

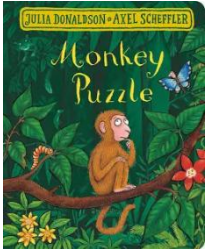
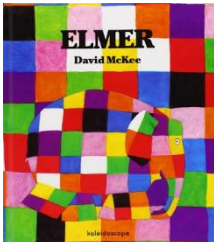
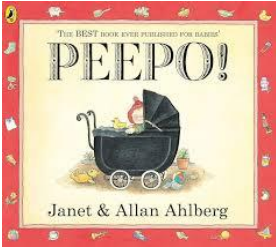
PLM - Sensory Pathway

This half term our theme is 'Me & My World'

At South Grove, our Sensory Pathway curriculum is grounded in structure, communication, sensory engagement, and strong emotional support. Our learning is delivered through a rich blend of evidence-based strategies designed to meet the needs of learners with SEND.

In this unit, children will explore the concepts of "Me and My Family" and "Animals" through engaging activities, experiences and stories. They will learn to recognise and name family members, identify and name a variety of animals, explore familiar home environments, and develop early social and emotional skills related to belonging, relationships, diversity, and self-acceptance.

Our core books to take us on our learning journey....



PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

PHYSICAL DEVELOPMENT

To be able to:

- Explore their sense of identity through stories like *Monkey Puzzle* and *Elmer*.
- Begin to recognise family members and familiar people using photos, visuals, and symbols.
- Express simple feelings (e.g. happy, sad, different) using emotion visuals and the Zones of Regulation.
- Build relationships through shared play, turn-taking and adult-led interaction.
- Develop confidence in routines and transitions with support from visuals, repetition, and positive adult modelling.

To be able to:

- Develop **gross motor skills** through movement linked to core texts — e.g., crawling like a monkey, stomping like an elephant, or flying like a butterfly.
- Build strength and coordination through **sensory circuits**: jumping, balancing, and deep-pressure activities.
- Explore fine motor skills through TEACCH tasks (e.g., threading, pegging, Velcro activities) and creative play like animal printing or collage.
- Practise practical life skills (e.g., putting on shoes, tidying, washing hands, holding a cup) with adult modelling and support.
- Engage with tools and materials (e.g., scissors, glue sticks, paint rollers) with increasing confidence, supported by visual prompts and routines.

COMMUNICATION & LANGUAGE

LITERACY: Word Reading, Writing, Comprehension

To be able to:

- Join in with familiar songs, stories, and sensory routines using props and repeated phrases.
- Use or respond to **core vocabulary** through speech, visuals, signs, or AAC. This term's words include:
- **Verbs/Actions:** Look, Find, See, Play, Love, Go, Open, Hide, Sleep, Come
- **Nouns:** Mum, Dad, Me, Family, Baby, Brother, Sister, Grandma, Grandpa, House, Room, Door, Window, Bed, Monkey, Elephant, Butterfly, Frog
- **Descriptive words:** Happy, Sad, Big, Little, Different, Red, Yellow, Blue, Green, Purple, Orange, Black, White
- Develop **shared attention** through Attention Autism sessions and interactive activities.
- Make choices using objects of reference, photo choices or communication boards.
- Express needs, wants, or feelings confidently using their preferred communication methods (spoken, visual, signed, or AAC-based).

To be able to:

- Engage with core texts through **sensory stories**, props, puppets, and themed play.
- Join in with repeated phrases or actions from stories (e.g. "Where's my mum?" from *Monkey Puzzle*).
- Explore **mark-making** using animal footprints, coloured paint, sensory trays and guided adult modelling.
- Begin to match story symbols or images (e.g. baby, bed, jungle animals) to support sequencing and comprehension.
- Develop awareness of letters, sounds or story structure through songs, rhymes and shared reading — where appropriate.

MATHEMATICS

UNDERSTANDING THE WORLD

EXPRESSIVE ARTS & DESIGN

To be able to:

- Count familiar objects and characters from stories (e.g. animals, family members, toys) in songs and structured play.
- Explore **sorting and matching** by size, colour, and type using real objects, toy animals, or visuals.
- Develop awareness of **spatial concepts** (e.g. in, on, under) through play-based activities linked to *Peepo!*.
- Participate in sensory maths tasks using TEACCH stations or group activities (e.g. putting 1 toy in each room, matching pairs of animals).
- Begin to use visual cues and adult modelling to **understand quantity**, simple comparisons (big/little), and positional language.

To be able to:

- Recognise and name family members and familiar people using photos, mirrors, visuals, and sensory stories (e.g. *Monkey Puzzle*, *Peepo!*).
- Explore **different family structures** and home routines through books, role play and matching games.
- Investigate animals and their features using tactile materials (fur, feathers, smooth, rough) and sensory trays.
- Begin to understand their **place in the world** through themed environments (e.g. a home corner, animal jungle, baby care area).

To be able to:

- Explore **colour and pattern** through creative activities inspired by *Elmer* — using collage, paint, fabrics, and sensory trays.
- Use hands, tools or textured brushes to make marks, prints, and sensory artwork related to animals and families.
- Join in with **action songs, movement games**, and musical play linked to our stories (e.g. stomping like an elephant, flapping like a butterfly).
- Role play familiar experiences like being at home or caring for an animal using props, costumes and adult modelling.
- Make simple choices about materials, colours or tools using symbols, visuals or object cues.

OUT DOOR LEARNING	WOW FACTOR!	SUPPORTING YOUR CHILD’S HOME LEARNING
We take our learning outside every day to support physical development, sensory regulation and connection with nature. Children will: • Explore natural materials linked to our storybooks (e.g. leaves, sticks, stones for building animal homes). • Use ride-on toys and climbing equipment to practise movement, balance and coordination. • Act out stories and role play in themed areas like the animal rescue centre or family home. • Take part in sensory-based outdoor experiences like water play, planting, and texture walks.	These moments create joy, curiosity and connection while reinforcing core vocabulary and concepts. Children will: • Creating a giant collaborative Elmer collage as a group. • Taking part in themed sensory buckets (Attention Autism) featuring animals, jungle sounds, or water play.	Here are some ways you can support your child's learning this half term: • Read our core storybooks at home (<i>Monkey Puzzle, Peepo!, Elmer</i>) and talk about the characters and feelings. • Use sensory objects (like soft toys, feathers, or smooth stones) to retell and explore parts of the stories together. • Model core vocabulary (e.g., “Mum,” “Look,” “Find,” “Happy”) during play, daily routines and story time. • Use AAC tools or visuals your child uses at school to support communication at home — e.g., choice boards, core word boards. • Intensive Interaction — join your child in play by copying their movements, sounds or actions. Enjoy being together and letting them lead.

RIGHTS RESPECTING SCHOOLS



Article 23- Right to support for children with disabilities



Article 28 - Right to an education



Article 7 - Right to a name and to belong to a family



Article 8 - Right to an identity



Article 12 - Right to be listened to and express views



Article 13 - Right to express in any way (spoken, sign, AAC, etc.)



Article 31 - Right to play, rest, and enjoy activities

SUSTAINABILITY GOALS



Goal 3 - Good Health and Wellbeing



Goal 10 - Reduced Inequalities



Goal 15 - Life on Land