**Multisensory Play and Exploration Ideas (Aimed at children following a Sensory and Therapeutic Curriculum)**

Gather some themed resources for your child to explore and/or give a response to (See below for suggestions). This exploration may be independent, alongside you / sibling, or with support as appropriate. Be led by the child and respond to their interests.

Look for opportunities for your child to give joint attention (enjoy attending to the same stimuli together), show curiosity and communicate their preferences.

|  |
| --- |
| **Multisensory Exploration Ideas for Home** |
| ***‘Music and Sound’***  Musical toys  Instruments  Home-made shakers (bottles filled with rice / dried beans)  Pots and pans and utensils  iPad |
| ***‘Light and Dark’***  Torches  Light toys  Mirrors  ‘Shiny’ materials – e.g. foil  Blankets to make dens  lamps |
| ***‘Things That Move’***  Toy vehicles,  Paint rollers  Balloons  spinning toys  balls  skittles  ramps  pop-up toys  rolling pins (and playdoh) |
| ***‘Air’***  Balloons  Inflatable toys  Air bed  Pumps  Hand-held (homemade) fans  Electric fans  Hair-dryers  Inflatable balls  Bubbles |
| **‘*Water’***  Bath time / shower  Bowls of water  Sieves  Cups  Empty bottles  Small plastic toys  Bubbles  bubblebath |
| **‘*Messy Play’***  Baking  Flour and water  cornflour  Squirty cream  Shaving foam  Paint (non-toxic)  Sand  Play-dough |

|  |
| --- |
| **What should I be looking for to support learning?**  **Firstly, look at the individual short-term outcomes on your child’s PLP (personalised learning plan) / EHCP. Contact school if you do not have these.**  **The following are some suggestions of general outcomes to look out for:** |
| Through intentional vocalisations / movements do they show curiosity, interest and excitement in exploring a range of multisensory resources? |
| To show awareness of and interest in a range of cause and effect toys. To use toys purposefully by activating them and observing the results of their actions. |
| To ask for ‘more’ across a range of activities (through individual verbal or non-verbal methods |
| Use a ‘burst / pause’ structure (e.g. play the drum and then stop giving an obvious pause for the child to have an opportunity to request ‘more’). |
| To physically explore their environment by reaching out and grasping multisensory materials with minimal prompting from an adult. |
| Encourage your child to show persistence – will they repeat an action when their first attempt is unsuccessful |
| Can they actively explore a range of toys and begin to remember how to operate them |
| Observe the results of their own actions with interest. |
| Will visually track, look and ‘still’ to listen and observe the results of their actions after activating cause and effect stimuli |
| Use the principles of Intensive Interaction to help develop, joint attention. To show awareness of communication partner (you) during exploration activities through (for example) smiling, vocalising, laughing, and visually tracking stimulus |
| Show curiosity when presented with a range of multisensory stimuli by independently moving towards the resources, initiating his own exploration and showing sustained interest in the activity |
| Investigate the properties of toys / materials with hands using a range of actions including rolling, shaking, squeezing and turning. |
| Give choices between items within reaching distance. |