PMLD/PMLB/Sensory department scheme of work

We deliver modules through a thematic approach. Each module has a common theme and we teach our subjects linked to that theme.

Subjects covered are: sensory story, music and movement, TACPAC, Sensology, Topic, sensory play, Switch skills and communication sessions.

Assessment is completed using Routes for learning and also H Levels where appropriate.

Planning and sessions are complied in collaboration with therapists such as physios, SALT, OT and SSS teams.

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A**  **21/22** | Autumn | To immerse students in a sensory experience and encounter of Autumn  To experience different sensory elements of Autumn through smell, taste, touch, sight and sound.  For students to develop an awareness of how different sensory elements feel and express like/dislike in relation to these.  For students to be able to comment on different sensory experiences relating to Autumn. | Space/out of this world | For students to interact and respond to various sensory stimuli relating to the Space/Alice in Wonderland.  For students to participate in interactions with peers and staff through intensive interaction and turn taking.  For students to be able to respond to and describe different sensory elements of stories relating to out of space. | Circus/Big top | To experience different sensory elements of the circus through smell, taste, touch, sight and sound.  To have opportunities to respond/interact and engage with different sensory stimuli in relation to the circus.  For students to develop an awareness of how different sensory elements feel and express like/dislike in relation to these.  For students to be able to ask and answer questions in relation to circus/big top experiences. |
| **Year B**  **22/23** | Decades/Adventures through time. | To experience different sensory elements of different decades through smell, taste, touch, sight and sound.  To have opportunities to respond/interact and engage with different sensory stimuli in relation to the different decades in History.  For students to develop an awareness of how different sensory elements feel and express like/dislike in relation to these.  For students to request more of motivating activity.  For students to be able to comment and describe different sensory experiences in relation to each decade. | Mystical beings/Magic  Linked with Harry Potter and Fantastic Beasts | For students to respond and engage with different sensory stimuli in relation to magic and mystical beings.  For students to experience and engage with different sensory elements of magic and mystical beings through smell, taste, touch, sight and sound.  For students to begin to express preference or request more of motivating activities.  For students to be able to describe/create a mystical being/magic potion etc. | Music/festivals  Linked with celebration and Prom | For students to prepare for and participate in a celebration.  For students to express preference for/likes and dislikes in relation to certain activities/music/experience in relation to their celebration.  For students to begin to show consistent reactions/responses to a range of different sensory stimuli.  For students to be able to design materials/create music in relation to key festivals. |
| **Year C**  **23/24** | Oceans/Under Water/Abyss | For students to be able to participate in an immersive sensory experience relating to oceans.  For students to be able to request more/finished/no more in relation to sensory experiences in relation to ocean.  For students to be able to comment on a range of sensory experiences relating to Ocean. | Backpacking round the world/travel  Linked with cultural studies. | For students to participate in a range of sensory experiences in relation to countries around the world through taste, smell, touch, sight and sound.  For students to express likes and dislikes for certain things for example – food, music, smells, textures/effects (Sand, water, snow, breeze, heat etc).  For students to participate in role play opportunities relating to going travelling such as packing a bag, going on a plane etc.  For students to be able to describe different sensory experiences relating to travel. | Musicals/West end Shows. | For students to have opportunities to respond/interact and engage with different sensory stimuli in relation to the different musicals/shows.  For students to make choices or express preference in relation to different sensory experiences in relation to musicals/shows.  For students to be able to express likes and dislikes in relation to different sensory experiences relating to musicals.  For students to be able to create their own music/costumes etc relating to different west end shows. |