



The Meadow Room Sensory Curriculum has a multi-sensory approach that focusses on the four areas of SEND needs, in all subjects across the curriculum; **Communication and interaction Cognition and learning Social, emotional, and health difficulties Sensory and/or physical needs.**  
Our learning objectives come from Engagement Steps 1-6, Primary Steps 1-3 and appropriate National Curriculum descriptors; these are matched to your child's needs and built into our termly topics, enabling all pupils to succeed in their own personal targets.  
**Please also see your child's Education Health Care Support Plans for individual targets.**

**Teaching Phase: Meadow Room Resource Provision**

**Date: April 2026**

**Teachers: Mrs Peacock and Mrs Jenkins**

**Big Question: What do we know about all creatures great and small?**

**Key Concepts: Animals, Habitats, Different, Same, Care**

### **English - Non fiction**

#### **Our book studies are...**

My first animal book by DK  
All about Pets by Jordan Garratt  
On the Farm by Jordan Garratt

#### **Core word Skills**

Group 1 - more, different, who, he, she, they, you, where  
Group 2 - here, open, turn, over, under, yes

### **Mathematics - Number**

Each child will follow their appropriate curriculum objectives and personal targets linked to numbers, place value and calculations. Please see your child's EHC Support Plan for personal targets.

#### **In Measurement - Shape and pattern**

Looks at an object when it is named; Places the correct shapes in a shape sorter;  
Stacks three items in size order; Matches colours or 2D shapes;  
Discusses patterns in terms of shapes/lines/colours; Copies a pattern using real life materials, e.g. apples, oranges and bananas; Creates repeating patterns using 3D objects; Recognise and name common 2D and 3D shapes.

### **In Science we are learning... Animals and habitats**

To demonstrate curiosity in the outside world.

To communicate what they can see in the environment.

To point out something they find when exploring a habitat, e.g. points out a bug found in soil.

To identify that different pets or animals eat different things.

To match pictures of known animals to their normal habitats.

To identify simple characteristics of an animal to help it survive in its habitat.

To order three living things on a simple food chain showing the relationship between them.

### **In Physical Education ...**

Our pupils are encouraged to join their mainstream classes, with adult support, for outdoor and indoor PE sessions so please ensure your child has a full PE kit in school for all weather options for the half term.

Pupils also take part in regular sensory breaks within class alongside O.T. sessions where they are working on improving gross and fine motor skills.

This term, there will be no swimming lessons for our pupils.



### **In Geography we are learning...**

- To demonstrate a willingness to explore something new outside.
- To communicate what they can see and hear in the environment.
- To point out something they find when exploring a habitat, e.g. points out a bug found in soil.
- To describe animals that they have seen and the habitats (or places) in which they saw them.

### **In Music we are learning...**

- To identify some familiar environmental sounds when listening to recordings.
- To describe music they have heard in simple terms, e.g. fast, loud, happy, etc.
- To listen to and engage with a range of music.
- To react to change.
- To play an instrument with big sounds and soft sounds.
- To play with an awareness of style.
- To turn and play solo instruments.

### **In PSHEE and RSE we are learning...**

- To demonstrate an awareness of other people's feelings.
- To demonstrate empathy for others.
- To verbalise feelings of happiness, sadness, anger, fear and love.
- To suggest how they can make someone feel good, e.g. offers a hug.
- To identify behaviour that could be considered as right and wrong.
- To recognise that choices have consequences.

### **In Art/Design Technology**

- To screw and unscrew jar lids.
- To hold an object with a tripod grip.
- To choose the correct familiar tool for a task from a group of three.
- To find shapes from a description, e.g. with a straight edge.
- To select tools appropriate for the purpose.
- To fold, tear and cut paper and card.
- To join components using a variety of methods.

### **Special events for children...**

Danielle Eaton from Inscape House will be visiting school to run some Animal Assisted Intervention sessions with our children over this half term.

Sports Day - We will be having our own outdoor activities on Wednesday 20<sup>th</sup> May at 2.45pm - parents are welcome to come and join in with the fun!

### **Whole School events...**

Autism Awareness Month - April  
Careers Week WB 20.04.2026  
Class photos 29.04.2026  
Outdoor Learning Day 08.05.2026

### **Home School Learning...**

Please send in recent photos of family days out or things your child has loved doing outside of school. These are a welcome resource for the children and are often a great way for us to encourage speech and language.

Thank you.

### **Additional Information...**

Where appropriate, we will encourage the children to take part in P.E sessions with their mainstream classes. We will also try to encourage a change of clothes. We would appreciate it if your child has a full P.E. kit (white t-shirt, blue or black shorts and black pumps or trainers) in school, clearly named.