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| **Sensory Curriculum Ideas** | |
| Sensory areas | Fire Service |
| Tactile | Feel water (warm, cold, cool.) Use water spray to spray tepid, warm water on child’s hands and feet.  Feel hose pipe, unwind, wind up on reel, use hose pipe attached to water supply to spray grass outside school.  Represent the hose pipe by feeling rubber piping.  Use cardboard tube and paint to look like a hose pipe, cover with textured paper or bright coloured, fluorescent shapes.  Use plastic drain pipe and pour water down the pipe.  Make spiral patterns to represent the hose pipe in its wound up state using string (different thicknesses) or wikki stix. Make a collage of different sized reels or spiral patterns using string, rope, cord, wikki stix etc.  Play with yo-yo’s, (yo-yo’s with lights, sounds.)  Feel a fireman’s helmet, the shiny buttons on the fire person’s uniform.  Make large card buttons covered in silver foil or shiny, fluorescent paper,  Add to a large black jacket or overcoat – let the children try on.  Wear wellington boots and make footprints in textured paint e.g. add rice.  Children to decorate wellington boots with fluorescent shapes, hang up as a large mobile in classroom.  Tactile book about fire engine |
| Visual ( some of these ideas would also be used in the tactile section also) | Toy fire engine, ladder, real ladder, blue flashing lights, crane to raise and lower cage for fire engine. |
| Sound | Siren, horn, water gushing, tap running, sound of splashing water, sound of water being sprayed. Sound of fire engine being driven. Sound of fire people shouting directions to each other. Rattle metal spoon against the rungs of the ladder,  Using musical instruments to simulate siren and horn – bells, horns etc. |
| Taste |  |
| Smell |  |
| Literacy | Language associated with going **up** and **down** the ladder.  **Straight, tall, high**  Language associated with the hose pipe – **curly, long, smooth, round**  Language associated with water – **cold, hot, cool, warm.**  Language associated with fire person’s uniform – shiny, rough, round, circle, thick ( fabric)  Usborne Farmyard tales – Barn on Fire.  Fireman Sam.  Five little fire fighters sit very still  *hold up five fingers*  Until they see a five on top of the hill  Number one rings the bell, ding-dong.  *bend down thumb*  Number 2 pulls his big boots on.  *bend down pointer finger*  Number 3 climbs on the truck right away.  *bend down middle finger*  Number 4 joins him, no one can wait.  *bend down ring finger*  Number 5 drives the truck to the fire.  *bend down little finger*  The big yellow flames go higher and higher.  *spread arms*  Whooo-ooo!  Whooo-ooo!  Hear the fire truck say  *imitate siren*  As all of the cars get out of the way.  Shhh!  goes the water from the fire hose spout,  *rub palms together*  And quicker than a wink the fire is out!  *clap hands.*  Ten little firemen sleeping in a row,  *extend both hands, fingers curled*  Ding dong goes the bell  *pull bell cord with one hand*  And down the pole they go  *close both fists, put one on top of other, slide down pole*  Off on the engine, oh, oh, oh.  *steer engine with hands*  Using the big hose, so, so, so.  When all the fire's out, home so-o slow  *steer engine with hands*  Back to bed, all in a row.  *extend both hands with fingers curled* |
| Numeracy | Stretch hosepipe out to full length and count in steps how long it is.  Count the buttons on the fire person’s uniform. Add a tactile number to each button. Set out as on the uniform and stick to black fabric.  Find buckets of different sizes, order in size.  Fill buckets with rice, sand, pebbles, for the children to run their hands through.  Place a ladder flat on the ground and allow the children to walk alongside counting the rungs.  Allow the children to step between the rungs and count the spaces. |