



# St. Nicholas School Scheme of Work

## Sensory Integration

**About this unit:** This scheme of work has been divided into the different sensory processing areas and the senses we use to process sensory stimuli. It includes suggested activities for each sense and suggested activities for sensory integration when difficulties arise. It also suggests activities for the sensory room and gives an outline of how to use TACPAC.

Each area gives ideas for possible cross-curricular links as well as a list of vocabulary. This is not an exhaustive list as the sensory needs of pupils needs to be integrated across the day and our curriculum in order for children to be able to access learning. Each child's specific sensory needs should be accommodated on an individualised basis in order for them to be able to access learning and engage in activities.

This scheme of work is not divided into ages or year groups, as pupils experience sensory processing difficulties throughout their life and difficulties are not aged based. Their sensory needs should be supported and met throughout their school life, so they can access learning at any age.


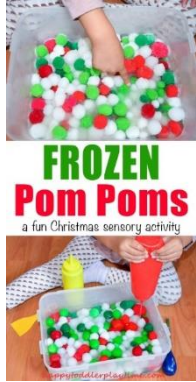
### **Resources:**

Some resources have been suggested and highlighted in this scheme of work. However, using the pupils' interests and needs is important and useful to use for resources and the use of imaginative resources will engage pupils and support them to regulate their sensory difficulties and needs. These resources and strategies should be provided according to each child's specific needs.

Area	Objectives	Suggested Activities	Cross-curricular links	Vocab
<b>SENSES (SENSORY ACTIVITIES)</b>				
<b>AUDITORY</b>	<p>To engage with different sensory stimuli</p> <p>To use all senses to explore different materials</p>	<ul style="list-style-type: none"> <li>• Listen to different music and songs</li> <li>• Listen to different musical instruments</li> <li>• Listen to the sound different sensory materials make e.g. swishy water, pouring water etc.</li> <li>• Listen to objects being dropped into containers</li> <li>• Listen to sensory materials when squidging, crunching, squashing etc. them</li> </ul>	<p><b>PE</b> – music and movement. Jumping, climbing, kicking balls etc.</p> <p><b>Cooking</b>- using senses to explore ingredients and dishes made</p> <p><b>Outdoor learning</b>- using senses to explore the outdoor learning area</p> <p><b>Literacy</b>- mark making and writing in tactile materials</p> <p><b>Literacy</b>- exploring sensory stories, story sacks and textured books</p> <p><b>Maths</b>- counting objects found in different sensory materials</p> <p><b>Attention Autism</b>- stage 1 and 2 activities</p> <p><b>PSHE</b>- understanding their feelings and aware of who they are</p>	<p>Words related to senses e.g. touch, taste</p> <p>Words related to sensory materials e.g. squidgy, soft, sticky</p> <p>Words related to movement e.g. jump, run, kick the ball</p>
<b>TASTE</b>	<p>To use fine and gross motor skills to explore materials</p> <p>To use fine and gross motor skills to engage in different activities</p>	<ul style="list-style-type: none"> <li>• Taste different foods in cooking lessons</li> <li>• Taste different foods at snack and lunch times</li> <li>• Topic based food tasting e.g. breakfast foods and dinner foods for a night and day topic</li> <li>• Festival food tasting e.g. Christmas foods, Diwali sweets</li> </ul>		
<b>TACTILE</b>	<p>To respond to different sensory stimuli</p> <p>To communicate their likes and dislikes to sensory stimuli</p> <p>To regulate sensory processing difficulties</p> <p>To regulate arousal levels e.g. stay calm, alert</p>	<ul style="list-style-type: none"> <li>• Water play</li> <li>• Sand play</li> <li>• Colour bottles</li> <li>• Textured balls</li> <li>• Coloured materials</li> <li>• Explore different foods e.g. flour, cereal, cornflour, dry pasta</li> <li>• Explore paint and art materials such as feathers, tissue paper</li> <li>• Explore natural materials e.g. leaves, fire cones</li> <li>• Play dough, Thera putty, plasticine, clay etc.</li> <li>• Sealed Feely bags- shaving foam, paint etc.</li> <li>• Sensory calendar- daily colour, material, massage cream</li> </ul>		
<b>SMELL</b>		<ul style="list-style-type: none"> <li>• Smell different foods</li> <li>• Smell sensory materials</li> <li>• Smell essential oils</li> <li>• Water play- essential oils added to water trays e.g. vanilla extract</li> <li>• Smell baking products and cooking ingredients e.g. vanilla extract, food colourings, fruit etc.</li> <li>• Smelly playdough</li> <li>• Smell herbs and spices</li> <li>• Sensory calendar- daily colour, material, massage cream</li> </ul>		
<b>VISUAL</b>		<ul style="list-style-type: none"> <li>• Colour bottles</li> <li>• Light toys</li> <li>• Fibre optic lights</li> <li>• Bubble tubes</li> <li>• Feely bags (see above)</li> <li>• Attention autism activities</li> <li>• Sensory calendar- daily colour, material, massage cream</li> </ul>		

<p><b>PROPRIOCEPTION AND VESTIBULAR</b></p>		<ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Kicking balls</li> <li>• Massage</li> <li>• TACPAC</li> <li>• Fidget toys</li> <li>• Outdoor games</li> <li>• Swing, slide, climbing</li> <li>• Bikes, scooters</li> <li>• Physio balls, space hoppers</li> <li>• Sensory calendar- daily colour, material, massage cream</li> <li>• Soft play</li> </ul>		
<p><b>SENSORY INTERGRATION</b></p>				
	<p>To appropriately use their senses</p> <p>To process, interpret and appropriately use, the information received through their senses</p> <p>To regulate sensory processing difficulties</p> <p>To regulate arousal levels e.g. stay calm, alert</p> <p>To carry out fine and gross motor movements</p> <p>To process and react to relevant sensory information and stimuli.</p> <p>To reduce sensory processing difficulties to support engagement in learning</p> <p>To recognise when and how they need to regulate</p>	<ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Kicking balls</li> <li>• Massage</li> <li>• TACPAC</li> <li>• Fidget toys</li> <li>• Outdoor games and play</li> <li>• Swing, slide, climbing</li> <li>• Bikes, scooters</li> <li>• Physio balls, space hoppers</li> <li>• Use of sensory integration room (where appropriate)</li> <li>• Use of sensory room</li> <li>• Chewy toys</li> <li>• Ear defenders</li> <li>• Tactile play</li> <li>• TACPAC</li> <li>• Physical activities</li> <li>• Thera putty</li> <li>• Sit and move cushions</li> <li>• Weighted blankets</li> <li>• Sensory diets</li> <li>• Zone of Regulation</li> <li>• Sensory vest (Bear Hug)</li> <li>• Sensory circuits (physical movement)</li> <li>• Stress balls</li> <li>• Soft play</li> <li>• Movement breaks during lessons and activities</li> </ul>	<p><b>PE</b> – music and movement. Jumping, climbing, kicking balls etc.</p> <p><b>Cooking-</b> using senses to explore ingredients and using equipment e.g. stirring mixtures</p> <p><b>Outdoor learning-</b> using senses and body movements to explore the outdoor learning area</p> <p><b>Outdoor play and provision-</b> physical activities, fine and gross motor skills</p> <p><b>PSHE-</b> understanding their feelings and aware of who they are</p>	<p>Words related to senses e.g. touch, taste</p> <p>Words related to sensory materials e.g. squidgy, soft, sticky</p> <p>Words related to movement e.g. jump, run, kick the ball</p> <p>Words related to feelings e.g. calm, agitated, excited etc.</p>

	To request the strategies that they need and independently regulate.			
		<b>SENSORY ROOM</b>		
	<p>To engage with different sensory stimuli</p> <p>To use all senses to explore different materials</p> <p>To use fine and gross motor skills to explore materials</p> <p>To use fine and gross motor skills to engage in different activities</p> <p>To respond to different sensory stimuli</p> <p>To communicate their likes and dislikes to sensory stimuli</p> <p>To regulate sensory processing difficulties</p> <p>To regulate arousal levels e.g. stay calm, alert</p>	<ul style="list-style-type: none"> <li>• Watch the bubble tube and name the colours</li> <li>• Use the dome to change the colour of the bubble tube and infinity tunnels</li> <li>• Watch the infinity tubes and name the colours</li> <li>• Talk about how each colour/light makes you feel e.g. calm</li> <li>• Talk about what colour/lights you like and dislike</li> <li>• Listen to and watch videos and music on the overhead projector</li> <li>• Use the dome to put the equipment on different programs</li> <li>• Press the sound tubes and listen to the sounds. Make up different tunes with the sounds</li> <li>• Massage activities and TACPAC can be carried out in the sensory room</li> </ul> <p>There are resources for the sensory room that can be used for different activities and lessons in the room. These include:</p> <ul style="list-style-type: none"> <li>• Letters for phonics and literacy sessions</li> <li>• Numbers for maths sessions</li> <li>• Balls for cross curricular sessions such ball games, counting games, sensory integration, physical activities etc.</li> <li>• Sensory lights for sensory integration, sensory processing needs etc.</li> <li>• Shapes for Maths sessions</li> </ul>	<p><b>PE</b> – fine motor skills</p> <p><b>Maths</b>- colour naming, shape naming, counting the colours and lights</p> <p><b>PSHE</b>- understanding their feelings and aware of who they are</p> <p><b>Music</b>- listening to sounds</p>	<p>Words related to senses e.g. touch, taste</p> <p>Words related to sensory materials e.g. squidgy, soft, sticky</p> <p>Words related to feelings e.g. calm, agitated, excited etc.</p>
		<b>TACPAC</b>		
	<p>To encounter materials in each session</p> <p>To allow and tolerate items to be put on their body</p> <p>To touch the items and handle the objects</p> <p>To build up their active participation in the session.</p>	<p><b>FOR BOTH TACPAC SET 1 AND 2:</b></p> <p><b>Introduction:</b> Settle children into where the session will take place. Can be on a 1:1 basis or in a small group. Sing/say/sign hello to everyone.</p> <p><b>Main:</b> Carry out the TACPAC set you are doing, following the music and activity sheet. See TACPAC laminate within the pack and resources. Each floor has a box. Adult to support the children to access and touch the materials and actions. Children can be encouraged to do the actions themselves and to a friend eventually, where appropriate.</p> <p><b>Finish:</b> Use your class finish routine e.g. 'It's time to finish' and count 5-0 and say and sign 'finished.'</p>	<p><b>PE</b> – fine and gross motor skills</p> <p><b>Maths</b>- counting number of resources, counting number of pats, flicks etc.</p> <p><b>PSHE</b>- understanding their feelings and aware of who they are</p> <p><b>Music</b>- listening to the music</p>	<p>Words related to the TACPAC session e.g. hand, massage, fan, flick, pat, squash etc.</p> <p>Words related to</p>

	<p>To respond consistently to the sensory items and materials, showing likes and dislikes</p> <p>To engage with different sensory stimuli</p> <p>To respond to different sensory stimuli</p> <p>To regulate sensory processing difficulties</p> <p>To regulate arousal levels e.g. stay calm, alert</p>	<p>Sing a tidy up song and children can help to tidy the TACAPC set away.</p>	<p><b>Communication-</b> communicating likes and dislikes</p>	<p>feelings e.g. calm, agitated, excited etc.</p>
<b>SENSORY CHRISTMAS IDEAS</b>				
	<p>To engage with different sensory stimuli</p> <p>To use all senses to explore different materials</p> <p>To use fine and gross motor skills to explore materials</p> <p>To use fine and gross motor skills to engage in different activities</p> <p>To respond to different sensory stimuli</p> <p>To communicate their likes and dislikes to sensory stimuli</p> <p>To regulate sensory processing difficulties</p> <p>To regulate arousal levels e.g. stay calm, alert</p>	<ul style="list-style-type: none"> <li> <p><b>Christmas sensory bags</b></p> <p>You can use some zip up food bags, draw a Christmas tree on it and put something green in it such as green hair gel. Then add some objects to make it a like a tree.</p>  </li> <li> <p><b>Frozen Pom Poms</b></p> <p>You could freeze some pom poms</p> </li> <li> <p><b>Bauble painting</b></p> <p>You could paint with some Christmas baubles</p> </li> <li> <p><b>Snow Dough</b></p> <p>To make snow dough you can use 1/3 cup of veg oil, 2 cups of cornflour, 3 teaspoons of glitter. Mix the glitter into the cornflour. Add the oil slowly, mixing</p> </li> </ul> 		

as you go. Rub in like when making pastry. When it feels smooth and slightly damp it's ready!

### **SNOW DOUGH**

Build a Snowman Without the Chilly Fingers!  
Moon Dough Recipe For Winter Play



- **Reindeer feed**

You can make reindeer feed by mixing porridge oats with glitter and cinnamon.



- **Sensory tray ideas:**

Glitter,

Tinsel,

Cinnamon

Magic snow

Cotton wool balls with glitter

Christmas Tree- salt or sugar mixed with green food colouring. Add sprinkles, glitter and pom poms