## SENDinspire

## Curriculum area: Co-Curricular Exploring through touch

## Learning Goal: Put items inside different things

## General guidance:

Picking an item up and working out how to place it inside different things can be a challenging skill and may need a lot of practice to be accurate.

There are lots of parts to this skill:

1. Finding the item
2. Picking up the item
3. Finding the container
4. Finding the opening of the container
5. Possibly opening the container
6. Accurately moving the hand holding the item to the container opening
7. Keeping the container still to put the item in
8. Releasing the item at the right place

Ways to include these activities in the classroom / curriculum
Putting things away after an activity e.g. placing toys in boxes, beads in plastic jars etc. Maths- making sets of things, make them in different containers.

| Activity | Resources |
| :--- | :--- |
| 1. Finding the item to pick up <br> This is not the main focus of the task so assist <br> the pupil to locate the item(s) if necessary. <br> There is a learning goal specifically for this <br> skill, so revisit this if the pupil needs to practice <br> this more. <br> Give sound or tactile clues to the pupil to help <br> them locate the item if necessary. | bells, shakers or percussion etc. to make <br> sounds |
| Support the pupil <br> Work with the pupil to demonstrate how to go <br> through the stages to put the item(s) in the <br> container. |  |
| Exploring the container <br> Give lots of time for the pupil to explore the <br> container. <br> Help them to discover where it opens and to <br> feel the space inside it, before they attempt to <br> put items inside it. | different containers (see list below) |

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## Securing the container

Dycem (non-slip) mat under the container can stop it slipping.
If the pupil is having difficulty stabilising the container to put things inside it. Then assist them by either:

- holding it for them
- taping it down
- clamping it to the surface.


## Items to pick up.

Include a real variety of different sizes and types of items.
Use items that have different sensory qualities.
Consider the manual dexterity of the pupil when selecting items and choose something that they can pick up independently.

## Small items

Close supervision is needed if the pupil is likely to put the items in their mouth as some could be a choking hazard.
Choose items that the pupil is able to pick up with their fingers independently.

| nuts | pom poms | lolly sticks | cut up lengths of <br> drinking straws |
| :--- | :--- | :--- | :--- |
| cornflakes | seeds- all kinds | shiny glass nuggets | nutmegs |
| rocks \& stones | shells | dried flowers | cinnamon sticks |
| sequins | bells | beads | dried orange slices |
| cotton reels | tiny baubles | Lego bricks | small twigs |
| pasta | craft match sticks | chick peas | bits of fabric |
| grapes | sponges | coins | cotton wool balls |
| leaves | sand | pasta | paper clips |

## Containers to put small things in to.

Use containers made from all kinds of different materials, and with openings in different places, for example

| envelopes- all kinds | pockets on clothes | egg boxes | plastic pots |
| :--- | :--- | :--- | :--- |
| yoghurt pots | small tins | match boxes | jar lids |
| egg cups | padded envelopes | purses | small bags- paper and <br> cloth |
| pencil cases | glasses cases | spice jars (plastic) |  |
| Medium sized items that the pupil can pick up with 1 hand <br> Close supervision is needed if the pupil is likely to put the items in their mouth as some could be <br> a choking hazard. <br> Choose items that the pupil is able to pick up with their fingers independently. <br> balls balls of wool | pens | pencils |  |

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| greetings cards | plums | larger baubles | bits of tinsel |
| :--- | :--- | :--- | :--- |
| small light up toys | squeaky toys | small character toys | toy cars |
| Duplo bricks | satsumas | buns | bread rolls |
| koosh balls | bangles | toy animals | teaspoons |
| chopsticks | small packet of tissues | dish cloth | old credit cards |
| small tools e.g. pliers |  |  |  |

## Containers to put medium sized things in to.

Use containers made from all kinds of different materials, and with openings in different places, for example

| baskets | buckets | flowerpots | hand bags |
| :--- | :--- | :--- | :--- |
| tins | Tupperware | boxes | large envelopes |
| paper bags | bowls | school tray | carrier bags |
| cloth shopping bag | baking tins | tennis ball container | bread bin |
| zip lock wallet | card envelope folder | packed lunch box | school bag |
| La |  |  |  |

## Large items needing 2 hands to move

| big ball | large teddy | large toys | school tray |
| :--- | :--- | :--- | :--- |
| large book | dinner plates |  |  |

Containers to put large things in to.

| plastic trugs | basket | PE net | metal bucket |
| :--- | :--- | :--- | :--- |
| boxes | cupboards | drawers | trays |

How do I assess progress towards this learning goal?

## Can the pupil consistently:

1. place small things inside containers with wide openings?
2. place small things in containers with narrow openings, aiming accurately?
3. place medium sized things in containers with wide openings?
4. place medium sized things in containers with smaller opening aiming accurately?
5. open up a container to place something in it? e.g. envelope or bag
6. place items inside different containers?

For links to helpful resources see http://send-inspire.co.uk/resources

