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| *Insert Subject* | *Insert lesson title* |
| *Insert NCL/KSL* |

Date:

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| By the end of these activities: | Most Pupils Will…  Be able to discover numbers through sensory experiences |
| Some Pupils Will…  Identify numbers through sensory exploratory experiences |
| Few Pupils Will…  Complete number challenges using sensory exploratory experiences |

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| Activity | Step by Step | Resources | Cross- curricular Links | Sensory Input |  | | |
| Achieved | Revisit | Redo |
| Activity 1- *Dividing sensory bottle*  *To develop the visual processing while combining numbers*  *I can identify whole and half numbers, and number combinations by using a sensory bottle* | * Half fill a bottle with water * Fill the remaining space with oil * Add a few drops of glycerin * Add marbles and pom poms * Secure the lid * With the pupil count the objects in the bottle, shake the bottle and watch the oil and water separate, splitting the objects into two groups | Water  Oil  Glycerin  Marbles  Pompoms  Bottle | * Maths * Science | * **Visual** * **Proprioception** * **Tactile** |  |  |  |
| Activity 2- *Math answer hungry monsters*  *To develop my proprioception and understanding of force while answering math questions.*  *I can feed my math’s monster the correct answers to the math questions* | * Make a 5-7cm slice in a tennis ball half way up * Draw or add goggle eyes on * Either- * Have beads/marbles and ask a Math question * Or have a selection of answers on individual pieces of paper * Ask the pupil a Math question * The pupil needs to squeeze the tennis ball to “open the mouth” and feed the correct answer/correct amount of objects in | Tennis ball  Marbles/beads  Math answers | * Maths * Art * PSHE | * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 3- *= Discover tiles*  *To develop my visual, tactile and proprioceptive skills while discovering answers.*  *I can explore and locate the answers to my math question in my paint bag* | * In a **sealable** sandwich bag, pour in some paint * Add in some scrabble tiles (these can be random tiles, or tiles that spell out numbers such as “S E V E N” – try and ensure all the tiles are facing upwards * Seal the bag * You may chose to sellotape the bags to the table to stop movement * Ask the pupils to push paint around to expose the tiles and move the tiles about * The pupils can either- count the amount of tiles in the bag, spell the numbers by moving the tiles into the correct order or add up the sum of the letters by adding the numbers at the bottom of each letter tiles * To extend this, ask pupils to create their own for others to try | Sealable sandwich bag  Paint  Scrabble tiles | * English * Maths * Science * Art | * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 4- *Feather answers*  *To develop my oral strength and force while answering math questions*  *I can identify the correct answer and manipulate my feather to land on the correct answer* | * Put out a selection of answers. These can be on cards, white boards or visual aids– make sure the amount is suitable for the pupil- some pupils will only be able to have 1 right and 1 wrong answer. * Place a feather in the surface a small distance away from the answers * Ask the pupil a question * The pupil then has to try and blow the feather along to land on the correct answer * Pupils can blow using their mouths or you may choose to use a straw | Feather  Math answers  Straw optional | * Maths * Science | **Visual**   * **Proprioception** * **Vestibular** * **Tactile** * **Taste** * **Smell** |  |  |  |
| Activity 5- *Playdough doubles*  *To develop my tactile skills by creating a counting playdough ladybird/butterfly/dinosaur*  *I can create a counting playdough ladybird/butterfly/dinosaur to develop my adding, doubling and symmetry skills* | * Using playdough as pupils ask the pupils to create a plain ladybird/butterfly/dinosaur with no spots * Using different colored playdough, ask the pupils to create spots for their chosen animal * Add the spots for doubling, adding or symmetry activities | Playdough | * Maths * Art | * **Visual** * **Proprioception** * **Tactile** * **Smell** |  |  |  |
| Activity 6*- Shape sun catcher*  *To develop visual sense by creating a sun catcher*  *I can create a suncatcher by identifying and using different shapes* | * Using different colored tissue paper, ask the pupil to cut the tissue into different recognized shapes or * Staff cut tissue paper into different recognized shapes and put into pots * Lay out sticky back plastic with the sticky side up * Ask pupils to identify the shapes and ask them to place them on the stick back plastic * When it is full or the pupil has completed, place to plastic front down to stick * Hole punch a hole at the top and pull some ribbon through * Hang the suncatcher in front of a window or outside and see the colors shine | Sticky back plastic  Tissue paper  Ribbon | * Maths * Science * Art | * **Visual** * **Proprioception** * **Vestibular** * **Tactile** |  |  |  |
| Activity 7- *Food art*  *To develop my sense of smell and taste while creating food art*  *I can create a food picture or animal* | * Have a selection of foods that are easy to cut (soft fruit, bread, cheese, ham, salad, etc.) * Using blunt knifes or cookie cutters as the pupil to create a food animal or picture * There is lots of inspiration on the internet and instructions for specific animals | Selection of food  Cutters/blunt knife | * Maths * Science * Art * PSHE | * **Visual** * **Proprioception** * **Vestibular** * **Tactile** * **Taste** * **Smell** |  |  |  |