




Curriculum area: Co-Curricular	Exploring through touch
Learning Goal: Put items inside different things	
<p>General guidance:</p> <p>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.</p> <p>There are lots of parts to this skill:</p> <ol style="list-style-type: none"> 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	
<p>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.</p>	
Activity	Resources
<p>1. Finding the item to pick up This is not the main focus of the task so assist the pupil to locate the item(s) if necessary. There is a learning goal specifically for this skill, so revisit this if the pupil needs to practice this more. Give sound or tactile clues to the pupil to help them locate the item if necessary.</p>	<p>bells, shakers or percussion etc. to make sounds</p>
<p>Support the pupil Work with the pupil to demonstrate how to go through the stages to put the item(s) in the container.</p>	
<p>Exploring the container Give lots of time for the pupil to explore the container. Help them to discover where it opens and to feel the space inside it, before they attempt to put items inside it.</p>	<p>different containers (see list below)</p>



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: <ul style="list-style-type: none"> • holding it for them • taping it down • clamping it to the surface. 		Dycem mat or any non-slip mat duct tape from DIY shops G clamps from DIY shops	
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 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 cloth
pencil cases	glasses cases	spice jars (plastic)	
Medium sized items that the pupil can pick up with 1 hand 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.			
balls	balls of wool	pens	pencils



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
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:			
<ol style="list-style-type: none"> 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			