🌟 The Sensory Play Starter Kit

5 Easy, Therapeutic Activities for Neurodivergent Children

With reflections and adaptations for children with PMLD and complex needs

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A child in a wheelchair

AI-generated content may be incorrect.

# A group of bubbles in the air AI-generated content may be incorrect.Bubble Magic – Exploring Sound, Touch and Breath

## You’ll Need:

* • Bubble mixture
* • A wand or straw
* • Calm music (optional)
* Sand timer (optional)

## What to Do:

Blow bubbles slowly. Encourage the child to pop them, watch them float, or try blowing. Focus on the rhythm and sensory experience.

## Schemas Often Observed:

* • Trajectory – watching bubbles float and move
* • Enclosure – trying to capture bubbles
* • Rotation – watching circular bubbles move

## Therapeutic Benefits:

* • Hand-eye coordination
* • Joint attention and imitation
* • Breath control and regulation
* • Visual tracking

## Adapt for PMLD:

* • Use a fan or switch-adapted bubble machine
* • Add scent (lavender) for olfactory input
* • Narrate gently what’s happening

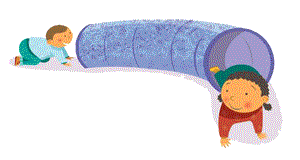
## B Squared Links:

Engagement Steps: Exploration, Realisation, Anticipation  
Early Steps: P4–P6

## Reflection Space:

* • What did the child seem most interested in?
* • Did they initiate or imitate?
* • How did their mood shift during or after?

# Sensory Circuit – Proprioceptive Power



**Activity 2: Sensory Circuit – Proprioceptive Power**

**You’ll Need:**

• Mini trampoline, skipping ropes, step-ups

• Tunnel or cushions to crawl over

• A simple obstacle course layout

• 10–15-minute sand timer or stopwatch

**What to Do:**

Alerting – Invite the child to bounce, skip, or jump to wake up their senses.

Organising – Use balancing, crawling, or stepping activities to build coordination.

Calming – Finish with deep pressure such as crawling through tunnels or hugging cushions.

**Schemas Often Observed:**

• Trajectory – jumping, skipping, or climbing

• Orientation – crawling under or over equipment

• Enclosure/Enveloping – enjoying being inside tunnels or under cushions

• Transporting – carrying objects during calming phase

**Therapeutic Benefits:**

• Deep proprioceptive input for regulation

• Vestibular stimulation for balance and spatial awareness

• Strengthens core and gross motor control

• Supports transitions between high and low arousal states

• Can improve focus and readiness for learning

**Adapt for PMLD:**

• Use a supportive crawling tunnel or body sling for gentle movement

• Offer passive sensory input (rocking chair, large therapy ball rolling)

• Use motivating sensory rewards at each station (e.g., vibrating toy, light panel, calming scent)

• A staff member can guide movements through gentle support or hand-over-hand prompts

**B Squared Links:**

Physical Development – Gross Motor Skills:

- Demonstrates awareness of own movement within space

- Engages in repetitive movement with increased coordination

- Responds to physical sensory stimuli (e.g., bouncing, pressure)

Cognition and Learning:

- Follows simple sequences with support

- Begins to understand cause and effect through movement

Communication and Interaction:

- May use movement to express needs or enjoyment

- Responds to movement-based prompts or routines

**Reflection Space:**

• What phase (alerting, organising, calming) did the child enjoy most?

• Did the child seek out movement or need encouragement to engage?

• How did they respond to changes in activity (e.g. high to low intensity)?

• Were there signs of increased calm or focus afterwards



# Rainbow Rice Scoop & Pour – Colour & Tactile Schema Play

## You’ll Need:

* • Coloured rice (dyed with food colouring)
* • Scoops, cups, or small containers
* • A shallow tray

## What to Do:

Explore scooping, pouring, burying and hiding objects. Add colour sorting or matching if appropriate.

## Schemas Often Observed:

* • Enveloping – burying items in rice
* • Pouring/Trajectory – watching rice fall
* • Positioning – arranging coloured items

## Therapeutic Benefits:

* • Fine motor skill development
* • Supports schema learning and focus
* • Tactile tolerance and curiosity

## Adapt for PMLD:

* • Use textured cloths or dry lentils instead
* • Provide vibrating scoops or hands-on assistance
* • Colour-contrast trays for visual support

## B Squared Links:

Engagement Steps: Exploration, Realisation  
Early Steps: P5–P7

## Reflection Space:

* • Did they explore actively or passively?
* • Which textures or colours held interest?
* • How was their attention span?

# Sound Safari – A Listening Walk



## You’ll Need:

* • A few small instruments (tambourine, shaker, bell)
* • A simple map or trail markers
* • Outdoor space or corridor

## What to Do:

Follow a sound trail using instruments. Pause at each stop to listen, respond, or create sound.

## Schemas Often Observed:

* • Trajectory – interest in sound moving through space
* • Connecting – linking sounds to places or events
* • Transforming – changing sound by tapping or shaking differently

## Therapeutic Benefits:

* • Auditory processing
* • Attention and turn-taking
* • Encourages curiosity and movement

## Adapt for PMLD:

* • Use sound switches
* • Provide tactile instruments
* • Position child in centre of sound environment

## B Squared Links:

Engagement Steps: Persistence, Anticipation  
Early Steps: P4–P6

## Reflection Space:

* • Did they respond to certain sounds more than others?
* • Was movement or stillness preferred?
* • What instruments did they return to?

# A person washing their hands AI-generated content may be incorrect.Water Ways – Exploring Flow and Cause & Effect

## You’ll Need:

* • Water tray or bowl
* • Plastic bottles, cups, spoons, funnels
* • Optional: coloured water or floating toys

## What to Do:

Explore pouring, scooping, floating and sinking. Provide dry cloths for comfort if needed.

## Schemas Often Observed:

* • Trajectory – pouring and flow
* • Enclosure – filling and emptying containers
* • Cause & Effect – experimenting with sinking/floating

## Therapeutic Benefits:

* • Coordination and prediction
* • Tactile stimulation and relaxation
* • Language building

## Adapt for PMLD:

* • Use hand-under-hand guidance
* • Offer warm water and comforting textures
* • Add floating scented items or calming visuals

## B Squared Links:

Engagement Steps: Realisation, Initiation  
Early Steps: P5–P8

## Reflection Space:

* • How did they respond to water texture and temperature?
* • What actions were repeated?
* • Was there an emotional shift?

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