment. Pupils are encouraged to make simple choices to improve their health and well being and maintain personal hygiene and promote independence wherever possible. The development of these skills encourages pupils to feel positive, keep themselves healthy and safe and take an active part in their own lives.

## Personal, Social and Emotional Development



Personal, Social and Emotional Development

Curriculum Area	Activity	Outcomes/Experiences	Cross Curricula links	Resources Examples
Citizenship	Sensory stories Play (structured & unstructured) Music Drama Dance P.E. Cooking Art	A sense of fun and personal satisfaction Self esteem Choice making Awareness of the activity Appearing alert Turn taking Team work Making a positive contribution Being with others Initiating and maintaining social interaction An understanding of cause and effect A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety	Communicative and ICT Development Numeracy Development Literacy Development Personal Social and Emotional Development Physical Motor and Sensory Development Knowledge and Understanding Development Creative Development	SEAL resources PHSE cupboard Puppets Nurture resources - See Nurture therapists. Library Scented candles Lanterns
	Community visits	Feelings Feeling safe in a new environment Responding to wider community:- Appropriate behaviour Appropriate greetings Communication Personal safety:- Stranger danger, Road safety, Water safety, Railway Awareness of personal space Using money/money management		SEAL resources PHSE cupboard Puppets Nurture resources - See Nurture therapists. Library Money

Citizenship	Religious education	<p>Assemblies</p> <p>Collective worship</p> <p>The awareness of other cultures, religions and beliefs.</p> <p>A sense of belonging through:</p> <p>Self esteem, team work, making a positive contribution, being with others.</p> <p>Choice making</p> <p>Appropriate behaviour</p>		<p>SEAL resources</p> <p>PHSE cupboard</p> <p>Puppets</p> <p>Nurture resources - See Nurture therapists.</p> <p>Library</p> <p>R.E resources - See R.E coordinator</p> <p>Scented candles</p>
	Whole school events	<p>School social activities</p> <p>Charity events</p> <p>Plays and productions</p> <p>A sense of fun and personal satisfaction</p> <p>Self esteem</p> <p>Choice making</p> <p>Awareness of the activity</p> <p>Appearing alert</p> <p>Turn taking, Team work</p> <p>Making a positive contribution</p> <p>Being with others</p> <p>Initiating and maintaining social interaction</p> <p>An understanding of cause and effect</p> <p>A sense of own feelings and emotions - likes and dislikes</p> <p>Appropriate behaviour</p> <p>Personal safety</p>		<p>SEAL resources</p> <p>PHSE cupboard</p> <p>Puppets</p> <p>Nurture resources - See Nurture therapists.</p> <p>Library</p> <p>R.E resources - See R.E coordinator</p>

PSHE Self Help	Sensory stories Play (structured & unstructured) Music Drama Dance P.E. Cooking Art ICT Therapies (rebound, nurture, intensive interaction, music, speech, physiotherapy. Intensive interaction Sherborne Musical communication Numeracy Social activities (Structured/unstructured):- community visit, registration, break, lunch, home time Personal care:- face washing, teeth brushing, dressing /undressing, toileting, feeding, oral skills	A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety. Awareness of kinaesthetic. A sense of fun and personal satisfaction Self esteem Choice making Independent skills A sense of order Routine Communication skills		SEAL resources PHSE cupboard Puppets Nurture resources - See Nurture therapists. Library Scented candles Lanterns
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## Physical, Motor and Sensory Development.

### Physical

Physical development is the process by which changes in the individual are brought about through movement's and experiences. Physical Development is not only about development but is also concerned with education of the whole person through physical activities. Physical development element of this curriculum can be planned with the guidance of physiotherapist for those children who require it.

### Sensory

Sensory development is where pupils will experience sensations through interactions with their environment. Interpreting the meaning of these sensations for the actions is called sensory processing. We have five senses within our bodies touch taste smell auditory and visual, these can -all be drawn upon when teaching pupils with complex and severe learning difficulties. We also have kinesthetic these are where pupils can experience teaching through their bodies moving and all the senses working together.

The sensory area of this curriculum will provide the pupils with stimulation and sensory awareness of their environment.

### Motor

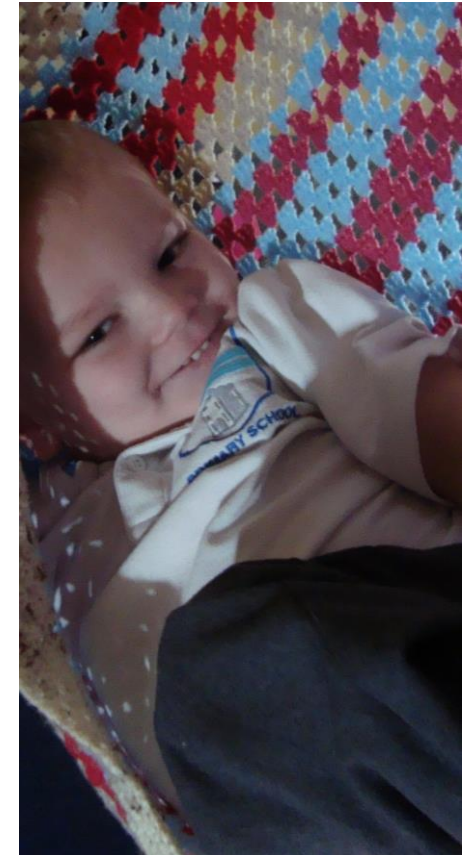
Motor development reflects a pupils ability to control and direct voluntary muscle movement and it is an area of development that practitioners will build upon for the pupil. Motor development is split in two areas Gross and Fine motor development.

Gross motor skills involve the use of large muscles such as those used for maintaining body positioning through to walking. Fine motor skills involve refined movements such those requiring finger dexterity. Fine motor skills begin with the development of reaching and grasping to hand eye co-ordination in order for a pupil to use equipment.

All three areas of this strand can be taught separately or can interlink together to give an enhanced curriculum. This curriculum strand is designed to encourage the pupils to develop an awareness and indicate preferences to how each pupil will best engage in their learning.



Physical, Motor and Sensory Development.



Physical, Motor and Sensory Development.

	Activity	Outcomes/Experiences	Cross Curricula links	Resource examples
Physical	Physiotherapy Handling and Moving Swimming /Hydro therapy Rebound Sherborne Art Body, Music and Movement Intensive Interaction Play (Structured and unstructured) Parachute	A sense of fun and personal satisfaction Self esteem Choice making Awareness of the activity Appearing alert Turn taking Team work Making a positive contribution Being with others Initiating and maintaining social interaction An understanding of cause and effect A sense of own feelings and emotions - likes and dislikes	Communicative and ICT Development Numeracy Development Literacy Development Personal Social and Emotional Development Physical Motor and Sensory Development Knowledge and Understanding Development Creative Developmnt	Physiotherapy - Liaise with Physiotherapist/ physiotherapist assistant Rebound - trampoline, safety mats and qualified staff Sherborne- Sherborne movement pack, qualified staff deliver movements for individual needs Body, Music and Movement- physical props/music related to a theme/topic. Parachute Cooperband Cooperblanket Dance suits Body boards

Motor	<p>ICT            Massage            Art            Swimming/Hydro            Physiotherapy            Cooking            Sherborne</p>	<p>A sense of fun and personal satisfaction            Self esteem            Choice making            Awareness of the activity            Appearing alert            Turn taking            Team work            Making a positive contribution            Being with others            Initiating and maintaining social interaction            An understanding of cause and effect            A sense of own feelings and emotions - likes and dislikes            Appropriate behaviour            Personal safety            Fine and gross motor</p>	<p>Communicative and ICT Development            Numeracy Development            Literacy Development            Personal Social and Emotional Development            Physical Motor and Sensory Development            Knowledge and Understanding Development            Creative Development</p>	<p>ICT - use of switches to activate computers/ICT devices            Massage - oils (prepared by a therapist), massage bugs, towels foot spa, candles, relaxation music.            Cooking - Cooking ingredients and equipment            Rebound - trampoline, safety mats and qualified staff. Sherborne-Sherborne movement pack, qualified staff deliver movements for individual needs            Liaise with Occupational Therapist and Physiotherapist if the pupil is seen by one</p>
Sensory	<p>ICT - vibration tools, dark room , Mile room, light room            Massage            Cooking            Music - Sound beam, singing, instruments            Rebound            Drama            Feeding Skills - Oral stimulation            Intensive Interaction            Art            Resonance Boards            Woofer/sound box            Tac Pac</p>			<p>ICT - Vibration tools, switch toys, equipment in the MILE room, light room and dark room.            Massage - oils (prepared by a therapist), massage bugs, towels foot spa, candles, relaxation music.            Cooking - Cooking ingredients and equipment            Music - instruments, sound beam.            Rebound - trampoline, safety mats and qualified staff.            Tac Pac - Resource Boxes 1-4 (Music on server)            Feeding Skills - Liaise with speech therapist</p>

## Knowledge and Understanding Development

Knowledge and understanding development covers a wide range of different areas within the Curriculum, including Science, History, Geography and Religious Education. These activities are aimed at enabling the pupil to make connection with their environment and the world around them, so that they can create an understanding about the people, places and events important to them.

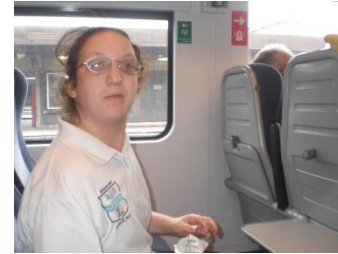
Using the senses is highly important within these activities, so that the children can experience rather than just watch.

Learning about the environment is not to be confined to the classroom, where possible pupils are to go out and experience places and people for themselves. Flo Longhorn talks about the importance of giving the opportunity to learn outside of the classroom, saying that: "Any place, anytime, anywhere. All experiences for the very special child offer the opportunity to practice, use and extend their tools of learning." (Longhorn, 1993)

This core strand aims to provide opportunities for real life learning with opportunities to relate and develop and understanding of self, others and the world around them. This may begin with the pupil themselves and develop to pairs, small group and the wider world.



## Knowledge and Understanding Development



### Knowledge and Understanding Development

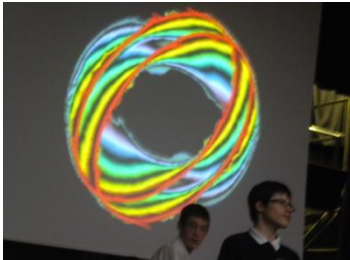
Curriculum Area	Activity	Outcomes/Experiences	Cross Curricula links	Resources Examples
Knowledge and Understanding	Personal Stories Exploring artefacts Stories from around the World Knowledge of the world through our senses - tasting, music. Local environment. Cooking Forces and motion Changing materials Life processes Grouping and classifying Light and shade activities Water Electricity Earth and beyond Sound Growing Exploring Using our senses Visits Themed days/ weeks/ activities Tools, equipment, materials and components	A sense of fun and personal satisfaction Self esteem Choice making A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Independent skills A sense of order Routine Communication skills A sense of belonging	Communication and ICT Development Numeracy Development Literacy Development Physical Motor and Sensory Development Personal Social and Emotional Development	History cupboard Geography cupboard Science cupboard R.E resources - See R.E coordinator Design and Technology cupboard MILE room/Sensory rooms Messy play Mini bus Outdoors 'Let's explore!' Ros Bayley & Lynn Broadbent 'The Small World Recipe Book' Helen Bromley '50 Exciting Ways to Use A Builders Tray' Helen Bromley



### Creative Development

Creativity is a powerful, unique form of communication. It is a way we express our understanding of the world around us. It allows us to develop spiritual values through the development of creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It enables feelings and expression, reflection and emotional development. All of the arts are inherently expressive. Pupils use this expressive media in order to express, amongst other things, their inner emotional states. For many of our pupils, creativity provides an alternative language that can begin to help them to shape their emotional worlds; whether through the visual arts, drawing, painting and modelling or drama, dance and music and movement. This core strand will be taught through a variety of activities delivering all aspects of art, music, drama and dance. It aims to provide pupils with an outlet for personal expression allowing them to be creative, expressive, imaginative, and respond in their own way to their own experiences.

Creative Development



### Creative Development

Curriculum Area	Activity	Outcomes/Experiences	Cross Curricula links	Resources Examples
Creative Development	<p>Exploration of texture, colour, temperature, materials, processes, pattern, form and space. (all of the above can be explored in and out of the classroom)</p> <p>Mark making pens, pencils, cars, feet, small world, water, hands, paper, floor, chalk board, walls, in sand beans, Custard, crazy foam, geli baff, lux soap flakes, corn flour, ice cube, ice lollies</p> <p>Art through the senses:- Messy art: Gloop, cornflower and water, tooth paste, sand, soil, paint, powder paint, paste, glitter, clay, etc</p> <p>Texture: Natural/ manmade materials, in the environment, water, spray bottles, Colour: Tastings foods, mark making with foods, feelings, colour tape.</p> <p>Performing/Appraising Composing, Playing instruments Singing Listening Exploring sound Sequencing movements Expression Mime</p>	<p>A sense of fun and personal satisfaction Self esteem, Choice making Turn taking, Team work Making a positive contribution A sense of own feelings and emotions - likes and dislikes Appropriate behaviour Personal safety Fine and gross motor skills Listen and respond Reach and grasp Tactile awareness Visual awareness Spatial awareness Fine motor skills Knowledge of artist, techniques and movement Anticipation Listening skills Awareness timbre Sense of rhythm and pulse Communication and expression Sense of tempo, dynamic Awareness of audience, performing, pitch Exploration of sound</p>	<p>Numeracy Development Literacy Development Physical Motor and Sensory Development Personal Social and Emotional Development Knowledge and Understanding</p>	<p>Sensory rooms Therapy room Sensory garden Tuff spots Sand and water trays Modelling tools Marbles Washing balls Sound beam Resonance board Instruments Sensory Rooms Topic CD Computers ICT Suite Song banks</p>

## Websites and Resources

<http://www.helpkidzlearn.com/>

<http://www.bbc.co.uk/cbeebies/>

[www.communication4all.co.uk/](http://www.communication4all.co.uk/)

<http://www.starfall.com/>

<http://www.signedstories.com/>

<http://www.makaton.org/khxc/index.php?app=gbu0&ns=catshow&ref=free> - Free downloads

<http://www.widgit.com/resources/index.htm> - Some free, some you will have to pay for

[http://www.priorywoods.middlesbrough.sch.uk/page\\_viewer.asp?page=Home\\$pid=1](http://www.priorywoods.middlesbrough.sch.uk/page_viewer.asp?page=Home$pid=1)

<http://www.naturedetectives.org.uk/>

<http://www.multi-sensory-room.co.uk/>

<http://www.greenside.herts.sch.uk/CREATIVITY/Sensory%20Stories%20home.html#> - Sensory stories

<http://www.aqa.org.uk/programmes/unit-award-scheme>

[www.numeracyresources.co.uk](http://www.numeracyresources.co.uk)

[www.activityvillage.co.uk](http://www.activityvillage.co.uk)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.request.org.uk](http://www.request.org.uk) (RE)

[www.espresso.co.uk](http://www.espresso.co.uk)

[www.petewells.co.uk](http://www.petewells.co.uk)

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Equals P.E

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Equals Geography

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