



Dormouse Class Summer One 2023

Water

Water!



Welcome to the first half of the Summer term! Where has this year gone?! This term we will be exploring all things water in Dormouse Class – from braving the depths of the ocean in Number Songs to feeling the snow at the top of the Himalayas in our sensory story!

We will be learning all about how water comes in different forms – it can be cold and hard like an ice cube or warm and misty like our showers. As always Communication, PSE and Physical skills will underpin everything we do and we can't wait for you and your children to join us on our journey!




Home sweet home


Some parents have requested ideas of activities they can do with their children at home. This term please let me suggest the following:


- Physiotherapy! Stretches, tummy time and exercises bespoke to your child. *NB It has been highlighted that lying flat in leg gaiters is not optimising the stretch gaiters can provide. The most effective posture for your child to be in while wearing leg gaiters is with their torso propped up at least 45 degrees.*
- Communication: Choosing! Using your child's preferred method encourage them to make choices in familiar contexts eg between two textures, food items or hair accessories!
- Phonics: Explore different instruments with your child and encourage them to choose favourites using their preferred method. Can they find it if you sound it out of immediate eyeline/touch? Can they find named familiar instruments?
- Literacy: Share favourite stories and rhymes! Explore and label different textures! Sing favourite songs – do they anticipate favourite parts if you pause?
- Maths: Cooking sessions! Even if your child doesn't eat by mouth the sensory factors linked to cooking, exploring putting things in the bowl, collecting or losing objects can be so beneficial!


Target Setting




My PDP Targets

 To move her hand to relocate a resource placed immediately next to her fingers after she has been helped to passively encounter it

 To make a purposeful choice between two symbols to select a colour or song she would like

 To make a clear choice between more and stop



Name:	Class:	Year Group:	Date:	Term:
	Dormouse	2	November 22	Autumn

All about me

Overall Vision Objectives for academic year Autumn 2022 – Summer 2023

By End of Key Stage 1	Independence towards step
•	

Working towards by end of 2023

10	10
20	20
30	30
40	40
50	50

Annual Objectives	Date set	Targets I can...	How will progress be facilitated within the classroom/ curriculum? Strategies and resources. Frequency? Will it be 1:1 support or group support?	What provision is needed to enable progress?	Functional outcome (What does it look like in real life? Where can the evidence be found?)	Independence towards objectives
Life Skills						10 20 30 40 50
Communication						

Created by: _____ Approval Signature: _____

Agreed activities to be completed in the home: _____

Parents Approval Signature: _____

Key Progress: 10. Achieved 20. Working Towards 30. Achieved



All children in Dormouse Class are set three core targets as part of their Personal Development Plan. This plan is reviewed termly during the October, February and May half terms so as to account for any skills lapsing during the longer holidays. These will have been shared with you during Parents' Evenings but please feel free to let Laura know if you think of anything you'd like to discuss between times!

Targets set include a Communication, Personal/Independence and Physical target. These generally link to your child's EHCP though occasionally one may be tweaked to account for a developing priority.

When a child is ready, an additional Literacy and Mathematics target will be set.



Learning objectives, centred around life skills to be developed, are set flexibly and per child, broken down into small steps towards an end of term goal. Rather than setting an objective prior to a session, through these flexible goals a teacher is able to consider what was achieved in the previous session alongside how a pupil is healthwise that day. They are then able to select an appropriately challenging objective to meet a child where they are at that day. Depending on their state of health children are expected to move up and down the small steps, gradually moving towards the overall objective.

Eg:

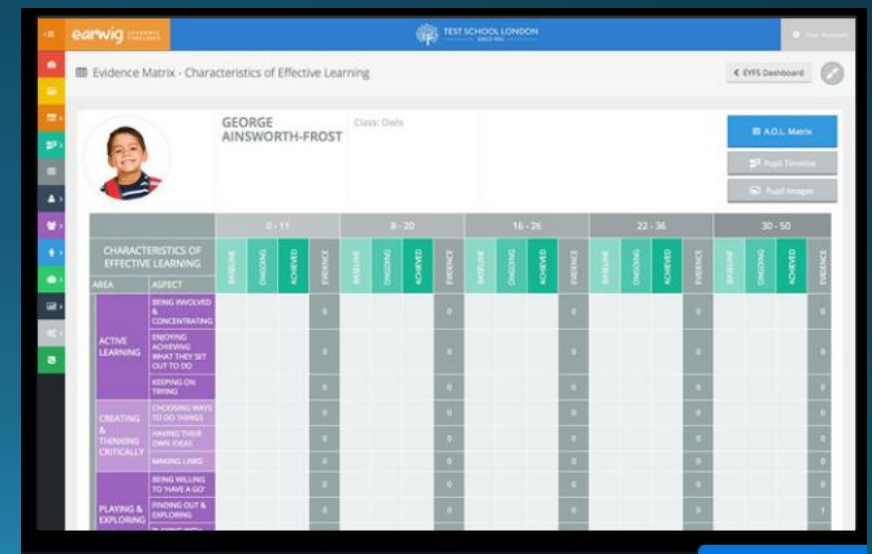
End of term ideal objective:_____

Small step 4: _____

Small step 3: _____

Small step 2: _____

Small step 1: _____

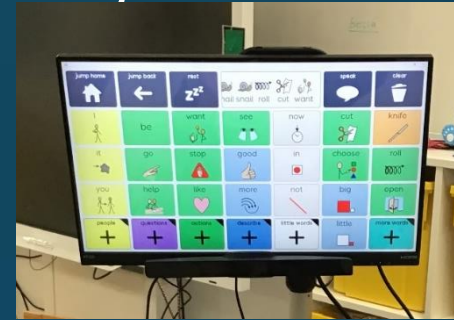


Areas of Learning



In Dormouse Class children cover the following subject areas:

- Literacy
- Maths
- Phonics
- Expressive Art and Design
- Knowledge and Understanding of the World
- Physiotherapy
- Motor skills



While objectives are set for each lesson, as mentioned on the previous slide there is a considerable degree of overlap between them based around the skills each individual child is aiming to develop. While the timetable is similar for all pupils, every child has bespoke features to account for their medical, physical and academic needs. Learning is split between whole class, small group and individual sessions as appropriate.

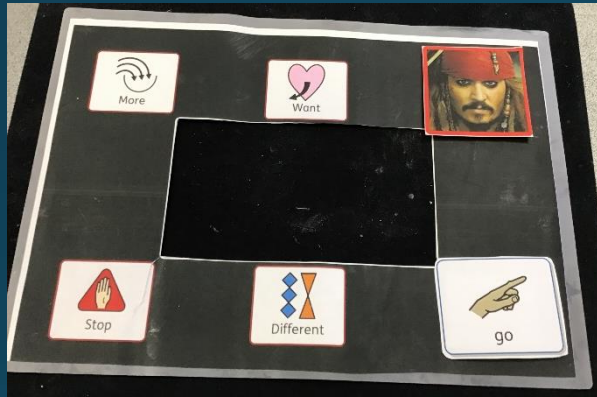
Over the next few slides you will see an overview of what we are learning in each of the areas of learning and the life skills they could relate to.

Communication



- Communication runs intrinsically throughout every area of learning and play in Dormouse Class. Children are provided with the appropriate communication systems to enable them to both understand and make themselves understood.
- This includes but is not limited to use of:

Objects of reference
Etran frames
Switches
Makaton
Auditory cues
Hand on body signing



Symbols
Eyegaze devices
Aided language boards
Auditory listing
Personal identifiers



These are used as appropriate to enable children to transition with minimal anxiety, to give pupils control over their days, encourage them to make choices, to give opinions and comment on their day. We respect any communication from a pupil as intentional and respond accordingly.

This term a particular emphasis is being placed on using our communication skills to respond to and begin to label resources we are exploring. This enables children to develop understanding of practical, choice based vocabulary that they can use across a range of contexts to indicate what they want to happen.

PSHE – purposeful choice making



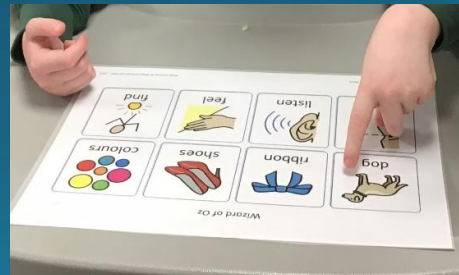
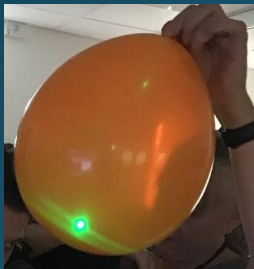
- Safeguarding and RSE begin as soon as a pupil enters the school. In Dormouse Class one of the first stages in this is teaching children to make clear and purposeful choices.
- We are continuing to reinforce this during class literacy sessions, encouraging pupils to choose between resources. Pupils are extended through use of Aided Language Boards, practising auditory listing while hearing their responses narrated and seeing their preferences modelled and labelled.
- Using Etran frames, contrast boards, switches, aided language boards and hand held symbols as appropriate, pupils are encouraged to choose between more, stop and something different with additional emphasis being placed on commenting on, selecting and responding to resources according to their preferences.
- Children are taken at their word and they learn asking for more of something they don't like could yield unfavourable results, similarly selecting stop during an activity they are enjoying could cause it to cease prematurely! If a pupil expressed displeasure at their choice being followed through they will be offered the options again, experiencing the options labelled using a multisensory approach.
- The ability to make purposeful choices is a key skill for all children in keeping themselves safe and teaching them they have control over what is happening to their bodies.



Literacy – Exploring and labelling resources



- *In Literacy this term we are practising labelling, commenting on and identifying resources, building on the progress made last term.*
- *Some children are practising using one or both hands to explore resources, learning exploration methods to gain as much information about an object as possible while hearing it labelled.*
- *Other children are learning to use switches, symbols and aided language boards to choose between various auditory, visual and tactile stimuli. They are then given the opportunity to comment on what they are experiencing. As well as the life skill described on the previous slide, this enables pupils to learn to recognise core symbols which can be generalised across a range of contexts as well as learning to give their opinion on their activities.*
- *Sessions include:*
 - *Our focus genre this term is “Stories from Other Cultures.” We are looking at the myths and legends surrounding water from a range of cultures including Norse Gods of ice, Chinese beliefs that snow brings luck, Native American river legends and the Ancient Greek God of rain among others!*
 - *Pupils are also exploring an senses themed “What’s in the Box?” where they experience the textures, scents, tastes, sounds and visual stimuli through smooth, slippery Orbeez, salty Marmite and sharp scented peppermint among other items. Pupils are then encouraged to use their preferred method to let adults know what they think of each resource and to choose between them using their preferred methods.*
 - *Ian Bean SENICT (<https://www.ianbean.co.uk>) sessions are a highlight for all pupils where they are encouraged to use switches, auditory listing or symbols to choose which musical video clip they would like. Pupils can then use their core vocabulary options of more, stop or something different to let the group know how they would like the session to proceed. This also provides a lovely turn taking experience for pupils as well as develops choice making skills. If you are interested you can set up your own Ian Bean account for free! Favourite songs range from soft rock “Summer of 69” to Moana’s “How Far I’ll go” and even the discovery of the Friends intro tune “I’ll be there for you” by one pupil!*



Drop Everything And Read (DEAR)



- In Dormouse Class we love to share a story and our grownups will tell you our reading sessions are some of the most special in our days.
- We believe all children should be read to at least daily and in Dormouse we have dedicated sessions before lunch and at the end of the day
- During these sessions a child gets to choose a book from two, we turn out the main lights and light our sensory corner or a special sensory video.
- These sessions provide pupils with an opportunity to unwind after a busy half day as well as promote the value of stories.
- Afternoon sessions include chapters of longer books (we are fans of Enid Blyton's "Faraway Tree" and "Wishing Chair" volumes,) poetry, traditional tales, noisy books and more! Sometimes we even listen to some non fiction tales for example excerpts from "Bedtime Stories for Rebel Girls," narrating the lives of famous women who changed history! This term we are hoping to start "The Water Babies."



Phonics – Instrumental Sounds (slide one of two)



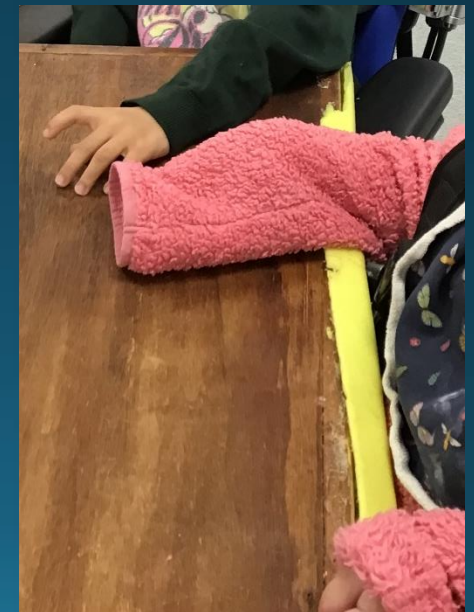
- This term we are learning all about how sound has meaning through exploration of instrumental sounds with a specific focus on drums, shakers, rain sticks and bells.
- Pupils need to be taught the importance of sound before they can be taught the importance of letters. Before pupils are taught they can turn letter into sounds they need to realise that sound has meaning in more concrete, relevant ways.

The ability to *respond* to sound

The ability to *distinguish* sound

The ability to *label* sound

The ability to *recognise different parts* of sound





Phonics – instrumental sounds (slide two of two)

- Through daily phonics sessions including Interactive Music, Listening Games and Resonance Board pupils practise responding to being presented with different instruments to explore.
- They learn to respond to hearing instruments sounded out of sight/touch and practise using their hands or eyes to locate them
- Over time most pupils show preferences for particular instrumental sounds
- Where appropriate we then move on to finding a named instrument/instrument symbol from two using eyegaze or touch as appropriate.
- When pupils are confident finding and labelling named instruments they practise identifying which instrument they could hear played out of sight using symbols or instruments
- Everyone also enjoys playing different instruments on their own or as part of a group – eyegaze and switch controlled instruments also feature when chosen by key pupils
- All skills are explored through opportunities to explore instruments through play and familiar songs such as “I am the Music Man” and “We’re in a band” as well as the dearly loved “Maggie Moo” songs. If you’d like a taste you can listen to Moo Music’s “I play the guitar,” “Peekaboo it’s Maggie Moo” or “Is everybody here?” on youtube!
- Where appropriate pupils also join streams across the school to begin exploring Phase 2 Phonics and 1:1 reading sessions are also introduced.



Physiotherapy



- Every pupil follows their own physiotherapy programme and works towards key targets set jointly between class staff and the physiotherapy team.
- Each child has a key member of staff who works with them on their therapy programme and attends orthotics and physiotherapy/occupational therapy reviews alongside them. This key person scheme allows pupils and staff to establish a trusting bond as well as allows the key adult to become familiar with a specific child's programme. This allows for early identification of any developing issues such as tightness or weakness as well as means feedback can be as specific and detailed as possible.
- All pupils use standing frames daily for approximately an hour
- All pupils with arm gaiters wear them daily for around 30 minutes
- Where appropriate pupils attend a twice weekly sit to stand group
- Where appropriate pupils have approximately twice weekly opportunities to explore purposefully in their walkers
- Opportunities are offered approximately twice a week for purposeful exploration of the school using mobility aids such as walkers.
- Pupils make use of the sensory room and class sensory corner as well as the Acheeva bed to engage in their programmes as fully as possible.



Body Awareness

- A favourite session (for adults and children!) this term is exploring Body Awareness. Pupils experience locating and naming different key parts of their own and others' bodies.
- Activities include practising bathing a doll, washing their hands, face, tummy, head or feet as appropriate and, a favourite for children and adults alike, a dressing up game! Pupils are encouraged to choose a favourite resource from two then use symbols, tactile signing or auditory listing to select where on their body they would like to wear their choice!
- Through this session pupils are encouraged to recognise their own reflection and notice when and where on their body a chosen dressing up resource is placed.
- This activity is designed to increase pupils awareness of their own body in order to develop their proprioceptive skills and enable them to begin to label parts of their body. This skill could support children in letting adults know when something hurts and what or where this is.
- The opportunities to select which accessory and where they would like to wear it provides pupils with opportunities to learn to make decisions regarding their own body. **You can play these games at home!**





Motor skills

- Through motor skills sessions pupils practise refining their fine motor skills in a range of motivating contexts. Pupils who do not use their hands experience exploring core concepts such as up, down, in and out.
- Weekly sessions include:
 - Exploratory play sessions working through the texture hierarchy (starting with loose, dry mediums and working towards wetter, stickier ones,)
 - “Happy Hands” sessions working with inset puzzles, money boxes, colouring pens, playdough and more. Pupils work through increasingly challenging resource packs at a pace led by them.
- Through these sessions pupils learn to locate increasingly small resources, access, explore and finally manipulate them. Pupils move from scooping with their whole hand to tapping then grasping before beginning to use their wrist and fingers to manipulate and control resources in more complex ways.
- Favourite additional activities have included exploring playdough – poking, squeezing and flattening it using different hand movements!



It's not just messy play!



Sensory exploration ("messy play") provides children with so many opportunities including to develop their:

- - Response to texture
- - The development of proprioception skills (sense of self in space, where their hands are in relation to their body etc)
- - Fine motor skills
- - The development of control of stimuli using their own body
- - A high engagement opportunity to develop Realisation and Persistence

Sensory play means we can do more than just stimulate. Children are provided with opportunities to recognise, react and deliberately respond to the materials.



Marmite...



- Not every child loves to get straight in and sticky. Some children are more tactile defensive. In these contexts we build their confidence at their pace using the texture hierarchy, only moving on to the next level when the child shows they are ready.



Dry Firm Textures

Textures fall away from the hand.
The pupil can control contact with the texture by pulling away, without brushing or wiping needed.
Pupils who explore with their mouths will find these easy to access.

Ideas:

Feathers
Shredded paper
Dry Pasta / spaghetti
Dry Rice

Dry Textures

Textures mostly fall away but smaller particles or bits might stick to skin.
Brushing residue is needed- the pupil has less control over withdrawing and may feel the texture in-between their fingers.
Less safe for exploring with the mouth due to less manageable and predictable textures.

Ideas:

Damp Sand
Sequins
Corn flour mixed with water.
Cold wet pasta / spaghetti

Wet Textures

Textures stick to the hand but the pupil can break contact if they wipe or shake their hand. Pupils without control of their movement may not be able to indicate a preference to wet textures, or to show they want the texture wiped away.
If pupil's hands are mainly closed the texture may be grasped in their hand without intention.
If pupils explore with their mouths, using food stuff at this stage is safer.

Ideas:

Baked beans Jelly
Mashed potato Ice cubes

Wet and Viscous Textures

These stick to the hand and need repeated wiping or immersion in water to clean off skin.
The pupil has the least control when breaking contact with the texture, but there are more exploration opportunities because wet and viscous textures lend to other things sticking or hiding in them.
These are often textures that change property with water or as they are chewed, so may be unsafe for tasting if the pupil has dysphagia.

Ideas:

Angel delight Porridge
Custard Yoghurt

Mathematics – to realise sets are made up of individual items



- This concept is explored through number songs and exploratory play. Children are encouraged to use their hands and eyes as appropriate to explore small collections of up to five objects. In Dormouse we enjoy taking the tunes of familiar number songs but changing the words to match our topic! We are only a few sessions into the term but a clear favourite is “Driving My Tractor” where a very busy farmer is collecting some (very noisy!) animals in his trailer.
- Children are encouraged to explore the meaning of number – the “oneness of one”, “twoness of two” etc through exploring relevant objects or symbols while hearing the quantity labelled. Popular songs such as “**One** Singular Sensation,” “Just the **two** of us,” and “**Three** steps to heaven” add to the experience!
- This also encourages children to recognise sets of objects consist of multiple individual items, a skill which is transferrable to a range of contexts for example communication. Children learn to seek a single symbol from a small collection of them in order to communicate their point and others learn to use their hands, and eventually fingers, to separate and explore sets of objects to gain maximum sensory feedback.
- This term pupils are also developing confidence labelling their sets, for example exploring an individual item and hearing it labelled “one” / “lots”, touching individual items or transferring their gaze from a small set of objects to the corresponding number card.



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Understanding of the World – My Local Area

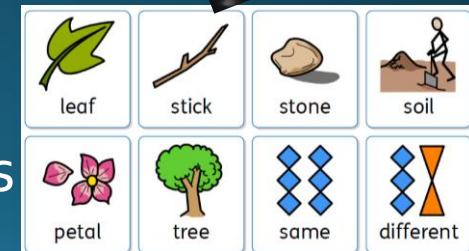
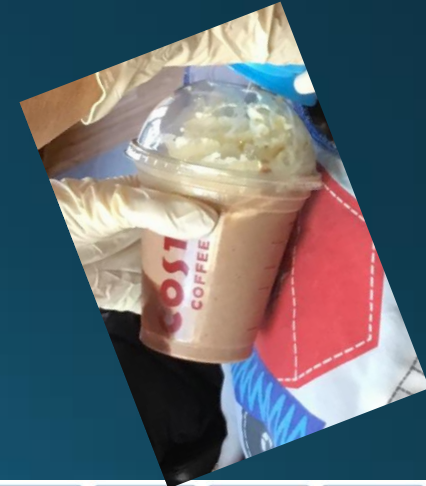


As Dormouse pupils continue their learning further into the year, along with practising controlling their decisions we are practising exploring and noting features

of our outside local area including the school grounds and further afield! Pupils take part in a range of sessions to encourage them to explore and engage with their environment:

- Local area walks (*weekly in the school grounds and further afield when possible*) including special events such as Teddy Bear hunts and picnics!
- Exploratory sessions in walkers allow pupils to explore and discover as well as to develop independence (and physical!) skills
- Focussed sessions encourage pupils to realise *they* can impact their surroundings. This is practised through use of switch controlled toys and music programmes, cause and effect toys such as space blankets and targeted eye gaze games such as those featured on Look2Learn.

➤ All pupils have weekly opportunities to visit and explore the sensory room as part of their Physio sessions as well as daily use of our class sensory corner



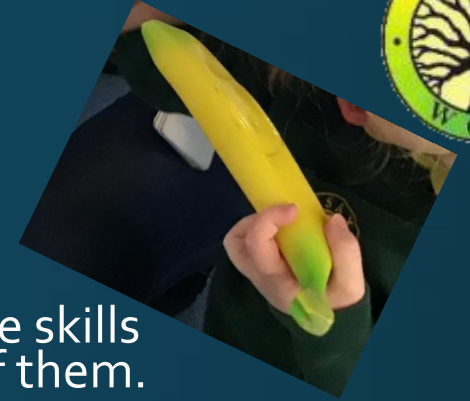


Art and Design – Colour and Shape

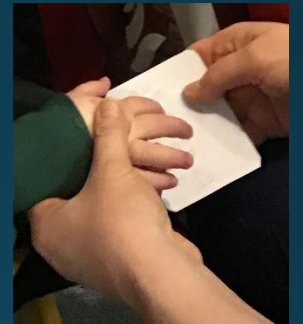
- Art is a favourite topic for all of Dormouse Class! In our sessions we focussing on the process of creating effects rather than the product.
- As the term progresses pupils will move towards not only creating but noticing, commenting on and making choices to create contrasting designs. These could involve quantity, colour or/and texture to promote early awareness of pattern.
- Pupils will use water in various ways including as bubbles, a catalyst to create an effect, ice cubes full of paint and more!
- Key skills explored will centre around use of hands and eyes to locate, choose, hold/dwell and manipulate. Pupils will be encouraged to generalise skills practised in Literacy and Maths such as to make choices between preferred resources, use more and stop and explore a small collection of items to select the one they would like to use.



Pre-Braille – Wet and dry



- Key pupils will take part in weekly pre-braille skills groups.
- Similarly to how children learn their eyes can be used to obtain information, pre braille skills teach children they can use their hands to obtain information about what is in front of them.
- Through songs and games as well as familiar day to day resources pupils will practise using their hands to explore.
- Pupils will work from moving their hand to explore a passively encountered resource on to reach slightly to locate and explore and so on.
- Where appropriate the above objectives have been extended to encouraging pupils to use their hands and fingers to explore resources in more detail.
- Pupils will begin using their whole hand and through practise, hand massages, arm stretches and consistently presented resources they will work towards reaching and beginning to use their fingers.
- As far as possible this session makes use of resources made from natural materials, encouraging children to realise not everything is made of plastic and to provide some differentiation between items being explored.
- We are also lucky enough to make use of the charity Living Paintings wonderfully adapted tactile and brailled story boxes! Dormouse Class enjoyed a range of texts over the past term including one linked to our Poppies story and another themed around the seasons!



Enrichment



- Library sessions. Weekly library sessions have proved a popular afternoon. Every week children will be provided with the chance to choose a library book to take home to share with their family!
- Assemblies. Each week the whole school comes together for three assemblies. A celebration assembly where pupils celebrate peers' and their own achievements that week, a singing assembly where focus songs are sung, signed and danced to as well as a topic based assembly. For example we have been lucky enough to have a visiting vicar carry out an assembly for the children. Pupils used Makaton to label foods explored, joined in with singing known songs and practised using their listening and attention skills to focus and engage throughout the story.
- Music Therapy provides pupils with the opportunity to experience choice making, control and to process difficult emotions as part of a small group or on a 1:1 basis
- We are so excited this term to continue weekly sessions with Move Momentum, a wheelchair dancing music group who are going to help us use our eyes, hands, arms and bodies to respond to music in a range of ways. This term it will be entirely Water themed too!
- As the weather improves (hopefully!) Dormouse Class plan to make the most of our local area through walks to the local shops and through nearby woodland to experience the changing of the seasons and weather conditions.
- Dormouse Class loves to join their friends at Saxon Wood to recognise theme days – World Book Day was so much fun and we all loved modelling our fabulous Easter Bonnets!

