
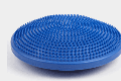




Curriculum area: Towards Numeracy	Stage 2
Learning Goal: Co-actively makes things move.	
General guidance:	
Co-actively means with the adult supporting the pupil hand over hand or hand under hand and the pupil tolerating and working actively with the adult support.	
Ways to include these activities in the classroom / curriculum	
The stimulus used can link to the topic that the peers are taking part in. See below for suggestions on items to use and match them to peers' activities.	
Activity Demonstrate to the pupil the effect caused by touching the items to try to gain their attention. Assist the pupil to touch the items to begin with, then gradually withdraw physical support.	Resources Check pupil medical records for allergies. Follow all health and safety guidance and supervise pupil closely.
Be Active Box (or Little Room), lots of interesting suspended items that appeal to different senses.	Be Active box www.rompa.com things to hang- sound makers e.g. bells, plastic bottles with times in, keys, rattles, spoons Things that shine-baubles, tinsel, survival blanket.
Resonance Board (a special wooden board that amplifies sounds) with items that create interesting sounds when moved.	Resonance boards www.soundabout.org.uk things to put on the resonance board e.g. chains, bells, bunch of keys
Light up/ flashing toys that are easy to swing suspended above pupil in darkened room.	Darkened room or corner, use a large cardboard box on a table Light up toys from www.sensorytoywarehouse
Touch screen computer, Inclusive technology does lots of interesting programs.	Big bang program. www.inclusive.co.uk
Noisy toys that require slight movement to activate	e.g. wobbly toys that light up or make sounds
Messy art or cooking. Trays or bowls of things that move or leave marks when touched	Corn flour and water, flour, jelly, angel delight, finger paints
Sand - hands or toes in sand tray to move about	Sand in a tray
Water- hands or toes in warm, cold, bubbly water tray to move,	Shallow tray





Trays of feely things	Tray of spice powder, tray of rice, tray of golden syrup, shaving foam (check for safety) lentils
Tinsel, foil and sparkly things with lights shining on to them in dark environment, either hanging up or in tray to move.	Darkened room or corner, use a large cardboard box on a table Investigate party shops for sparkly, shiny things
Balloons suspended. Put a small bell inside or a few grains of rice before you blow it up so it makes a noise. Use a light up balloon.	Balloons Small bell. Activity arch- www.specialneedstoys 
Hanging mobiles or chimes, or use every day textured items,	Activity arch- www.specialneedstoys Textured items e.g. scarves, feather boas, survival blankets
Fluorescing Items under ultra violet light. Fluorescent gloves on hands, socks on feet.	Activity arch- www.specialneedstoys fluorescent items www.sensorytoywarehouse
Things to knock over that make sounds, or move in interesting ways. Place things on top of cones to knock down.	Cones balls, balls with bells, wobbly balls, sound makers
Space/ survival blanket, cellophane or other material that creates an exciting noise or feeling with the slightest touch to roll, kick, move head on.	Space/ survival blanket
Ocean drum on wobbly surface eg balance cushion Bells, shakers, maracas	Musical instruments  Balance cushion
Sew a bell securely onto a mitten and place on a hand. Shake the hand so the pupil gets the bell stimuli. Let them explore on their own. Keep the other hand free so they can use it to move the first hand. Try on a different hand next time. Try a belled mitten on both hands.	Bells Small mitten
How can I assess engagement on this goal?	
Initiation- use of hands to reach out to feel Persistence- feeling for increased lengths of time. Feeling a greater number of items Exploration- shows increased attention on feeling items. Reaches out independently Anticipation- moves item and shows excitement waiting for stimuli Realisation- shows preference for stimuli . Aware of cause and effect	
For links to helpful resources see http://send-inspire.co.uk/resources	