



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST

Remote Learning

Each day try to follow the usual timetable for the G1 class.

Take a photo during each lesson of either the work or your child engaging with the work provided and email to the tutor.

You could start each day with 'It's a New Day'

[https://www.youtube.com/watch?v= DztYR5bl_g](https://www.youtube.com/watch?v=DztYR5bl_g)

I will be available during these times and can be contacted through email.

mmorris@mhs.bfet.uk

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	Body awareness	Messy Art	Sensory boxes	Sensory Session: Food	Sensory Story
AFTERNOON	TacPac	Massage story	Music	Chair Yoga	Celebration

If you have any issues or concerns then please contact school
0161 223 9915.

Before you begin

Your child's curriculum is based on a multi-sensory approach. Please read the information below to help you and your child to get the most out of each session. Remember that not everything will apply to your child.

10 Essential Elements of an Effective Sensory Integration Session

1. Provide physical safety.
2. Offer 2 or more of the different types of sensory input.
3. Assist the child to attain and maintain an appropriate level of alertness to participate in the activities.
4. Challenge postural, ocular-motor, oral-motor or bilateral coordination.
5. Challenge praxis, motor planning, and organizational skills.
6. Provide activity choices for the child.
7. Offer just-right challenges by modifying the task based on the success of the child.
8. Make sure the child has an appropriate adaptive response to the challenge and is successful.
9. Present activities that the child is internally motivated to complete.
10. Establish a connection with the child.

This list of 10 process elements reflect key strategies from the Ayres Sensory Integration

MONDAY AM

Body Awareness

Spring 1

Body Awareness helps students to be more aware of their own bodies and to wake up their senses for the day ahead. Through repetition, we focus in turn on:

arms, legs, hands, fingers, tummy, knees and feet

- tapping each body part in time with the music.

Some students will be able to do this themselves, with guidance and support. Others will need a partner to do the tapping for them.

Choose some music with a strong beat that you can tap to as you say the names of the body parts.

Here are a couple of suggestions to get you started – just click on the link:

Instrumental pop songs

https://www.youtube.com/watch?v=mX2L_IVSkOY

Instrumental dance music

<https://www.youtube.com/watch?v=WJBKQUG5E4M>

Or choose your own.

Body Awareness

Activity 1: Focus

Point to different body parts in turn on your child. Help your child to point to the same body part on themselves. Say the name of the body part as you do this.

Activity 2: Engagement - Shake your wiggles out

Point to a body part on yourself, naming it as you do this. Shake/wiggle the body part. Repeat on your child, giving as much support as needed. Continue selecting different body parts and shake/wiggle them.

Activity 3: Understanding

Name a body part. See if the child can point to, look at or move the correct body part.

MONDAY PM

TacPac

Spring 1

TacPac uses touch and music to help students to develop communication with their partner. It uses music composed specifically to compliment the texture of the resources used, from hands to dish mops or fans to pan scourers. All the resources used are easily sourced objects that many households will already have.

Unfortunately, due to copywrite restrictions, we cannot share the resources directly on the school website. Please follow this link to find out more about the programme and to view some short videos to show how it works.

www.tacpac.co.uk

TUESDAY AM

Art

Spring 1

Sensory Art focusses on developing the student's sense of touch. We have included some basic recipes for you to make from household ingredients, that can be used alongside ordinary paint, glue. Etc. Encourage your child to explore different textures in whatever way they choose. Don't introduce too many different ones at once.

Use a table top, tray or paper to make your patterns on. Encourage fluid movements to allow a full sensory experience. Take a picture of your art work and send it to school to show what you have been doing.

RECIPES FOR ART MATERIALS

Cornflour paint

3 cups cornflour

1 $\frac{1}{2}$ cups water

Food colouring

Place all the ingredient into a ziplock sandwich bag, seal and mix together taking care to squeeze all the lumps out. The student can help to do this.

(This can also be mixed in a small container with a lid.)

It is now ready to use.

Moon sand

2 cups of brown sugar

2 cups cornflour

10 tbsp vegetable oil

Mix the sugar and cornflour together.

Slowly add a tablespoon of oil at a time until the right consistency is reached.

Snow gloop

500g baking soda

$\frac{1}{2}$ can shaving foam

Silver glitter

Scented oil (optional)

Large container or tray to mix the ingredients.

Add the baking soda to the tray and then gradually add the shaving foam.

You can add more shaving foam or baking soda, depending on the consistency that you want. Add the glitter and/or scented oil as required.

TUESDAY PM

Story Massage

Spring 1

Story Massage is a fun way to share time together and to connect with each other.

There are many benefits to using positive touch with all ages, including the promotion of a sense of general well-being and the enhancing of awareness of being valued and having a sense of self-worth.

Story Massage – Magic Carpet ride

For your child, it may be more appropriate to perform the massage on their arms, legs or front, rather than on their back. The most important thing is for you both to be comfortable and relaxed as you tell the story. You may wish to play a piece of music to help you to imagine where the magic carpet is taking you.

Text	Movement	Description	Potential Learning Outcomes
The magic carpet is lying still on the ground	The calm	Rest the flats of both hands gently on your partner's back, head or shoulders. Hold for as long as is appropriate as you tell the story.	<p>Responding to stimuli, especially people (e.g. stilling, eyes widening, looking, listening)</p> <p>Responding in consistent positive and negative way (e.g. smiling and turning head away)</p> <p>Working co-actively with another person</p> <p>Showing anticipation of familiar activities</p> <p>Showing preferences, likes and dislikes, in an intentional way</p> <p>Indicating 'more' and 'no more'</p>
The passengers step onto the carpet	The walk	Begin by placing the flat of one hand on your partner's back. Now place your other hand nearby in a different place on the back and, at the same time, gently lift the first hand off. Repeat this walking pattern all over the back and arms.	
Everyone sits down	Reverse fan	The opposite of the fan movement (see below). Start with your hands at the top of your partner's back, either side of the spine. Stroke your hands in a downwards direction, 'fanning' outwards.	
The carpet lifts gently off the ground	The wave	Rest one hand on your partner's shoulder. With the flat of the other hand, make a wave-like zig-zag movement on your partner's back in an upwards direction.	
Up, up into the sky it flies	The fan	Start with the flat of both hands resting on either side of the spine at the base of your partner's back and pointing upwards. With both hands working at the same time, stroke your hands up your partner's back gently 'fanning' out, finishing at the shoulders.	
Above the white fluffy clouds	The sprinkle	With both hands working at the same time, lightly tap the pads of your fingers, one finger at a time, in a random pattern all over the back, as if playing the piano. This is a light and gentle movement.	
Above the earth	The circle	Rest one hand on your partner's shoulder. With the flat of the other hand, make a large circular movement on the back. It doesn't matter which way round.	
Everyone is having fun	Half circle	Same as above but only make the bottom half of the circle, like a smile!	

WEDNESDAY AM

Sensory Boxes

Spring 1

Part of our communication work is to encourage students to show preferences and to become as independent as possible.

Using Sensory Boxes allows them to make choices from items or activities that they are already familiar with.

For example, the choice of the ball may show that your child wants to play a ball game with you.

The choice of shiny paper could prompt you to switch on the torch and to shine it onto the paper.

Sensory Boxes

Have a box containing a selection of items which you know that your child will like, for example:

- different kinds of paper that can be scrunched up
- bubble wrap
- Cardboard
- small boxes (some containing a bell or pasta shapes ... to make sounds) wrapped in shiny paper
- Small pieces or strips of material
- Small toys
- Torch
- Small musical instrument
- Ball
- Wooden mixing spoons

WEDNESDAY PM

Music

Spring 1

Take time to sit somewhere comfortable with your child and enjoy listening to music together.

You could also sing along, sign or dance to your favourite songs or use the links below to find some songs to sing together.

Adele – Hello

<https://www.youtube.com/watch?v=yuEn6AjE5iw>

The day I went to sea

<https://www.youtube.com/watch?v=uJN3Pb4KIKc>

I have a little spider

<https://www.youtube.com/watch?v=gbx-ZQEGnA0>

You've got a friend in me

<https://www.youtube.com/watch?v=CSQ8-TAA3xl>

THURSDAY AM

Sensory Session: Food

Spring 1

Using food to enhance the sense of smell can be really exciting for many students, especially when linked to taste! This session is designed to encourage students to communicate their likes and dislikes through practicing using a combination of smell, taste, touch and sight.

Students who cannot access taste can still gain pleasure from using their sense of smell and touch. This will help them to practice their communication skills by conveying their like/dislike of certain odours and textures.

Custard Dough

- ¼ cup custard powder or angel delight
- ¾ cup cornflour
- ½ cup warm water

Add ingredients slowly together and mix.

Once mixed, it's ready to squeeze and squash.

Edible Chocolate Paint

- ½ cup flour
- ½ cup salt
- ¾ cup water
- 2tbsp cocoa powder

Place ingredients in a ziplock sandwich bag, seal and help your child to mix it together, taking care to squeeze all the lumps out.

This could also be mixed in a small container with a lid.
It is now ready to use.

THURSDAY PM

Chair Yoga

Spring 1

Chair Yoga is something that is accessible to all, and something you can experience and enjoy with your child.

It reinforces body awareness activities and promotes mindfulness, focus and calming.

Find a comfortable space so that you and your child can be seated next to each other.

Some students will be able to do these stretches themselves, with some guidance or support. Others will need a partner to assist them to move the body parts, as appropriate to your child.

Here is one to get us started:

<https://www.youtube.com/watch?v=dnwHDN6Dw7Q>

FRIDAY AM

Sensory Story

Spring 1

We like to tell stories to each other.

They can be about what has happened to us.

They can be a way of sharing our culture and heritage.

They can be a way of getting a message across.

We enjoy sharing stories with other people.

Sensory stories are a way of telling a story to people who do not have good language skills.

They offer a range of different sensory experiences

(e.g. vision, smell, taste, touch and sound)

in a structured way so that the story is a multi-sensory experience.

They enable the person to build up anticipation of what might happen next, and also by following a set text can be very reassuring.

There are a wide range of different stories available.

Here is one to get us started...

Sensory Story

(.....'s) Visit to the Spa (insert your child's name here)

Chimes

..... is going to the spa,

We need to get the car keys or we won't get far.

..... can select a picture of the car keys or keys themselves. Have switch with a car sound recorded for them, or play this car sound effect:

<https://www.youtube.com/watch?v=M4wdh9JQMFw>

Chimes.....

Time to wrap up in a comfy gown,

And turn those frowns upside down.

Wrap up in a comfy blanket.

Chimes.....

Pick your favourite scent, choose with me,

To massage your hands what will it be?

..... pick his favourite massage cream from a choice of 2/3 via eye pointing or through changes in facial expression, vocalisation or body language.

Allow time to enjoy massage.

Chimes.....

At our Spa you are in our care,

A head massager or brushing your hair.

..... to choose between head spider massage and hair brushing using a choice board. (Eye pointing or changes in vocalisations or body language may also express choice.)

Take time for head massage or brushing hair.

Chimes.....

Now for your feet, explore with me,

Take the plunge 1, 2, 3.

Remove 's shoes and socks. Gently place their feet into the foot spa.

Allow time to enjoy foot spa.

Chimes.....

Music to relax, we haven't very long,

Choose a card now to pick your song.

..... to use cards or pointing to choose his relaxation music. Play the song in full with sensory lights (if available) or dimmed lights, and allow time for them to relax.

Resources for sensory story.

You should be able to find most of these items around the house. You can change some if you need to, as long as they fit in with the 'spa' theme.

Chimes or a bell sound

Bunch of keys

Car sound effect : <https://www.youtube.com/watch?v=M4wdh9JQMfw>

Blanket

3 scented hand creams / perfumes for massage

Head massager / hair brush

Foot spa or bowl large enough to place feet in

Warm water with scented bubble bath

CD player / phone / tablet to play relaxation music

Relaxation CD if using CD player

Pictures for choosing options:

Car keys

Blanket

Coat

Spider head massager / hand massaging head

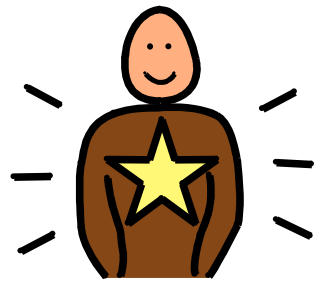
Hair brush

Foot spa or bowl

Music player

IF THERE IS A PROBLEM ACCESSING RESOURCES, PLEASE LET THE CLASS TUTOR KNOW.

FRIDAY PM Celebration Time



Spring 1

This is the time of the week when we celebrate everything that you have achieved during the week!

Have a look at some photographs of you and your family taking part in an activity or listening to a story. Share some of the times when you have laughed together as you tackled your challenges this week.



What did you find hard?



What have you got better at?



Which activities did you enjoy most?



Which are you looking forward to doing again?

Don't forget to send Mrs Morris photographs of your art work or any of the activities that you have done this week.

Enjoy your weekend!

mmorris@mhs.bfet.uk