



Sensory room planning

Teacher and I met to review the sensory room programmes set at the start of this term, and to build on the children's achievements in planning for sensory room sessions for the next term. The plans for each child are set out at the end of this report. They should be readily available for use by other adults if Teacher is not available to deliver the session.

Suggested learning targets

- To support interactions between two peers
- Learning to give attention to another person
- To share attention with another person in an activity
- To share attention of an object with another person in joint play and exploration
- Learning to extend those attentions, learning to concentrate on another person
- Requesting 'more' of an activity or 'finish'
- To encourage turn-taking
- To support purposeful exploration
- To develop tactual explorations
- Developing understanding of cause and effect- with toys and using switches
- To share control of an activity and follow adult direction
- To have fun, to play

Suggested activities

- Establish a clear mini routine
- On arrival, taking off shoes and placing them by the door
- Action songs- if two children- for them to undertake jointly
Developing a repertoire of songs with objects/picture cards to represent them. This can then be developed into a choosing activity
- 'What's in the box?' activity- song, then opening lid to see what is inside and exploring contents
- Bubbles
- Cause and effect objects + switches
- Sound-making objects
- Construction
- Playdough to find objects buried in them, roll worms, etc.
- Container of dried peas, etc. to find what is hidden in them
- Posting cars through a tube
- Bouncing balls on to an ocean drum/ resonance board
- Exploring torches with different coloured filters- shining onto a foil blanket
- Threading games- taking turns to thread
- Sorting with magnets- finding objects in the box that are magnetic
- Magnet fishing game
- Exploring things that roll/don't roll down a slope
- Hide and seek: an object hidden in the sensory room
- UV objects



Sensory room session	Location/ staff : Sensory room with Teacher
<p>Child A</p>	<p>Materials</p> <p>Box for shoes</p> <p>Different objects to be used in songs CHild A enjoys (e.g. plastic ducks for 5 Little Ducks)</p> <p>‘What’s inside?’ Box</p> <p>Large chocolate container filled with shredded paper- favourite objects to ‘hide’ in the paper for CHild A to find</p> <p>Dry textures/materials that mostly fall away, although some particles or bits may stick to the hand. E.g.</p> <p style="padding-left: 40px;">Damp Sand, Glitter, Sequins, Touching mixture of corn flour mixed with water, cold wet pasta / spaghetti, Wet rice, Silly string, Chalks</p> <p>2 switches (different coloured covers) and switch-operated toys to explore</p> <p>Red ‘finish’ tray</p>
<p>Learning targets:</p> <ul style="list-style-type: none"> • To share attention of an object with another person in joint play and exploration • To choose a song to sing by selecting the object used in a song • To place objects in the red ‘finish’ tray at the end of each activity • To develop tactual explorations of a wider range of materials/textures • To extend CHild A’s early switching skills, by learning to use a switch to activate different switch-operated toys 	
<p>Activity plan</p> <ol style="list-style-type: none"> 1. Take shoes off, and support CHild A to place them in shoe box 2. Songs: CHild A to make a choice by using the objects for each song 3. ‘What’s inside?’ box. Place in different textures from list to explore (one texture a week) 4. Bury favourite objects in container of shredded paper for CHild A to find. Initially these should be placed on top of the paper, and then gradually buried to encourage tactual searching 5. Explore containers of textures/materials listed above 6. Explore cause and effect using a switch-activated toy- 1 each week. Make sure a separate colour switch is used consistently for each toy 7. Goodbye/finish song 8. Shoes on <p>At the end of every activity, encourage CHild A to place the object/s used in the ‘finish’ tray</p>	



Sensory room session	Location/ staff : Sensory room with Teacher
CHild B and C	<p>Materials</p> <p>Objects to be used in a range of songs 'What's inside?' box plus shredded paper E.g: Threading beads Chunky pegs and board Large jigsaw puzzle Photos of familiar objects/animals/people cut in ½ Cause and effect switch-activated toys and switches</p>
<p>Learning targets</p> <ul style="list-style-type: none"> • Learning to extend those attentions, learning to concentrate on another person • To make a choice of which song to sing, choosing between the objects used in each song • To find items hidden in a box of shredded paper and to then use them in an activity • To match a photograph of a switch-operated toy to the toy and choose the correct switch to activate it • To have fun, to play 	
<p>Activity plan</p> <ol style="list-style-type: none"> 1. Take shoes off and children to place them by tactile board 2. Songs. Provide objects used in each song for the children to choose from. Encourage them to take turns to choose which song to sing 3. 'What's inside?' box Using a song to introduce- tapping the box together, then removing the lid together. Provide different items to be used in an activity, for the children to take turns removing from the box. One activity each week e.g. Threading beads to thread onto a lace to make necklaces Chunky pegs to put into a pegboard Pieces of a large jigsaw puzzle Matching halves of pictures (one half hidden in the box, the other set out on the floor) 4. Explore cause and effect using a switch-activated toy- 1 each week. When the children are familiar with these, then introduce photographs of the toys- pick a photograph and then activate the corresponding toy (choice of 2 initially) 5. Goodbye/finish song 6. Shoes on 	



Sensory room session	Location/ staff : Sensory room with Teacher
Child D	Materials What's inside box plus contents. E.g. Ping pong balls and ocean drum Wind up toys/pull and release toys Hand held fan Hammer and balls toy Switch-activated toys and switches Storybook
Learning targets <ul style="list-style-type: none"> • Learning to give attention to another person • Requesting 'more' of an activity or 'finish' • To support purposeful exploration and cause and effect • To develop tactual explorations of a wider range of materials/textures • To have fun, to play 	
Activity plan <ol style="list-style-type: none"> 1. Take shoes off and Child D to place them by tactile board 2. 'What's inside?' box. Using a song to introduce- tapping the box together, then encouraging Child D to remove the lid. (One activity each week). These activities to support Child D to explore cause and effect E.g. ping pong balls to drop onto an Ocean drum Wind up toys or pull and release toys Hand held fan See suggestions on resource 'shopping list' 3. Bubble tube and switches <ul style="list-style-type: none"> ○ Have bubble tube on timed, when it goes off Child D to be encouraged to ask Teacher for 'more' (possibly using PECS?) ○ Set up with 2 colours and switches. Child D to follow Teacher's instructions for which colour to press 4. Explore cause and effect using a switch-activated toy- 1 each week. Make sure a separate colour switch is used consistently for each toy 5. Storybook- to look at together 6. Goodbye/finish song 7. Shoes on 	



Sensory room session	Location/ staff : Sensory room with Teacher
Child E	<p>Materials</p> <p>Doll</p> <p>Pot of pens and paper</p> <p>‘What’s inside?’ box</p> <p>Dry textures/materials that mostly fall away, although some particles or bits may stick to the hand. E.g.</p> <p style="padding-left: 40px;">Damp Sand, Glitter, Sequins, Touching mixture of corn flour mixed with water, cold wet pasta / spaghetti, Wet rice, Silly string, Chalks</p> <p>Switch-activated toys, switches and corresponding photographs</p> <p>Hand lotion</p> <p>Finish box</p>
<p>Learning targets</p> <ul style="list-style-type: none"> • To share attention with another person in an activity • Requesting ‘more’ of an activity or ‘finish’ • To support purposeful exploration and explore a wider range of textures • To match a photograph of a switch-operated toy to the toy and choose the correct switch to activate it • To have fun, to play 	
<p>Activity plan</p> <ol style="list-style-type: none"> 1. Take shoes off and Child E to place them by tactile board 2. Songs: Provide objects used in each song for Child E to choose from 3. “Head, Shoulders, Knees and Toes’- encourage Child E to add facial features in to a face outline for ‘Eyes and ears and mouth and nose’ 4. ‘What’s inside?’ box. Using a song to introduce- tapping the box together, then supporting Child E to remove the lid. Place different textures listed above in to explore (one texture a week) using a hand <u>under hand</u> approach 5. Explore cause and effect using a switch-activated toy- 1 each week. When Child E is familiar with these, then introduce photographs of the toys- pick a photograph and then activate the corresponding toy (choice of 2 initially) 9. Hand massage with lotion to finish. Child E to place lotion bottle in ‘finish’ box to end session, with finish song 10. Shoes on 	



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Resources 'shopping' list- some of these items are likely to be available from Early Years

Cause and effect toys

There is a large range of early years cause and effect toys available. Some suggestions are:



Switch-activated toys

Inclusive Technology www.inclusive.co.uk has a wide range of toys, including:



Switch-adapted toy- Dance and Move Beatbo £49.00



Switch-adapted toy- Drumming monkey £29.00



Switch-adapted toy- Bubble machine Freddy Fish £44.00