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| *English* | *Literacy-*  *Barry the Fish with Fingers* |
| *NCL*  *PSTEP* |

Date:

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| By the end of these activities: | Most Pupils Will… |
| Some Pupils Will… |
| A Few Pupils Will… |

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| Cross- Curricular Links | |
| Math Pi Maths · Free image on Pixabay | Maths   * Counting * Shape recognition |
| Chemistry Ideogram | Free SVG | Science   * Environments * Force * Textures |
| Globe | Free Stock Photo | Illustration of a globe | # 16906 | Geography   * Environments * Echo systems |
| Free vector graphic: Artist, Colorful, Paint Brush - Free ... | Art   * Designing * Painting * Cutting |
| Image vectorielle gratuite: Association, Communauté ... | PSHE   * Peer relationships * Appropriate touch |
| Olympic Rings PNG Transparent Images | PNG All | PE   * Spatial awareness * Turn taking * Force |

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| Activity | Step by Step | Resources | Sensory Input |  | | |
| Achieved | Revisit | Redo |
| Activity 1- *The Blow Fish*  *To develop pupils’ descriptive vocabulary*  *To develop oral strength*  *To develop pupils, turn-taking skills*  *I can explore and describe different shape and textured objects* | * Set out a number of ball with different size and textures * Read page starting “Puffy the Puffer fish…” allowing pupils to feel, roll, squeeze the balls * Ask which ball they think would be Puffy * Either adult, or child, blows bubbles- trying to make big bubbles, small bubbles, round bubbles…and square bubbles! | * Different sized balls * Different textured balls * Bubbles * Barry the Fish with fingers book | * **Auditory** * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 2- *The fish fingers*  *To create a fish with fingers*  *I can design my own character*  *I can create textures using materials* | * Set out fish cut out templates and plain paper * Read the page beginning “Suddenly everyone wanted to know about the amazing fish with fingers” * Allow pupils to decorate the fish with sequins, foil, shreds of tissue paper * On the plain paper, pupils to draw around their own hand, cut out and stick onto their fish for its fins. Add numbers or letters (A,E,I,O,U) on the tips of the fingers | * Fish template * Plain paper * Sequins/tissue paper/ colored foil * Glue * Pencil * Colouring pencils | * **Auditory** * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 3- *Fingers can be used for….*  *To develop fine motor skills using a range of equipment*  *To develop pre-writing skills*  *I can develop my fine motor strength using a different equipment*  *I can create characters using a stimulus*  *I can develop relationships with my peers* | * Read the page beginning “finger painting…” * Station 1-Using a large paper, create a ocean scene using only fingers to paint- if a child is unsure to the paint being on their fingers, use a small paint dabber or sponge * Station 2- Allow pupils to cut different colored, styled, textured paper (mix of left over wallpaper is ideal). The cutting doesn’t need to be any shape. Allow pupils to use the scissors freely with the paper. Pupils can add these to the ocean scene as seaweed * Station 3- Making fingers into finger puppets. Using **washable** pens allow pupils to draw on their fingertip to create characters. Pupils who feel comfortable may create on each other’s fingers. Using small googly eyes can increase the comedy in this activity | * Large piece of paper * Paints * Mixed paper * Scissors * Washable pens * Googly eyes | * **Auditory** * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 4- *But best of all tickling*  *To develop trusting relationships with others and discover boundaries with personal touch*  *I can explore different feelings and emotions with others* | * Ensure all pupils are aware that they need to respect others, and if someone says “stop” they must stop * Allow pupils to pick a tickling object (fingers, feathers, feather dusters, etc.) * Explain to the pupils when you say “tickle” pupils can try and tickle each other OR when you say tickle you chase to tickle the pupils | * Feathers * Space enough to move around | * **Auditory** * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 5 *– Sensory Sea bottles*  *To create a ocean themed sensory bottle*  *I can create a sensory bottle by using a variety of materials*  *I can create a calming, re-regulation tool* | * Read the pages beginning “The fish had never had so much fun…” * Pupils the create a sensory bottle, using beads/ sequins/small fish objects/ “sea water” using food dye and glitter/small shells/ “seaweed” | * See through plastic bottles * Water * Content for the bottles | * **Auditory** * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 6*- Hiding under the sea*  *To create a calm, story reading space*  *I can control my behaviors to become calm*  *I can listen to others reading* | * Create a darkened space, either turning the lights down or creating a den * Allow pupils to sit with their sensory bottle * Put some low background seascape sounds on if possible * Use weighted blankets if possible * Continue to read the rest of the book with pupils |  | * **Auditory** * **Visual** * **Proprioception** * **Tactile** |  |  |  |