NON-SUBJECT SPECIFIC

TOPIC PLANNING BOOKLET

Upper School

Term: Autumn Term

Year: 1



Topic: Lotions & Potions / Witches & Wizards





Literacy and Communication *Ongoing EHCP, IEP and individual programme teaching*

Focus Stories and Sensory Stories

- Hocus Pocus Diplodocus
- The Magic Porridge Pot
- That's Not My Witch
- Potion Commotion
- Wizard of Oz
- Room on the Broom
- George's Marvellous Medicine
- The BFG sensory story
- Pete Wells: Webster Witches' Ugly Potion (Power point)

Different sensory stories and tuff trays focusing on the different story focuses, with visuals showing key words and photos

Blanks Level and Colourful Semantics

- Photos of children and adults in class – who can you see, what are they doing, where are they?
- Photos of characters from focus stories – who can you see, what are they doing, where are they?
- Stopping songs, stories and games on the interactive whiteboard – who can you see, what are they doing, where are they?
- Naming resources from sensory stories – who can you see?

Communication

- Daily focused communication activities linked to topic and topic specific learning activities
- Daily focused communication activities using individual AAC towards individual targets
- Daily intensive interaction
- Request items to use to make
  - Potions
  - Hats
  - Capes
  - Wands
- Press switches to hear different magical sounds
- Making different sounds into a microphone during songs and stories
- Can you make sounds into talking tiles and listen back? Can you listen to your name said back to you by pressing a talking tile? Can you listen to key words and sounds from a story by pressing a talking tile?
- Intensive/musical interaction approach
- Sensology
- Tac Pac
- Body and Voice
- Handle
- Handypac

Writing

- Stick photos and symbols onto a potion board
- Create spell book
- Match key words linked to topic, from story books etc
- Match key words to pictures from stories
- Simple typing activities on the interactive Whiteboard and iPads (link to computing) – Can you type your name? Can you type the names of different people? Can you name different characters?
- Can you find your picture, your name, can you match your picture and your name?
- Can you make marks on software using an iPad and the whiteboard?
- Can you order letters of the alphabet? Can you match letters of the alphabet and letters in your name?
- Mark making on safe mirrors looking at reflection
- Stick photos of self onto printed photographs of the children dressed as witches and wizards
- Finding letters in different sensory potions – can you match to an alphabet outline? Can you match to your name?
- Can you overwrite the initial letter of your name, all the letters of your name, shapes?
- Mark making in different sensory materials
- Squiggle While You Wiggle
- Mark making on the touch screen/iPad e.g. Light box, Finger paint, Fluidity

Reading including Sensory Stories and Story Massage

- Following instructions to make playdough using different materials, colours, scents etc
- Range of sensory massage to stories using different sensory lotions
- Listen to the following online stories with supporting activities:
- The magic spell | LearnEnglish Kids
- Daily phonics at appropriate level within school Little Wandle phonics scheme
- Daily Everybody Read with books linked to topic
- •Make posters and books using multi-sensory materials of witches, wizards, spells and potions
- Explore and make own sound books for a range of different topics e.g. potion book with different magical sounds, witches and wizards book with different magical sounds and rhyming words
- Trick or Treat story massage
- Remember, remember, the fifth of November story massage (seasonal)
- Countdown to Christmas Story massage (seasonal)Create a story massage to different songs

Music and Music Interaction

Topic Songs:

- Five Little Men in a Flying Saucer
- The Magic Porridge Pot Song (YouTube)
- Silly Soup
- Pop Goes the Weasel
- Abracadabra | LearnEnglish Kids

Listen to a range of sound effects from magical moments in stories
Twice Weekly Music Interaction

Attention Autism Activities:

Stage 2 Activity Ideas:

Fizzing Potions: Place a clear plastic cauldron in a black tuff tray. Drop in coloured tablets or baking soda, then pour in vinegar or coloured water using pipettes to create a fizzing, bubbling reaction

Wormy Brew: Line up upside-down shot glasses on a tray and squirt a pile of shaving foam on top of each. Drop Halloween-themed food colouring inside, then push them down to make colourful "worms" squirt out the top

Glitter Reveal: Cut out black paper witch's hats or cauldrons. Place stencils on the paper and have children use sieves or small shakers to dust them with white flour or green glitter, lifting the stencil to reveal the image

Splat the Spider: Make giant spiders out of tissue paper wings and stick-on eyes. Place them on top of blobs of shaving foam, and shout "Ready, steady, SPLAT!" to let the children squash them

The Magic Potion Lava Lamp: Fill a clear bottle three quarters of the way with vegetable oil, then add a layer of water tinted with food colouring. Drop in half an effervescent tablet (like Alka-Seltzer) and watch the vibrant colours bubble and mix like a real sorcerer's brew

Wand Sparkle Ribbon: Attach bright, shiny metallic or glittery ribbons to the end of a wooden dowel. Twirl the wand dramatically to draw shapes in the air, then plunge the tip of the wand into a bowl of shaving foam to give it "magic powers."

Stage 3 Activity Ideas:

Witch's Potion Station: Pour water from a height into a large, dark container or a black Halloween Witches Cauldron. Drop in food colouring, then sprinkle glitter, baking soda, or popping candy to create a bubbling "magic potion." Invite children to come up, stir the potion with a wand, and say a magic spell before pouring a cup of potion out.

Splat the Spiderweb: Draw a large spiderweb on a whiteboard or a large piece of black card. Squeeze a generous amount of shaving foam or white paint from a height to create the centre of the web. Add some toy spiders or colourful glitter to the piles. Invite the children to come up and "splat" the spiderwebs or the spiders using their hands or a giant spoon, singing a rhythmic splatting song while they take turns

Broomstick Balancing: Create a "witch's broom" using a long stick or a sweeping brush. Model balancing it on your palm or spinning it while singing a catchy chant. Invite the children to have a turn holding or balancing the broom, or use a yoga board tied with a rope to pull the children across the room on their "flying" broomstick

Sparkle Spell Casting Place an assortment of magical items (such as star-shaped confetti, feathers, colourful sequins, and glow sticks) into a tall Witch's Magic Hat. Wear the hat, say a magic spell, and tilt the hat over a child's head so the magical items cascade down. Give the children a turn to wear the hat and cast their own spells over their peers or adults.

Cauldron Ball Toss: Place a large cauldron in the centre of the room. Model throwing plastic balls, pom-poms, or beanbags from a distance into the cauldron. You can exaggerate the fun by having some bounce out or using a squeaky "magic wand" to tap the balls before throwing. Invite children to take turns tossing the balls into the pot

Magic Hat Surprise: Place a wizard hat on a chair. Hide various sensory items inside (e.g., feathers, glitter, foam shapes, or confetti) while the children watch. Place the hat on an adult's or child's head, recite a magic spell, and take the hat off to see what falls out.

Wizard's Potion Splat: Create a mystical potion by placing large sheets of black shower curtain or paper on the floor. Add piles of coloured shaving foam or cornflour mixed with food colouring. Pour glitter or water from a height onto the foam, loudly chanting a countdown. Use spoons to "splat" the colours together. Offer the "palm up" gesture to invite children to come up, stir the potion, and splat the mixtures Invite children to take turns wearing the hat or dropping the "magic" ingredients inside.

Levitate the Feathers: Place lightweight items like feathers or tissue paper confetti on a table. Use a hair dryer or large piece of cardboard to blow air and "levitate" the feathers into the air. Hand children a handheld fan or pieces of cardboard so they can have a turn making the feathers "fly" using their magical gusts.

Flying Carpet Roll: Bring out a large blanket designated as a "magic flying carpet". Have a child lie down on the edge of the blanket and gently roll them up in it while chanting a song like "Zoom, zoom, zoom, we're flying to the moon". Unroll the blanket and invite the next child to take a flight

Stage 4 Activity Ideas

Witch's Potion Mixing: Set out small cauldrons with ingredients like baking soda, glitter, and water or vinegar. Have participants use droppers or spoons to mix their potions independently, then bring their bubbling cauldrons back to the group to present

Match the Witch Silhouette: Place laminated pictures of witches' hats, bats, or cats in a tray of black rice or water beads. Participants must independently match the silhouette figures to the corresponding toy or picture and place them on a mat

Sorting Potion Bottles: Provide Tupperware tubs with different coloured "potion" bottles (coloured water, water beads, or dyed rice) and smaller sorting cups. Participants sort the colours independently at their teaching tables

Build a Witch's Broomstick: Have participants independently craft their own broomstick using pipe cleaners, cut-out construction paper for the bristles, and craft items

Crystal Ball Creation: The adult smears PVA glue inside a clear plastic bowl or on a circular piece of card, then showers it with magical, shiny silver and blue glitter to build a glowing crystal ball. Children take their plastic globes or card circles, squeeze their own glue patterns, and sprinkle glitter to create their fortune-telling device. Everyone places their crystal balls together to see "the future" of the classroom.

Wizard Wand Making: The adult paints a wooden dowel or sturdy stick, wraps it in metallic pipe cleaners, and glues a shiny foam star to the tip while adding dramatic magical sound effects. Children head to their tables with a wand base, star cut-outs, gem stickers, and glitter glue to build and decorate their own magical tool. Gather in a circle and take turns casting a "spell" to make a volunteer adult freeze or dance.

Wizard Magic Potion The adult mixes warm water, glitter, and food colouring in a cauldron, narrating with dramatic words like *"abracadabra, stir, stir, fizz!"* Add dish soap and a secret drop of vinegar to make it magically erupt. Children take their own mini-cauldrons, pre-measured powders, and coloured water to their stations. They pour, mix, and watch their own potions fizz. Bring the cauldrons back to the centre to proudly show off the bubbly creations.

Cognition and Learning *Ongoing EHCP, IEP and individual programme teaching*

Early Maths Schemas

- Fizzing Potions: Mix water, food colouring, washing up liquid, and baking soda. Add white vinegar to trigger a fizzing, bubbling reaction.
- Explore water of different colours, with different potion bottles, add glitter etc .
- Make a cardboard castle to explore – decorate by drawing, painting etc on the cardboard box
- Explore puppets related to story characters, witches and wizards
- Make play dough faces to represent story characters, witches and wizards
- Give children whisks to explore large boxes of coloured water with washing up liquid – rotate the whisk to watch the bubbles grow
- Use funnels and cups during messy and water play when exploring potions
- Use lego, bricks etc to create castles
- Explore and complete simple jigsaw puzzles of different witches, wizards, potions, cauldrons etc

Early Maths Strands

- Exploring capacity (full/empty) through water play and potions colour mixing, and chemical reactions
- Order and sort items related to topic (hats, wands etc) according to size, shape or material
- Requesting a certain number of items e.g. e.g. I want three hats, I want one spoon
- Getting dressed – how many socks/shoes/trousers do you need? Requesting different quantities and colours e.g. I want 2 pink gloves
- Place numbers in different sensory materials/potions Can you find the number 4 and then find 4 objects to match the numeral?
- Request a box with a numeral on, and explore inside the box (quantity of items to match the numeral)
- Collect different materials or use materials of interest and make different groups of numbers, e.g., make a group of 4 wands and match correct numeral to amount
- Matching favoured items to correct numbers – counting how many
- Requesting long or short materials to complete a piece of artwork e.g. I want long string, I want short ribbon
- Listen to, participate in and explore resources relating to counting songs about witches and wizards
- Use 2d shapes to make prints of outlines of witches hats, capes etc

Natural Sciences

- Nature Potions: Use jars to mix water with outdoor items like leaves, petals, pine needles, and mud to create "potions".
- Sensory: Engaging with different textures, smells, and visual effects.
- leaves, flowers, petals, paint or food colouring, fresh herbs, dry spices.
- Collect on walk to make a potion
- Create wands by wrapping sticks/ twigs (size in accordance with risk assessments) in wool/ pipe cleaners
- Use wands to form patterns/ graphemes/numerals in salt/ sand/ glitter/ mud etc
- The Fizzy Cauldron: Let children mix bicarbonate of soda, washing up liquid, and vinegar in a plastic cauldron, then add food colouring and glitter for a bubbling chemical reaction.
- Collaborative large-scale witch/wizards junk modelled castle
- Create clay dragon eggs
- Create a large-scale nest in the woodland for the dragon eggs, using sticks, moss
- Masking tape spider web toy 'rescue' on tuff tray
- Magic Milk: Add drops of food colouring to a tray of milk, then give children cotton buds dipped in washing-up liquid to create bursting, swirling magical colours
- Follow learning outcomes in outdoor learning passports
- Explore different outdoor spaces in school
- Using commenting boards to comment on what the children can find and see in the outdoor environments e.g. I see leaves, I hear planes.
- Finding quantities of outdoor materials e.g. find two stones, find three sticks
- Completing physical exercise activities in a range of outdoor areas
- Plant and grow a range of flowers, herbs, plants etc. Use a watering can to water the plants. Use when grown to add to sensory potions and lotions.
- Use different coloured glowsticks for tracking activities
- Use magnets to make the witch puppet 'fly'

DT

- Colour changing experiments - add paint to water. Start off with adding one colour first. Close the lid and shake the bottle. After observing and noting the changes, you can see what happens when you begin to mix the colours by adding more than one to each bottle!
- Create wands out of sticks using different colour, materials etc
- Make a fabric cape using different colours, textures, shapes of fabric
- Design and make witches and wizards hats using different shapes, colours, textures and materials
- Use boxes, large bricks, lego to create castles
- Use electric fans to hang brooomsticks, witches, wizards etc from and use switches to turn off and on

FT

- Use a variety of utensils to make potions using edible ingredients – different spoons, pipettes, potato masher, sieve etc.
- Use photo instructions to make a variety of recipes:
  - Witches Hat biscuits
  - Pretzel wands
  - Potion milkshakes
  - Wizard gingerbread
  - Melted witch hot chocolate
  - Magic fizzy brew
  - Bubble brew punch
  - Witch finger biscuits
  - Melted witch cookies
  - Pumpkin soup
- Add green jelly to small bowls with different items in – children to stir and identify items in the cauldron bowl

Computing

- Early typing activities – Can you type your name? Can you type the names of different people?
- Can you type your name using a keypad? Can you take your photo using an iPad?
- Use whiteboard to explore following games using touchscreen and switches:
  - Five Little Speckled Frogs
  - games.abc.net.au/education/spellblock-game/SpellBlocks.html
- Use 2Simple/paint to have outlines of witch hat, wizard cloak, potion bottle etc. Pupils to choose to add to the outline
- Use simple software to access literacy and numeracy apps
- Exploring a range of electrical toys with different light and sound effects in computing – how do I turn it on, off? What does the switch do?
- Use a range of electrical toys e.g. remote control cars, light up and sound toys, bee bots. How do they work and how can we control them?
- Access ICT games linked to topic:
  - Number blocks
  - Alphablocks
- Children to use AAC to choose which CBeebies show/game/song they want to watch based on their favourite characters: https://www.bbc.co.uk/cbeebies
- Decorate the stylus as a magic wand to touch the IWB or iPad screen with during cause and effect activities
- Sensory environments including the Sound room (CLDD)
- Use of switches – BigMack, smooth talker, press pad, Powerlink switch
- Computer programs for use with one or two switches.

PSED *Ongoing EHCP, IEP and individual programme teaching*

• Potion Laboratory: Set up a, "role play lab" with white coats, goggles, safe plastic bottles, beakers, measuring spoons, and funnels to inspire scientific play • Dress up in different witches and wizards hats, capes, costumes. Request long capes, big hats, small glasses etc • Role play casting spells, flying on broomsticks, making potions etc • Explore small world play items linked to topic theme	• Twice weekly fun with food sessions – see session programme • Daily routines to teach peer interaction: morning circle time (who is in today, what is the weather, what are we doing today) and afternoon emotions circle time (feelings song, how do you feel, make different expressions in mirrors) – see info below • Daily relaxation sessions after lunchtime focusing on outcomes in strand 'relaxation and regulation' • Incorporate safety strand into lessons across the week by incorporating critical communication skills 'wait, finished, more' etc • Taste different food and drink linked to PBL focus – comment on do you like it, don't like it	• Matching pictures of self to name • Labelling pictures of self-using symbols e.g. brown hair, green eyes, two ears • Sort symbols and pictures into groups of 'like' and 'don't like' • Choose favourite toys to engage in – can you take/find pictures of your favourite things? Children to create their own choice boards of their favourite things. • Make a class poster – who is in my class? Display on classroom wall
• Request and explore a range of self-help materials in water e.g. soap, body wash etc • Practice washing pars of body, requesting items needed for washing, brushing teeth, requesting items needed for brushing teeth, brushing hair and requesting a brush • Listen to songs relating to self-help skills • Practice trying on a range of different clothing for different seasons and as part of dressing up • Link to fun with food and food tech for exploring healthy food and using cutlery/utensils to prepare and eat food • Exploring different quantities of self-help materials e.g. requesting more of a hand wash, shampoo etc, specific coloured shampoo, body wash • Explore a range of topic related toys – how do they work?	• Visits to Anglers Country Park to complete 'Room on the Broom' trail • Visit Merlin's magic shop in Wakefield • Visit to Pontefract Castle – visit dressed up at witches and wizards • Visit the Potions Cauldron in York • Visit the Wizard's Walk of York • Visit local libraries to look at books on witches and wizards • Visit to local shops to buy ingredients for potions	

Physical *Ongoing EHCP, IEP and individual programme teaching*

Physical Skills – Topic Related • Pouring, stirring, scooping, and using pipettes to make different lotions and potions • Pumpkin carving using a range of tools • Play ring toss using witch's hat • Make a broomstick from natural materials and pretend to fly on a broomstick in outdoor areas • Throw items into a 'cauldron' tub • Create wands by wrapping sticks/ twigs (size in accordance with risk assessments) in wool/ pipe cleaners • Use wands to form patterns/ graphemes/numerals in salt/ sand/ glitter/ mud etc • Collaborative large-scale witch/wizards junk modelled castle • Create clay dragon eggs • Create a large-scale nest in the woodland for the dragon eggs, using sticks, moss • Masking tape spider web toy 'rescue' on tuff tray •	**MATP** A carousel of skills incorporating striking, kicking, dexterity and mobility based on an individual's needs. See individual progression maps. Christmas MATP story Striking: Table tennis, batting a ball e.g rounders or cricket Kicking: space blanket, football, A frames Mobility: Walking frames/races, reaching for items on the floor e.g. rolling Dexterity: Grasp and release into sound bins/different sized buckets, skittles, boccia, throwing Alter the shape and size of objects Alter the level of assistance given. Focus on the elements scheme of work: Fire
Physical Skills • Engage in a range of physical activities in PE sessions – throwing games, running games, obstacle courses, target games • Listen to a range of songs based on the topic and copy basic dance movements • Obstacle course – complete different actions with different equipment • Visit parks with outdoor gyms to experience (Thornes Park, Pugneys) and playground • Incorporate PSED through relaxation as a cool down as the end of PE sessions • Access to different school spaces as part of timetable e.g. ASPIRES, soft play, SI, sensory room, Hall, Sensory pod, sound room	**Motor Skills** • Sensory Massage & Awakening: Gently massage hands, arms, and fingers with textured creams or essential oils to stimulate nerve endings and improve awareness before attempting tasks. • Switch-Activated Technology: Use switch-adapted toys, lights, or music players for children to press a switches to encourage grasping, intentional hitting, and an understanding of cause and effect. • Messy Play & Mark Making: Provide safe, multi-sensory materials like cooked spaghetti, sensory salt, edible foam, or water for children to move hands through these textures to encourage reaching, sweeping, and undirected mark making. • Grasp and Release Games: Assist children to hold, lift, and drop weighted or easy-to-grip objects (e.g., large foam blocks, beanbags, or textured balls) into bins or onto hard surfaces to practice voluntary release • Use syringes, pipettes and droppers to create art related to topic. Use coloured water in squeezy bottles to create art work on ground or wall related to topic. • Play-Dough & Clay: Kneading, squeezing, and rolling dough through dough disco. Use dough to create cauldrons, wizards hat, witches broom etc. • Threading & Beading: Threading macaroni, cut-up straws, or beads onto strings or pipe cleaners to create different crafts related to topic • Puzzles: Have a variety of puzzles relating to the topic for children to lift and place in correct position. • Tongs & Tweezers: Have children pick up small items (pom-poms, raisins, buttons) using tongs or adapted tweezers • Sensory Bins: Let children dig their hands into a tub of dry lentils, sand or other sensory materials to search for hidden objects related to topic • Sensory Walks: Assist children in moving over or feeling different textured mats, blankets, or outdoor surfaces, physically interacting with their environment through their feet, hands, or entire body. • Positional Variations: Alternating positions throughout the day (e.g., supported sitting, side-lying, or using specialised standing frames) as per individual physio programmes • Obstacle Course: Create a safe course using pillows to step over, blankets to crawl under, and tape lines on the floor to walk in a straight line.

Tri-Weekly PBL Focuses

Week 2 WC - 07.09.26	International Day of Charity
Week 4 WC – 21.09.26	Recycle Day
Week 7 WC – 12.10.26	World Food Day
Week 10 WC – 09.11.26	Diwali
Week 13 WC – 30.11.26	Thanksgiving and Advent

Daily Teaching Routines linking to NSS Curriculum

Morning Circle Time (Literacy and Communication and PSED)

1. Singing 'good morning' and visually identifying who is in school and who is at home. Identifying own photo, overwriting name
2. What's the weather today – using multisensory exploration for different elements and commenting boards for what the weather is like outside
3. How do you feel – choosing from an emotions choice board, making different facial expressions in mirrors

Daily Relaxation after Lunchtime (PSED)

1. Turn all the lights off and close all of the blinds
2. Have relaxation music on the whiteboard
3. No speech from adults throughout the duration of the session unless pupils communicate - use an intensive interaction approach.
4. Have calming objects out and children to request what they want e.g. blankets, massage, lotion

Afternoon Circle Time (Literacy and Communication and PSED)

1. Singing 'good afternoon'
2. Emotions song
3. How do you feel – choosing from an emotions choice board, making different facial expressions in mirrors

Goodbye Circle Time (Literacy and Communication and PSED)

1. What have we done today – share photos and celebrations of achievements
2. One minute quiet time
3. Time to get your coats/bags
4. Tine to sing 'goodbye' song

Snack Time – see communication guidance on specific routine for daily snack time (Literacy and Communication)

Multi-Sensory Topic Teaching Ideas and Activities

Tactile

Witch's Oobleck: Green cornflour and water with small plastic cauldrons
Chunky Dragon Mud: Wet chia seeds and cocoa powder create a thick, slimy, and bumpy texture.
Lotion Mixing: Smooth, cool hand lotion during relaxation or massage sessions
Witch's Hair Pasta: Cooked spaghetti tossed in oil and green/orange food colouring – add scissors to explore fine motor skills
Dragon Scale Textures: Glue dried lentils, split peas, and chickpea "scales" onto cardboard shields for rough, bumpy finger-tracing.
Warm Witch's Brew: Warm water mixed with bubble bath allows hands to explore the contrast between lightweight foam and liquid.
Crispy Bat Wing Crunch: Crushing dried autumn leaves, cornflakes, or eggshells in bowls to provide a sharp, flaky, and dry sensation.
Magic Melting Ice Skulls: Freeze plastic gems inside skull-shaped ice moulds. Hands feel the transition from freezing hard ice to cold water.
Sticky Cobweb Hunt: Sticking cotton wool pads onto contact paper (sticky-back plastic) lets children feel a tacky, pulling resistance.
Magic wands: Practise wrapping different textures around long wooden stick






Visual

Cauldron Explosions: Mix bicarbonate of soda and coloured vinegar to create bright, bubbling chemical reactions
Glow-in-the-Dark Lotions: Unscented lotion mixed with neon paint glows vividly under a UV black light.
Swirling Sensory Bottles: Glycerine, water, and metallic glitter create a slow-moving, calming visual tracker.
Frothing Brews: Liquid soap, water, and baking soda create a slow-rising, expanding foam wall.
Colour-Changing Crystal Balls: Pour warm water over blocks of red and blue ice inside a clear bowl. Watch the two colours slowly melt and swirl
UV Wizard Writing: Use cotton buds dipped in tonic water or lemon juice to paint secret runes on paper. Shine a UV blacklight torch over the paper to make the glowing lines magically appear.
Lava Lamp Potions: Fill a tall jar with vegetable oil, top it up with coloured water, and drop in a fizzy vitamin C tablet. Watch mesmerizing, colourful bubbles rise and fall through the oil.
Magic Wand Light Tracing: Dim the classroom lights and use glowing LED wands or fibre optic torches. Move them in slow circles or zigzag patterns for children to practice visual tracking.
Spooky Density Jars: Layer honey, coloured dish soap, water, and vegetable oil in a clear bottle. Drop in different items (like a plastic fly, a metal bolt, and a cork) to see them float at different visual levels.
Fizzing Reveal Trays: Cover small plastic toy spiders or visual symbols on a tray with a thick layer of dry baking soda. Spray the tray with coloured vinegar to fizz away the powder and visually reveal the hidden items.
Sensory wands: Take old bubble wands and fill them with glitter, sequins, or even plastic spiders!





Auditory

Popping Potions: Pouring water over popping candy in test tubes creates a loud, crackling sound.
Fizzy Cauldrons: The chemical reaction of vinegar and baking soda creates a distinct, continuous hissing noise.
Crunchy Ingredients: Crushing dried leaves, eggshells, or seed pods into cauldrons makes satisfying snapping sounds.
Crackle-Pop Cauldron: Drop rice crispies cereal into a cauldron filled with a small layer of water and dish soap.
Goblin Sound Shakers: Fill opaque plastic bottles with varying amounts of "wizard ingredients" like dried beans (heavy rattles), rice (soft rain sounds), or metal bells (sharp jingles).
Thunder & Lightning Drums: Shake flexible plastic sheets or hit metal baking trays with wooden spoons to mimic the rumbling sounds of a stormy night over a wizard's castle.
Squeaking Bat Echoes: Hide small squeaky dog toys or battery-powered sound boxes inside soft fabric cauldrons. Children press and squeeze the cauldrons to locate the hidden sounds
Crunchy Bone Crushing: Fill clean, dry socks with clean eggshells or dry pasta shapes. Children can step on the socks or crush them with hands to hear a loud, satisfying "crunching bones" effect
Fizzing Ear Tubes: Use thick cardboard tubes as stethoscopes. Hold one end to a fizzing baking soda cauldron and the other to a child's ear to amplify the bubbling sounds.
BIGmack sounds: Record key sounds for children to touch, listen, match to pictures – witches cackle, bubbling cauldron, casting a spell




Olfactory (Smell)

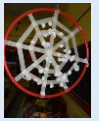
Calming potions: Mixing chamomile and fruit teabags to release a soothing aroma.
Smelly Potion Matching: Clear bottles filled with peppermint or cinnamon to challenge the nose.
Herb Stations: Fresh rosemary, mint, and lemon slices releases strong, natural scents. Encourage children to rub the leaves between their fingers to release the oils and separate them into different bowls.
Sweet Unicorn Mist: Fill spray bottles with water mixed with a few drops of strawberry or vanilla extract. Spraying it over the sensory area creates a sweet, calming atmosphere.
Stinky Goblin Brew: Mix water with vinegar, crushed garlic, and a splash of pickle juice in a jar. This creates a safe but intensely pungent, sour smell that prompts strong reactions.
Scented Wizard Playdough: Make batches of homemade playdough scented with different spices. Use green dough with peppermint oil, orange dough with ginger, and brown dough with cocoa powder.
Citrus Fizz Explosions: Hollow out lemon and orange halves, then scoop baking soda inside them. When children pour vinegar over the fruit, the fizzing reaction releases a sharp, zesty citrus scent.
Scented Cotton Ball : Place cotton wool balls soaked in different extracts (like almond, peppermint, or coconut) inside a plastic bottles. Children to explore and guess the smell.

Gustatory (Taste)

Chunky Dragon Mud: Chia seeds and cocoa powder provide a safe, bitter, and gel-like feel.
Sour Goblin Drool: Mix fresh lemon juice with water and green food colouring. Offer tiny spoonful's or use clean plastic pipettes to drop the liquid onto tongues to explore the "sour face" reflex.
Sweet Unicorn Tears: Offer small cups of warm water mixed with honey or maple syrup. This provides a sweet, soothing contrast to the sour goblin flavours.
Melting Dragon Chocolate Mud: Melt milk chocolate and stir in puffed rice cereal. Allow children to taste it warm and gooey, or let it cool so they can crunch the hard blocks.
Crunchy Frog Bones: Use pretzel sticks or dry noodles as "dried bones" for children to crunch with their teeth, providing sharp auditory and bite feedback.
Slimy Chia Swamp Seed Jar: Soak chia seeds in apple juice overnight with a drop of green food colouring. This creates a completely safe, slippery, gel-like texture that mimics frog spawn in the mouth.
Warm vs Cold Magic Tea: Brew a caffeine-free fruit tea (like berry or apple). Serve one tiny cup warm and another chilled from the fridge to explore temperature contrasts.
Spicy Wizard Biscuits: Serve gingerbread biscuits or cookies baked with extra ginger and cinnamon. This introduces a warming, slightly spicy bite that lingers on the tongue.

Vestibular & Proprioception

Potion Stirring: Whisking thick mud or dense oobleck to provide deep-pressure resistance.
Fine Motor Fishing: Using tweezers, visual syringes, and slotted spoons to hunt for plastic frogs builds hand strength.
Heavy Pouring: Lifting and pouring water from large, weighted jugs into cauldrons challenges grip and balance.
Potion squeezing: Provide thick, heavy-duty spray bottles or large plastic visual syringes filled with coloured water. Squeezing the triggers to blast water into the cauldron builds intense hand and forearm pressure.
Magic stomping: Place bubble wrap inside a tray. Children stomp with heavy steps or press down hard with their hands to "crush the ingredients," providing excellent deep-pressure feedback.
Catch the hat: Using weighted hoops to throw and catch the witches hat!
Sticky spider webs: Stick masking tape on to hula hoops and throw balls in to the spiders web!
Crawl under the web – Use a parachute or big pieces of string and model crawling on your belly to get from one side of the web to another.


Everyday High-Quality Inclusive Teaching and Learning at Kingsland Primary School

Teaching Meaningful Lessons

Targeted activities according to level of attainment and understanding

Modelling and demonstration

Personalised, Motivating and Multi-Sensory Teaching and Learning activities

Independent and group learning opportunities

Adaptive, differentiated and challenging tasks

Functional application of skills

Total Communication and Engagement Support

Inidividual high and low tech AAC in place

Individual sensory engagement supports in place - fidgets, ear defenders, deep pressure, chewies, flexible seating, OT equipment etc

Whole class communcation supports in place and being used - visual task breakdowns, visual timers, clear timetable that is communicated and updated with the children, objects of reference etc

Interactive supports used by all staff - intensive interaction approaches, minimal language approaches, one adult speaking at a time, minimal background speak, relational behaviour approaches

Meeting Physical and Sensory Needs

Interoceptiive needs met - hunger, thirst, toilet, temperature etc

Sensory needs met - movement, deep pressure, fidgets etc

Environment is free clutter, use of natural light, little background noise

Positioning, OT and physio considerations

Assessment of Progress and Achievement

Assessment for Learning

Ongoing, daily fomative assessments

Progress of achievement collated using Basket of Assessment

Assessment of Learning

Summative assessments to measure and report on progress and achievement

Evidence collated through Basket of Assessment

Judgement of progress and achievement on Pupil Progress Matrix