

# Sensory Integration

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**ALL Sensory Integration is formed of 6 units and this is the recommended sequence:**

Unit Title	Recommended year group	Number of lessons
<b>1</b> Visual Sense	All	12
<b>2</b> Auditory Sense	All	12
<b>3</b> Sense of Touch	All	12
<b>4</b> Movement sense	All	12
<b>5</b> Oral/Breathing	All	12
<b>6</b> Interoception	All	12



# 3. Lessons

## Unit 1 Visual Sense

12 Lessons

Lesson number	Lesson question	About the lesson
1.	My visual sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Visual senses</li><li>• Regulation: over responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• two kitchen rolls, paper glue, felt tip pens</li></ul>
2.	Regulation: Being over or under responsive	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• When we struggle to cope with visual information</li><li>• Regulation: under responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• four different coloured felt tip pens</li></ul>

### 3. What is proprioception?

#### Pupils will learn

- Proprioception: Finding out what is our power sense

#### Equipment

- closed bag of rice or beans, paper or tissues
- 

### 4. Getting ready in the morning: Waking up

#### Pupils will learn

- Getting ready in the morning and how this impacts on our sense of vision
- Getting ready in the morning -waking up

#### Equipment

- empty cardboard boxes or kitchen rolls, paper glue, matches, felt tip pens or paint, scrap material
- 

### 5. Getting ready in the morning: Routines

#### Pupils will learn

- Finding things, our visual environment and the routines we have to get ready
- Getting ready in the morning - routines

#### Equipment

- clean socks, felt tip pens
- 





**6. Getting ready to leave the house**

**Pupils will learn**

- Leaving the house and ideas to make this easier
- Getting ready to go out of the house

**Equipment**

- magazines
- 

**7. When playtimes are tricky**

**Pupils will learn**

- Playing games
  - When play times are tricky
- 

**8. When homework is tricky**

**Pupils will learn**

- Making homework easier
  - When homework is tricky
- 

**9. Getting ready for bed**

**Pupils will learn**

- Getting ready for bed

**Equipment**

- two blankets, small torch
-

## 10. Fussy about food (Part 1)

### Pupils will learn

- Why we may be fussy about food

### Equipment

- snack that you enjoy
- 

## 11. Fussy about food (Part 2): Strategies

### Pupils will learn

- Games to play to help us not be as fussy about food

### Equipment

- snack that you enjoy
- 

## 12. Ideas to help me connect with others outside of the home

### Pupils will learn

- Ideas that make it easier to go outside the home
- What helps me to be social

### Equipment

- magazine
- 





Lesson number	Lesson question	About the lesson
1.	My listening sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• What is listening?</li><li>• Regulation: over responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• two paper cups, two paper clips, pin, 2.5 m string</li></ul>
2.	Regulation: Over responsivity and under responsivity	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Over responsive and under responsive hearing</li><li>• Regulation</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• cardboard box, metal box, wooden spoon, metal spoon</li></ul>
3.	Strengthening our proprioception sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Body awareness</li><li>• Proprioception: Games to help our power sense</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• pots and cardboard box, wooden spoon, metal spoon, balloon or light ball</li></ul>





#### **4. Getting ready in the morning: Waking up**

##### **Pupils will learn**

- Explore waking up in the morning and the sounds we hear
- Getting ready in the morning -waking up

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#### **5. Getting ready in the morning: Routines**

##### **Pupils will learn**

- Strategies to help with the morning routine

##### **Equipment**

- list of all the things that you need to do in the morning

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#### **6. Getting ready to leave the house**

##### **Pupils will learn**

- Explore strategies to help with transitions
- Getting ready to go out of the house

##### **Equipment**

- magazines

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#### **7. When playtimes are tricky**

##### **Pupils will learn**

- Strategies to help with playtime
- When play times are tricky

##### **Equipment**

- things in the kitchen that make a noise
-



**8. When homework is tricky**

**Pupils will learn**

- Homework strategies
- When homework is tricky

**Equipment**

- coloured felt tip pens, coloured paper
- 

**9. Getting ready for bed**

**Pupils will learn**

- Bedtime routines

**Equipment**

- blankets, pillows
- 

**10. Fussy about food (Part 1)**

**Pupils will learn**

- Difficulties associated with accepting new foods

**Equipment**

- snack that you enjoy
- 

**11. Fussy about food (Part 2): Strategies**

**Pupils will learn**

- Strategies to help with accepting new foods

**Equipment**

- snack that you enjoy, stick vegetables, plastic bowl
-

**12.**

## **Ideas to Help me Connect With Others Outside of the Home**

### **Pupils will learn**

- Going outside the house and meeting other people
- What helps me to be social

### **Equipment**

- magazines
- 





Lesson number	Lesson question	About the lesson
1.	My Sense of touch	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Sense of touch</li><li>• Regulation: over responsive</li></ul>
2.	Regulation: Over-responsivity and Under-responsivity	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Over-responsive and under-responsive tactile systems</li><li>• Regulation: under responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• four different coloured felt tip pens</li></ul>
3.	Strengthening our Proprioception Sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Games to strengthen the power sense and learn more about body awareness</li><li>• Proprioception: Games to help our power sense</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• blanket, ball</li></ul>



<b>4.</b>	<b>Getting ready in the morning: Waking up</b>	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• Waking up in the morning and the sensations we feel</li></ul> <b>Equipment</b> <ul style="list-style-type: none"><li>• different scrap materials, various fabrics, fabric or wood glue</li></ul>
<b>5.</b>	<b>Getting ready in the morning: Routines</b>	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• Strategies to help with the morning routine</li></ul>
<b>6.</b>	<b>Getting ready to leave the house</b>	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• Strategies to help with transitions</li><li>• Getting ready to go out of the house</li></ul>
<b>7.</b>	<b>When playtimes are tricky</b>	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>• Strategies to help with playtime</li><li>• When play times are tricky</li></ul> <b>Equipment</b> <ul style="list-style-type: none"><li>• resealable plastic bag, cake sprinkles, duct tape</li></ul>



## 8. When homework is tricky

### Pupils will learn

- Different homework strategies
- When homework is tricky

### Equipment

- coloured felt tips, flannel, ice cubes
- 

## 9. Getting ready for bed

### Pupils will learn

- Different bedtime routines
- Getting ready for bed

### Equipment

- blanket, soft brush
- 

## 10. Fussy about food (Part 1)

### Pupils will learn

- Difficulties associated with accepting new foods

### Equipment

- toothpicks, wooden skewers, chopped vegetables
- 

## 11. Fussy about food (Part 2): Strategies

### Pupils will learn

- Strategies to help with accepting new foods

### Equipment

- cooked vegetables, yoghurt or pureed food, vegetable sticks, ziplock freezer bag, duct tape
-

**12.**

## **Ideas to Help me Connect With Others Outside of the Home**

### **Pupils will learn**

- Going outside the house and meeting other people
- What helps me be social

### **Equipment**

- magazines
- 





Lesson number	Lesson question	About the lesson
1.	Our Movement Sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• What is the movement sense?</li><li>• Regulation: over responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• twister game mat or four different coloured chalks / pencils and blue tac</li></ul>
2.	Regulation: Over-responsivity and Under-responsivity	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Over-responsive and under-responsive movement.</li><li>• Regulation: under responsive</li></ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"><li>• stairs, four cups, bowl, jug of water</li></ul>
3.	Strengthening our Proprioception Sense	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• Body awareness</li><li>• Proprioception: Games to help our power sense</li></ul>





**4. Getting ready in the morning: Waking up**

**Pupils will learn**

- Getting up in the morning and movement
  - Getting ready in the morning - waking up
- 

**5. Getting ready in the morning: Routines**

**Pupils will learn**

- Strategies to help with the morning routine
  - Getting ready in the morning - routines
- 

**6. Getting ready to leave the house**

**Pupils will learn**

- Strategies to help with transitions
- Getting ready to go out of the house

**Equipment**

- magazines
- 

**7. When playtimes are tricky**

**Pupils will learn**

- Strategies to help with playtime
  - When play times are tricky
-



## 8. When homework is tricky

### Pupils will learn

- Homework strategies
- When homework is tricky

### Equipment

- felt tips, coloured paper
- 

## 9. Getting ready for bed

### Pupils will learn

- Bedtime routines
- Getting ready for bed

### Equipment

- blanket
- 

## 10. Fussy about food (Part 1)

### Pupils will learn

- Difficulties associated with accepting new foods

### Equipment

- snack that you enjoy, knife, fork, spoon, playdough
- 

## 11. Fussy about food (Part 2): Strategies

### Pupils will learn

- Strategies to help with accepting new foods

### Equipment

- snack that you enjoy, large spoon, carrot, onion, bag of rice
-

**12.**

## **Ideas to Help Connect with Others Outside of the Home**

### **Pupils will learn**

- Going outside the house and meeting other people
- What helps me to be social

### **Equipment**

- magazine
- 





Lesson  
number

Lesson question

About the lesson

1.

**Our Sense of Taste**

**Pupils will learn**

- What the sense of taste is, and why is it important
- Regulation: over responsive

**Equipment**

- foods that taste: salty, sweet, sour, bitter and a glass of milk or water

2.

**Our Sense of Smell**

**Pupils will learn**

- What is the sense of smell and why is it helpful?
- Regulation: under responsive

3.

**Strengthening our Proprioception Sense**

**Pupils will learn**

- Body awareness
- Proprioception: Games to help our power sense

**Equipment**

- bubble mixture, bubble wand, straw, paper, plastic container, something edible to chew



**4. Getting ready in the morning: Waking up**

**Pupils will learn**

- Waking up in the morning and the sounds we hear
- Getting ready in the morning -waking up

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**5. Getting ready in the morning: Routines**

**Pupils will learn**

- Getting ready in the morning - routines

**Equipment**

- toothpastes, deodorants, shampoos, soaps, felt tip pens

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**6. Getting ready to leave the house**

**Pupils will learn**

- Strategies to help with transitions
- Getting ready to go out of the house

**Equipment**

- magazines

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**7. Oral / Breathing Games that are Calming**

**Pupils will learn**

- Strategies to help with play time
- When play times are tricky

**Equipment**

- straws, ping-pong ball, electric tape, tub of water, washing up liquid, long piece of medical tubing, kazoo or harmonica
-



## 8. When homework is tricky

### Pupils will learn

- Homework strategies
- When homework is tricky

### Equipment

- thickened drink such as yoghurt or milkshake, sucking sweets, crunchy vegetables or fruit, chewy toffees or marshmallows, reading book, bubble mixture and wand
- 

## 9. Getting ready for bed

### Pupils will learn

- Bedtime routines
- Getting ready for bed

### Equipment

- pillows, blanket, relaxing story or song
- 

## 10. Fussy about food (Part 1)

### Pupils will learn

- Difficulties associated with accepting new foods

### Equipment

- snack that you enjoy
-

## 11. Fussy about food (Part 2): Strategies

### Pupils will learn

- Difficulties associated with accepting new foods

### Equipment

- snack that you enjoy, pictures of food
- 

## 12. Ideas to Help me Connect with Others Outside of the Home

### Pupils will learn

- Going outside the house and meeting other people
- What helps me to be social

### Equipment

- magazines
- 





Lesson  
number

Lesson question

About the lesson

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**1.** What is interoception?

**Pupils will learn**

- Our interoception sense - our awareness of the internal state of our bodies

**Equipment**

- playdough or salt dough or modelling clay
- 

**2.** Regulation: Over-responsivity and under-responsivity

**Pupils will learn**

- Over responsive and under responsive internal body senses and cues

**Equipment**

- four different coloured pens, a very large piece of paper - big enough for you to lie on
- 

**3.** Proprioception and interoception

**Pupils will learn**

- Games to strengthen the power sense and learn more about body awareness

**Equipment**

- old sock, sand or flour, water
-



## 4. My heartbeat and me

### Pupils will learn

- Our heartbeat and how it affects us



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## 5. Breath

### Pupils will learn

- Explore breath and how it affects us

### Equipment

- bubbles, balloon

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## 6. Hunger

### Pupils will learn

- Body feelings when your tummy is full / empty

### Equipment

- cold drink, old sock, sand or flour, water, scissors

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## 7. Thirsty

### Pupils will learn

- Body feelings when you are thirsty

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## 8. Bladder control

### Pupils will learn

- Body feelings when your bladder is full

### Equipment

- balloon, small plastic funnel, small elastic band, straw, bowl, small jug, water
-

**9. Anxiety and worry**

**Pupils will learn**

- Body feelings when you are worried



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**10. Relaxation**

**Pupils will learn**

- Body feelings when you are relaxed

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**11. Temperature**

**Pupils will learn**

- Body feelings when you're feeling hot or cold

**Equipment**

- coloured pens, ice cube, flannel

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**12. Sensory Integration: We are sensational!**

**Pupils will learn**

- Summarise sensory of integration and all the units covered
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# 4. Learn More



## Contents

Section number	Section title
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	An introduction to sensory integration
4.	Additional information about sequence

### 1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



## **Developmental Stages**

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

## **Domains of learning**

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Sensory Integration

Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.



## **2. Specialist curriculum principles**

### **Supported learning**

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

### **Subject domains**

Our specialist curriculum is structured by subject domains: Communication and Language, Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

### **Content selection**

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from across the entire Oak curriculum and therapy modules that best suit their children's starting points.

### **Inclusive and ambitious**

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support

this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.



## **Pupil engagement**

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

## **Motivation through learning**

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

## **3. An introduction to sensory integration**

Many children have difficulty with sensory integration, which means that it is difficult for them to process and respond to what they see, hear, taste, feel, etc. Small changes can often make a big difference to attention, emotional regulation and reactions. In our commitment to inclusion, the provision of Speech and Language intervention will be a critical component to supporting our most vulnerable pupils and to support them back into school.

## **4. Additional information about sequence**

Lessons will be delivered in a 2 week block per unit. Consideration has been given to the order of the modules, increasing complexity and demand throughout the academic year.

Each unit will focus on one of our senses and explore how we may use that sense to affect our daily lives and what things we can do to make home, learning, play and self-care easier. To support pupil and parent understanding, each unit follows a clear sequence:

- We support pupils in understanding the regulation of that sense;

- We develop pupils' awareness, or proprioception, of the specific sense;
- We introduce and support pupils in the specific sensory issues within set routines and specific scenarios.

