**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.

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| **Multisensory Exploration Ideas for Home** |
| ***‘Music and Sound’***Musical toysInstrumentsHome-made shakers (bottles filled with rice / dried beans)Pots and pans and utensilsiPad |
| ***‘Light and Dark’***Torches Light toysMirrors‘Shiny’ materials – e.g. foil Blankets to make denslamps |
| ***‘Things That Move’***Toy vehicles,Paint rollersBalloonsspinning toysballsskittlesrampspop-up toysrolling pins (and playdoh)  |
| ***‘Air’***BalloonsInflatable toysAir bedPumpsHand-held (homemade) fansElectric fansHair-dryersInflatable ballsBubbles |
| **‘*Water’***Bath time / showerBowls of waterSievesCupsEmpty bottlesSmall plastic toysBubbles bubblebath |
| **‘*Messy Play’***Baking Flour and watercornflourSquirty creamShaving foamPaint (non-toxic)SandPlay-dough |

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| **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.  |