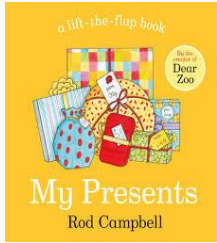
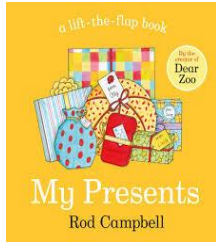
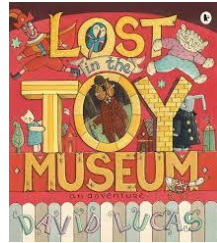
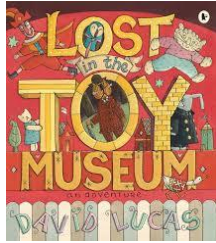
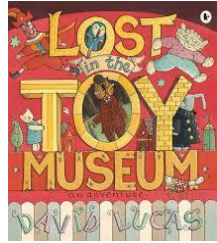
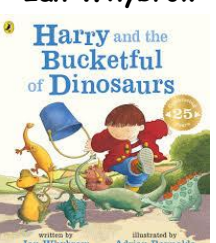
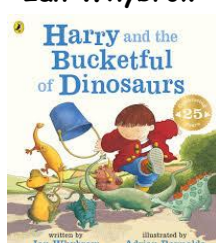
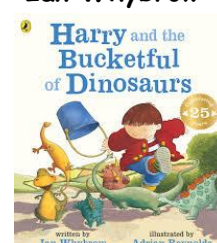




Meadowbank Primary School
Half Termly Sensory Curriculum - Autumn 2025
Phase Resource Provision - Meadow Room



	Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 06.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
Big Question	What do we know about Toys?							
Book Studies	My Presents by Rod Campbell 	My Presents by Rod Campbell 	Lost in the Toy Museum by David Lucas 	Lost in the Toy Museum by David Lucas 	Lost in the Toy Museum by David Lucas 	Harry and the bucketful of dinosaurs by Ian Whybrow 	Harry and the bucketful of dinosaurs by Ian Whybrow 	Harry and the bucketful of dinosaurs by Ian Whybrow 
Enhancements								My SEN Den providing a multi-sensory experience in the hall for children to explore and enjoy.
Visits and Visitors								
Parental Engagement							Our Wonderful World' geography workshop 15.10.25 9.05-9.35	
Whole School and National Events				Individual School Photographs 24.09.25 European Day of Languages 25.09.25	Black History Month	Black History Month World Mental Health Day 10.10.25	Black History Month	Black History Month Harvest Celebration 22.10.25
Literacy	Engagement Steps 1-3		Engagement Steps 4-6		Primary Steps 1 - 3		Primary Steps 4 - 6 (Y1/2)	
Traditional Stories	Learning Objectives Engagement Steps: Communication and Interaction 1 Freezes momentarily upon hearing a quiet sound Startles to sudden loud noises		Learning Objectives Engagement Steps: Communication and Interaction 4 Communicates to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!"		Learning Objectives Primary Steps 1-3: Reading Recognises common digraphs (10+) Reads words by blending phonic sounds Knows and relates sound to letter name		Learning Objectives Primary Steps 4-6/Year 1/ Year 2: Reading and writing Year 1 Sequence sections of stories using images for support.	

	<p>Tenses or stills their muscles to a voice, sound or instrument</p> <p>Vocalises cooing noises intermittently when self-stimulating</p> <p>Engagement Steps: Communication and Interaction 2</p> <p>Demonstrates signs of intentional communication</p> <p>Shows enjoyment when familiar adults copy their vocalisations</p> <p>Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person</p> <p>Engagement Steps: Communication and Interaction 3</p> <p>Attempts to copy facial expressions</p> <p>Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy</p> <p>Reacts excitedly to an activity when provided with new experiences</p> <p>Vocalises to a member of staff in different ways when experiencing different needs</p> <p>Babbles in a speech-like way when a member of staff initiates interaction</p> <p>Imitates environmental sounds in their own manner</p> <p>Watches the faces of speakers when interactions happen nearby</p> <p>Reacts excitedly to a familiar voice when a member of staff initiates interaction</p>	<p>when something goes wrong</p> <p>Mimics others' hand gestures when communicating</p> <p>Imitates specific sounds with some accuracy when communicating with a member of staff</p> <p>Makes requests for desired objects with gestures or vocalisations</p> <p>Engagement Steps: Communication and Interaction 5</p> <p>Copies 10-20 words immediately (echoing)</p> <p>Listens as a member of staff talks about a book</p> <p>Understands 10 spoken words, signs, or symbols</p> <p>Babbles and uses single words during play</p> <p>Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols</p> <p>Engagement Steps: Communication and Interaction 6</p> <p>Answers 'Who?', 'What?' or 'Where?' questions</p> <p>Communicates about their needs, e.g. hunger, thirst, toilet, etc.</p> <p>Expresses simple feelings</p> <p>Expresses simple prepositions correctly</p> <p>Follows a simple one- or two-key word instruction when accompanied by gestures and context</p>	<p>Focuses on what is being read, e.g. looking at the picture relating to the part of the story being read</p> <p>Re-enacts simple stories</p> <p>Sits in group and listens to a story</p> <p>Offers a phrase or short sentence to describe a character</p> <p>Primary Steps 1-3: Writing</p> <p>Suggests a phrase to include in their work</p> <p>Puts marks or symbols alongside picture</p> <p>Forms letters correctly</p> <p>Primary Steps 1-3: Speech and Language</p> <p>Combines two words, signs, or symbols</p> <p>Answers 'Who?', 'What?' or 'Where?' questions</p> <p>Expresses ideas in longer phrases using the past tense correctly</p>	<p>Joining words and joining clauses using 'and'. Beginning to use other co-ordinating conjunctions such as 'but' and 'so' and some subordinating conjunctions such as 'because'.</p> <p>Correct use of question marks.</p> <p>Uses an exclamation mark.</p> <p>Sequence sentences in chronological order to recount an event or experience.</p> <p>Begin to make predictions about the events in a text including predicting from the front cover and the title of the book.</p> <p>Identify when sentences have missing Capital Letters and Full Stops.</p> <p>Orally devise sentences using alliteration.</p> <p>Write simple sentences to describe.</p> <p>Year 2</p> <p>Identify adjectives and nouns.</p> <p>Use expanded noun phrases.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Apply prepositional phrases to make accurate descriptions.</p> <p>Use expanded nouns and propositional phrases to describe.</p> <p>Identify different word types (adjectives, nouns and verbs)</p> <p>Distinguish between statements and exclamations.</p> <p>Generate exclamation sentences.</p> <p>Plan or say out loud what we are going to write about.</p> <p>Write narratives to retell a familiar story.</p> <p>Make simple additions, revisions and corrections to writing.</p>
Mathematics Position and Movement	Engagement Steps 1-3	Engagement Steps 4-6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 1</p> <p>-Gives momentary attention to familiar food containers in front of them</p> <p>-Reacts to physical contact with minor physiological changes when hands are touched</p> <p>-Glances at objects within 50 centimetres when the objects are moved closer</p>	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 4</p> <p>-Looks towards objects that are just out of reach</p> <p>-Watches another person move through a space</p> <p>-Moves body to reach for, grasp, or retrieve an object</p> <p>-Pushes and pulls objects intentionally</p>	<p>Learning Objectives</p> <p>Progression Step: Geometry- Position and Direction 1</p> <p>-Follows simple positional instructions such as "stand behind the chair"</p> <p>-Understands language relating to position (e.g. on, in, under)</p> <p>-Moves forwards and backwards on request</p> <p>-Uses gesture or sign to indicate where something is</p>	<p>Learning Objectives</p> <p>Year 1</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Year 2</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and</p>

	<p>-Reacts to a range of sounds that are close by</p> <p>Engagement Steps: Attention Skills 2</p> <ul style="list-style-type: none"> -Follows a moving object with their eyes across midline -Focuses attention on moving objects intermittently when within their visual range -Engages in an activity for three seconds with a familiar person- -Moves arms or legs when anticipating a familiar action or phrase -Watches the faces of other people eating briefly <p>Engagement Steps: Attention Skills 3</p> <ul style="list-style-type: none"> -Moves towards an object using crawling or rolling -Demonstrates a brief interest in noises in their immediate environment when encouraged -Repeats simple actions to reproduce interesting results, e.g. knocking over a stack of bricks -Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects -Looks around for a desired object when it is no longer in sight. 	<p>Engagement Steps: Gross Motor Skills 5</p> <ul style="list-style-type: none"> -Locates hidden objects when asked -Follows simple movement-based instructions during a group activity -Moves in response to music or environmental sounds -Moves through a simple obstacle course with support -Identifies objects in, on, or under furniture with support <p>Engagement Steps: Gross Motor Skills 6</p> <ul style="list-style-type: none"> -Follows instructions involving positional language such as "on", "under" or "next to" -Places objects in specific locations when asked (e.g. put the cup on the table) -Understands and uses simple directional phrases such as "go forward" or "turn around" -Navigates a simple course following adult direction -Observes and comments on location using symbols or signs. 	<p>Progression Step: Geometry- Position and Direction 2</p> <ul style="list-style-type: none"> -Gives positional instructions using terms such as "next to", "in front", "behind" -Understands and follows a simple map or picture plan -Uses vocabulary to describe direction and position -Begins to understand clockwise and anti-clockwise with physical prompts -Describes movement during structured tasks, e.g. "I went under the table" <p>Progression Step: Geometry- Position and Direction 3</p> <ul style="list-style-type: none"> -Follows and gives two-step directional instructions using positional language -Uses left and right with verbal prompts -Plans a route using simple positional vocabulary -Moves a character or object according to verbal directions -Explains positions using correct mathematical vocabulary (e.g. behind, beside, between) 	<p>distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>
Science Forces: Pushes and Pulls	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	<p>Learning Objectives</p> <p>Engagement Steps: Sensory and Physical 1</p> <ul style="list-style-type: none"> Accepts their hand being guided through a range of textures Accepts their limbs being moved, e.g. in a circular motion Clenches hands into tight fists <p>Engagement Steps: Sensory and Physical 2</p> <ul style="list-style-type: none"> Reaches for an object with one hand when objects are within grasp 	<p>Learning Objectives</p> <p>Engagement Steps: Sensory and Physical 4</p> <ul style="list-style-type: none"> Moves a ball with their arm when it is given to them Moves a ball with their foot when it is placed in front of them Explores objects by dropping them when given appropriate items <p>Engagement Steps: Sensory and Physical 5</p> <ul style="list-style-type: none"> Chases a ball Builds a tower of four cubes 	<p>Learning Objectives</p> <p>Science, Forces and Magnets: Progression Step 1</p> <ul style="list-style-type: none"> Finds objects that roll if they push them Makes objects move faster or slower Stops an object moving Selects different objects to try to balance on top of one another States what they noticed, e.g. 'not working', or 'bigger' Shows some basic awareness of cause-and-effect <p>Science, Forces and Magnets: Progression Step 2</p>	<p>Learning Objectives</p> <p>Identify Forces: Understand that forces are pushes and pulls that cause changes.</p> <p>Effects of Forces: Recognise that pushes and pulls can:</p> <ul style="list-style-type: none"> Make objects move; Stop objects from moving; Change the direction of an object. Change the speed of an object (making it go faster or slower). Change the shape of an object, such as squeezing, bending, or stretching it.

	<p>Swipes at an object in their vicinity with the intention to interact with it</p> <p>Grasps objects briefly when they are placed in their hand</p> <p>Engagement Steps: Sensory and Physical 3</p> <p>Rolls from prone to supine position unaided (stomach to back)</p> <p>Rolls from supine to prone position unaided (back to stomach)</p> <p>Holds large objects in two hands during periods of play</p> <p>Directs their body movements towards a member of staff when engaging in an activity</p> <p>Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects.</p>	<p>Kicks a ball to make it move</p> <p>Operates a pull-cord</p> <p>Pushes a ball independently</p> <p>Rolls a ball in general direction of an object or person</p> <p>Engagement Steps: Sensory and Physical 6</p> <p>Carries large objects or pulls objects while walking</p> <p>Begins to pedal a tricycle and propel ride-on toys</p> <p>Crawls through a tunnel</p> <p>Hits a stationary ball with a bat, racket or similar</p> <p>Kicks a ball but lacks direction.</p>	<p>Demonstrates how different parts of their body move, e.g. arms can go: up, down, around, backwards, forwards, etc.</p> <p>Describes the action of a magnet using simple language, e.g. it sticks to things</p> <p>Records their activity and results, e.g. selects the correct picture in a sequence.</p> <p>Starts to use more reasoning skills as well as trial and error</p> <p>Observes which object moves the shortest or furthest distance down a slope</p> <p>Science, Forces and Magnets: Progression Step 3</p> <p>Uses the term "magnetic" to describe materials</p> <p>Sorts objects using a magnet</p> <p>Experiments using different surfaces to roll objects along, e.g. sandpaper, plastic, etc. Makes a prediction about whether a material is magnetic</p> <p>Responds to the term 'gravity', e.g. when commenting on any object falling to the ground</p> <p>Gives a simple explanation why something happened.</p>	<p>Varying Strength: Understand that stronger pushes and pulls have a larger effect on objects.</p> <p>Skills Objectives</p> <p>Observation: Closely observe and describe what happens when objects are pushed or pulled.</p> <p>Categorisation: Classify actions as either pushes or pulls.</p> <p>Simple Prediction: Predict how a push or pull will affect an object.</p> <p>Description: Use descriptive words like 'squeeze', 'stretch', 'twist', or 'roll' to explain the effects of forces on objects.</p> <p>Testing: Carry out simple tests and experiments to see how forces work.</p>
PSHEE&RSE Sharing and Playing Together	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Regulation 1</p> <p>Calms after hearing voices when previously in a state of distress</p> <p>Calms after being changed when previously in a state of distress</p> <p>Calms after being fed when previously in a state of distress</p> <p>Calms after being swaddled when previously in a state of distress</p> <p>Calms at the sight of a reassuring presence when previously in a state of distress</p> <p>Engagement Steps: Regulation 2</p> <p>Calms with physical contact</p> <p>Vocalises cooing noises intermittently when self-stimulating</p>	<p>Learning Objectives</p> <p>Engagement Steps: Regulation 4</p> <p>Chooses to sit with a specific person at mealtime</p> <p>Expresses emotions towards others using words, not just actions</p> <p>Accepts some boundaries for a short period</p> <p>Co-operates with a peer for a short period</p> <p>Waits for help when they have a problem</p> <p>Engagement Steps: Awareness 5</p> <p>Demonstrates an awareness of other people's feelings</p> <p>Demonstrates concern for a peer</p> <p>Demonstrates social emotions, e.g. sympathy for someone who is hurt</p>	<p>Learning Objectives</p> <p>Progression Steps: Mental Wellbeing 1</p> <p>Expresses emotions towards others using words, not just actions</p> <p>Finds a nearby familiar member of staff to speak to if they are upset during an activity</p> <p>Shows care and concern for self</p> <p>Demonstrates remorse when they have done something wrong</p> <p>Verbalises feelings of happiness, sadness, anger, fear and love</p> <p>Progression Steps: Developing Good Relationships & Respecting the Differences between People 2</p> <p>Communicates an awareness of other people's feelings</p>	<p>Learning Objectives</p> <p>Year 1</p> <p>Rights and responsibilities</p> <p>Understand my rights and responsibilities as a member of the class.</p> <p>Making Choices</p> <p>Recognise that choices have consequences</p> <p>Celebrating Difference</p> <p>Understanding that differences make us special and unique</p> <p>Special People</p> <p>Can identify the members of my family and understand that there are lots of different types of families</p> <p>Relationships</p> <p>Know who can help me in my school community.</p>

	<p>Reduces vocal activity with physical contact</p> <p>Idles for long periods of time when their needs are met</p> <p>Demonstrates recognition of familiar person by cessation of crying/agitation</p> <p>Engagement Steps Regulation 3</p> <p>Makes their feelings known to a member of staff</p> <p>Accepts help using a new or unfamiliar object</p> <p>Indicates what has caused them to be upset</p> <p>Accepts assistance to overcome frustration</p> <p>Responds to distraction when frustrated</p>	<p>Demonstrates an understanding of their own individuality</p> <p>Responds to praise by repeating an action</p> <p>Engagement Steps: Awareness 6</p> <p>Demonstrates empathy for others</p> <p>Verbalises feelings of anger</p> <p>Verbalises feelings of being scared</p> <p>Verbalises feelings of happiness</p> <p>Verbalises feelings of sadness</p>	<p>Demonstrates social emotions, e.g. sympathy for someone who is hurt</p> <p>Takes turns in a group</p> <p>Suggests how they can make someone feel good, e.g. offers a hug</p> <p>Remains silent when another person is talking</p> <p>Progression Steps: Developing Confidence & Responsibility & Making the Most of Their Abilities 3</p> <p>Expresses their feelings with appropriate language</p> <p>Seeks out, and begins to interact with, specific peers</p> <p>Manages conflicts by asking for help from a member of staff</p> <p>Accepts that they cannot just take what they want</p> <p>Identifies behaviour that could be considered as right and wrong</p>	<p><u>Explain why I have special relationships and how these relationships make me feel safe and good about myself.</u></p> <p><u>Explain how my qualities help these relationships.</u></p> <p><u>Examples of behaviour in other people that I appreciate and don't like.</u></p> <p><u>Suggest different ways to show appreciation and recognise appreciation.</u></p> <p><u>Explain how other people's behaviour can affect me and make me feel safe or not.</u></p>
Humanities History - Old and New Toys	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Gross Motor Skills 1</p> <p>Accepts laying on either side</p> <p>Accepts being lifted up and down</p> <p>Accepts being rolled from their back to tummy and tummy to back</p> <p>Accepts laying on their tummy</p> <p>Accepts being moved in different motions</p> <p>Engagement Steps: Gross Motor Skills 2</p> <p>Moves their arms independently of one another when self-stimulating</p> <p>Moves their legs independently of one another when self-stimulating</p> <p>Pushes down through their legs when their feet are on a firm surface</p> <p>Stretches their legs out when lying on their stomach or back</p> <p>Rolls from prone to supine position unaided (stomach to back)</p> <p>Engagement Steps Gross Motor Skills 3</p> <p>Climbs up furniture tentatively when left to explore</p>	<p>Learning Objectives</p> <p>Engagement Steps: Gross Motor Skills 4</p> <p>Walks around the room whilst holding on to a member of staff with one hand</p> <p>Moves from sitting to lying down without support when exploring the environment</p> <p>Goes down into a squat</p> <p>Moves along paths</p> <p>Walks in the desired direction</p> <p>Engagement Steps: Attention Skills 5</p> <p>Demonstrates curiosity in the outside world</p> <p>Demonstrates curiosity in new foods</p> <p>Returns to a new/unfamiliar object to further explore it</p> <p>Explores new things but still 'checks in' with a member of staff</p> <p>Returns to a specific place to experience a particular activity</p> <p>Engagement Steps: Communicating Preference & Choice 6</p>	<p>Learning Objectives</p> <p>Progression Steps: History 1</p> <p>Comments on the obvious changes in food they have helped prepare</p> <p>Demonstrates an understanding of simple concepts including "In", "On", "Under"...etc</p> <p>Describes an object they have in their hand, giving more than one property</p> <p>Demonstrates curiosity about objects in the environment</p> <p>Uses simple comparative vocabulary, e.g. bigger, smaller</p> <p>Progression Steps: History 2</p> <p>Can identify similarities and differences between themselves and others</p> <p>Demonstrates an understanding of time related vocabulary</p> <p>Comments on past experiences with adult support</p> <p>Knows some things that happened to them in the past</p> <p>Talks about family or personal events in the past</p>	<p>Learning Objectives</p> <p>Historical Knowledge (Constructing the past)</p> <p>Can understand the key concept of then and now.</p> <p>Can match pictures of items from the past with people from the past.</p> <p>Chronology (Sequencing the past)</p> <p>Can use simple timelines to sequence processes, events and objects within their own experience.</p> <p>Can use terms 'then' and 'now' and 'the past' correctly.</p> <p>Disciplinary Concept - Continuity and Change</p> <p>Can confidently identify changes by recognising old and new and their similarities and differences e.g. trains/cars/planes.</p> <p>Historical Enquiry and using sources as evidence</p>

	<p>Cruises around the room holding on to furniture whilst left to explore</p> <p>Shuffles around the room on their bottom whilst left to explore</p> <p>Stands up independently when interested in their environment</p> <p>Moves a ball with their foot when it is placed in front of them</p>	<p>Demonstrates a willingness to explore something new outside</p> <p>Communicates what they would like to eat</p> <p>Expresses simple opinions, e.g. too hot, or too loud, etc.</p> <p>Communicates who their friends are</p> <p>Suggests what colour they would like to make an object, e.g. I want to draw a red fish</p>	<p>Progression Steps: History 3</p> <p>Can place known events and objects in chronological order</p> <p>Can recount episodes from stories about the past</p> <p>Understands changes in living memory, e.g. how holidays have changed</p> <p>Knows how they have changed since they were born</p> <p>Talks about old and new using artefacts or photos.</p>	<p>Use information from two simple sources to find information e.g. 'How can we tell this teddy is old?', 'Because it looks like the one in the book'.</p>
Art Design & Technology Making Toys	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Sensory 1</p> <p>Holds objects with a variety of textures</p> <p>Reacts when their hands are touched with different textures</p> <p>Grasp a variety of textures</p> <p>Reacts to rough texture tactile stimulus</p> <p>Explores small objects with their senses when they are placed in front of them</p> <p>Engagement Steps: Sensory 2</p> <p>Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so</p> <p>Touches a variety of textures with any part of the skin without demonstrating defensive behaviour</p> <p>Reacts excitedly to texture, showing signs when offered a variety of tactile experiences</p> <p>Explores their own limbs for two minutes</p> <p>Tracks moving object/light down then up</p> <p>Engagement Steps Sensory 3</p> <p>Touches a range of textures without protest when provided with different objects</p> <p>Handles rough/soft objects with interest when provided with a variety of textures</p> <p>Feels the texture of surfaces</p> <p>Crumples paper</p> <p>Communicates about textures</p>	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 4</p> <p>Explores the smell of a new object</p> <p>Identifies some familiar environmental sounds when listening to recordings</p> <p>Demonstrates enjoyment in relation to the sounds of words</p> <p>Describes music they have heard in simple terms, e.g. fast, loud, happy, etc.</p> <p>Interacts with water, e.g. playing with pouring into different containers</p> <p>Engagement Steps: Sensory 5</p> <p>Listens to and engages with a range of music</p> <p>Communicates about the textures of the food they are eating</p> <p>Searches for a sound source that has ceased</p> <p>Demonstrates fondness for soft textures</p> <p>Plays 'statues', stopping as the music stops</p> <p>Engagement Steps: Sensory 6</p> <p>Communicates about the textures of the food they are eating</p> <p>Demonstrates enjoyment in relation to the sounds of words</p> <p>Handles animals gently</p> <p>Feels and simply describes the substance they have mixed</p> <p>Plays with sand</p>	<p>Learning Objectives</p> <p>Progression Steps: Technical Proficiency 1</p> <p>Uses a range of materials creatively to design and make products</p> <p>Demonstrates more control when making different types of marks with a range of media</p> <p>Develops a wide range of design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Identifies what is happening in a picture</p> <p>Names materials and methods used in their artwork</p> <p>Progression Steps: Producing, Exploring & Recording 2</p> <p>Explores a range of simple art and design techniques, recording their findings</p> <p>Uses lines and marks to recreate simple objects they see</p> <p>Designs and makes 3D forms, considering the assembly/function/decoration</p> <p>Mixes and uses primary and secondary colours using black, white and other hues</p> <p>Identifies the focal point of a piece of art</p> <p>Progression Steps: Technical Proficiency 3</p> <p>Uses information from their sketchpads and scrapbooks to aid decisions/plan artwork</p> <p>Uses a range of media with control, showing attention to guidance given</p>	<p>Learning Objectives</p> <p>Mechanical Systems - Sliders and Levers</p> <p>Designing</p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mockups with card and paper.</p> <p>Making</p> <p>Plan by suggesting what to do next.</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card.</p> <p>Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluating</p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>

			Shows an awareness of form and shape by attempting to recreate images in 3D form Describes the design and style of art, objects or buildings with historical and cultural influences in simple terms Evaluates the composition of a picture, image or sculpture	
Music Charanga - Anyone can play Unit 1 Introducing Instruments	Unit 1 Areas of Engagement Exploration Explores different instruments Realisation Stills/animates to sounds Anticipation Anticipates the sounds the instruments make Persistence Interacts with the instruments Initiation Works independently	Listen & Respond To know a variety of songs To be able to move, play or respond to the songs	Explore & Create To know that we can respond to the pulse of the music To know the sounds of tuned and untuned percussion instruments To know some songs with instructions To be able to respond to the pulse of the music To be able to control the sounds of percussion or digital instruments To explore high and low sounds on tuned percussion or digital instruments To be able to play percussion or digital instruments with an awareness of style To be able to sing, sign or make a sound for their names in correct places.	Share & Perform To know that a performance is sharing music Perform any of the 'Solo Time' pieces taking turns in the solo spot using percussion instruments, vocals, or digital instruments