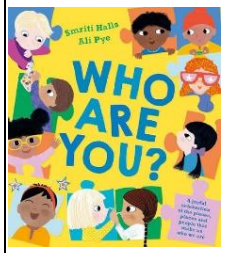
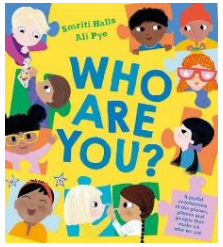
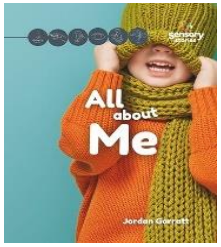
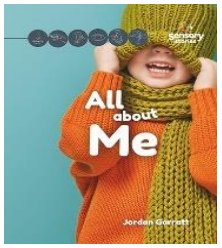
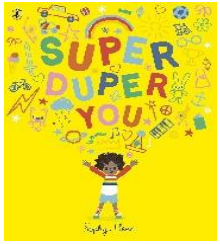
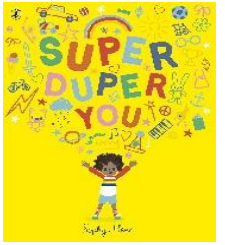
Meadowbank Primary School
Half Termly Sensory Curriculum – Autumn 1 2026
Phase Resource Provision – Meadow Room

	Week 1 Wk Beg 31.08	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 5.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Big Question	**What makes me unique?**							
Book Studies	**Who are You? by Smriti Halls** 	**Who are You? by Smriti Halls** 	**All About Me by Jordan Garratt** 	**All About Me by Jordan Garratt** 	**Head to Toe by Eric Carle** 	**Head to Toe by Eric Carle** 	**Super Duper You by Sophy Henn** 	**Super Duper You by Sophy Henn** 
Enhancements Visits and Visitors							Circus Skills Visit in school Wednesday 14th October	
Whole School and National Events				*Individual and sibling photographs 23.09.26 *European Day of Languages celebrations on Thursday 24.09.26				*Harvest Celebration 21.10.26
Literacy Modern Stories	**Engagement Steps 1-3**		**Engagement Steps 4-6**		**Primary Steps 1 – 3**		**Primary Steps 4 – 6 (Y1/2)**	
	Learning Objectives **Engagement Step 1** Demonstrates a reflex response to their own sounds Demonstrates reflex responses when not engaged with others,e.g. movement of mouth muscles Encounters patterns of sound Vocalises contentedly **Engagement Step 2**		**Learning Objectives** **Engagement Step 4** Follows a simple one-or two-key word instruction when accompanied by gestures and context Listens to a member of staff briefly when they are spoken to Babbles tune fully using musical tones when vocalising to themselves or others Demonstrates growing eye and hand function e.g. focuses on, reaches for and grasps objects		**Learning Objectives** **Primary Step 1** Finds the title of a book on its cover Makes the initial sound of their first name Captures what they want to say sentence by sentence Says what they did at home **Progression Step 2** 'Reads' their writing aloud Says a single sound for 10+ graphemes		**Learning Objectives** **Primary Steps 4-6/Year 1/ Year 2: Reading and writing** **Year 1** Beginning to demarcate some sentences with capital letters and full stops. Compose a sentence orally before writing it. Separate words using finger spaces. Joining words and joining clauses using 'and'. Beginning to use other co-ordinating conjunctions such as 'but' and 'so' and some	

	Attends briefly to items with their mouth when provided with suitable objects Attends briefly to their hands and fingers when not engaged with a member of staff Demonstrates an awareness of the presence of others Demonstrates signs of intentional communication Demonstrates up gaze **Engagement Step 3** Anticipates loud noise by startling less when experiencing sudden noises e.g. doorbell, door slam Attempts to grab objects of interest using a raking motion Babbles using consonant sounds when a member of staff initiates interaction e.g. "Guh","Kah", "Huh", etc. Watches the faces of speakers when interactions happen nearby Attempts to transfer food from one hand to another when eating	**Engagement Step 5** Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols Listens as a member of staff talks about a book Begins to vocally demonstrate the tone and rhythm of the language spoken at home Changes volume in discriminately whilst babbling to themselves or others Posts objects through holes when playing **Engagement Step 6** Concentrates during independent exploration for ten minutes Communicates the similarities between a new object and a familiar one Listens to talk addressed to them, but finds it difficult if prompts are not provided Listens to a member of staff who is offering a choice Scribbles in circles	Says a clause to complete a sentence that is said aloud Adds simple details to another person's retelling of a story Answers 'Who?', 'What?' or 'Where? 'questions **Progression Step 3** Identifies the initial sound of spoken words Tracks the text correctly Makes a simple pictorial representation of what they have done Makes a simple drawing to illustrate their idea Makes up their own phrases or short sentences to express their thoughts aloud about stories	subordinating conjunctions such as 'because'. Correct use of question marks. Uses an exclamation mark. Sequence sentences in chronological order to recount an event or experience. Begin to make predictions about the events in a text including predicting from the front cover and the title of the book. Identify when sentences have missing Capital Letters and Full Stops. **Year 2** Re-read for meaning and check that the text makes sense. Recognise when a text does not make sense and go back through and re-read. Use expanded noun phrases to describe and specify. Identify different word types (adjectives, nouns and verbs) Plan or say out loud what we are going to write about. Make simple additions, revisions and corrections to writing.
Mathematics **2D Shapes**	**Engagement Steps 1-3**	**Engagement Steps 4-6**	**Primary Steps 1 – 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement Step 1** Freezes momentarily upon hearing a quiet sound Quietens after vocalising when they hear a sound Quietens after vocalising when they hear a voice Shows they have had enough food/drink, e.g. turning head away **Engagement Step 2** Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror Reaches for an object with one hand when objects are within grasp Reacts to objects at close range against bright colour contrasts Stills to a familiar voice	**Learning Objectives** **Engagement Step 4** Applies a new action to a familiar cause-and-effect activity after a previous negative response Copies a member of staff building towers of three or four blocks when playing with bricks Copies a member of staff to knock down towers when playing with bricks Explores new objects willingly when offered by a familiar member of staff Explores objects by dropping them when given appropriate items **Engagement Step 5** Follows a falling object as it disappears Looks at an object when it is named Moves towards the object being discussed Shows an unknown object to a peer to see if they know what it is	**Learning Objectives** **Progression Step 1** Finds objects that roll if they push them Knocks down bricks Builds a tower of five bricks Matches 2D shapes **Progression Step 2** Sorts objects according to a stated characteristic Finds out which3D shapes roll Joins the dots to draw a square Looks at globe and describes its shape Makes patterns from 2D shapes **Progression Step 3** Describes handled shapes by number of sides and corners they have Finds similar shapes on a group of objects Creates repeating patterns using 3D objects	**Learning Objectives** **Year 1** Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Year 2** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Order and arrange combinations of mathematical objects in patterns and sequences Compare and sort common 2-D shapes and everyday objects.

	Engagement Step 3 Reaches for a desired object with their hands when objects are just out of reach Reaches for a desired object with their hands when provided with a variety of objects Reaches for a desired foodstuff with their hands Reacts briefly to noise-making objects in their hand Participates actively in the feeding process e.g. opens mouth in anticipation	**Engagement Step 6** Goes to find an object being discussed Assembles a four-piece puzzle Demonstrates an understanding of how mechanical objects work Demonstrates confusion when an object does not do what they expect when investigated Places the correct shapes in a shape sorter	Describes shapes, listing some properties Refers to a box-like shape using the term square	
Science **My Body – Living Things -Humans**	**Engagement Steps 1- 3**	**Engagement Steps 4 - 6**	**Primary Steps 1 - 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement Steps 1** Closes their hand when their palm is touched Responds occasionally to a sound next to their ear, Reduces physical activity with physical contact Sucks or smacks their lips intermittently **Engagement Steps: Exploration 2** Responds to gentle tickling Acknowledges auditory pleasure by brief responsive smiling when provided with enjoyable music/noises Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences Engages briefly with high-contrast patterns visually when in close range Reacts to noises from others occasionally **Engagement Steps: Exploration 3** Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so Explores small objects with their senses when they are placed in front of them Explores their own limbs for two minutes Localises a light source regularly without prompting from a member of staff Reacts excitedly to music when sung to by a member of staff	**Learning Objectives** **Engagement Steps: Exploration 4** Tracks a sound until it moves out of range when noise-making objects are passed in front of them Tracks people until they move out of range when they travel past quickly Handles rough/soft objects with interest when provided with a variety of textures Listens with enjoyment when vocalising to themselves **Engagement Steps: Exploration 5** Explores without regard to mess Feels the texture of surfaces Makes a variety of noises in response to a picture Categorises smells as nice or nasty Explores their environment inquisitively when working independently **Engagement Steps: Exploration 6** Dances to music Examines parts of familiar objects up close Manipulates an object in their hand to find out properties Feels and simply describes the substance they have mixed Plays with sand	**Learning Objectives** **Progression Step 1** Points to the main features on a person's face when asked Names own sex Points to parts of their body when asked Draws a person with a head Recognises main body parts e.g. leg, arm **Progression Steps 2** Gives an animal or human more than one attribute Identifies human needs Sequences a series of three pictures showing human lifecycle Identifies that different people are different ages Identifies that their hair and nails will grow **Progression Step 3** Draws a human with the main body features Names and labels the main external parts of the body Names and labels the main parts of the face Identifies that humans have babies Identifies similarities and differences	**Learning Objectives** **Year 1 and 2** Identify, name, draw and label the basic parts of the human body and the senses associated with each one. Observe closely, talking about what is noticed. Perform simple tests and talk about how to make it fair. **Year 3** Identify humans and animals have skeletal systems.

PSHEE&RSE What makes me unique?	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 – 6 (Y1/2)
	Learning Objectives **Engagement Steps 1** Calms after hearing voices when previously in a state of distress Brings their hands to their mouth when self-stimulating Vocalises cooing noises intermittently when self-stimulating Reduces vocal activity with physical contact Accepts a change in their position **Engagement Steps 2** Plays with own hands Reacts to the arrival of a favourite person intermittently Calms with touch Vocalises to themselves, producing pleasure sounds when not engaged with a member of staff Dislikes an object consistently when involved in familiar routines **Engagement Steps 3** Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy Becomes calmer with sensory attention Engages in self-stimulation movements Indicates a preference for specific textures by moving their hand from one to another	**Learning Objectives** **Engagement Steps 4** Anticipates physical contact with a heightened emotional response when working with a member of staff Anticipates receipt of their preference with positive facial expressions when making a choice Responds to activities consistently when they frequently undertake them overextended periods of time Responds to physical contact with happy facial expressions when playing with others Communicates consistent preferences with emotional responses when choices are provided **Engagement Steps 5** Makes their feelings known to a member of staff Looks to a member of staff for support Shows when they have had enough of an activity Responds to choices with actions or gestures when given options Shares an activity with a member of staff on their own initiative **Engagement Steps 6** Asks for help with a personal problem Increasingly demonstrates their independence from members of staff Makes a choice based on what is offered Expresses likes and dislikes, giving simple reasons Requests information about a new activity/object/event	**Learning Objectives** **Progression Steps 1** Joins in play with others briefly Indicates what has caused them to be upset Plays give-and-take games with little support Takes turns in a group Communicates how receiving a gift makes them feel **Progression Steps 2** Accepts that others may join their activity Accepts they may have to wait to use specific equipment Indicates preferences consistently Interacts while sharing equipment Takes turns, with some supervision from a member of staff **Progression Steps 3** Asks a peer if they want to play a game Communicates how they feel to a member of staff Describes an activity they enjoyed Accepts when they are not chosen Offers to help	**Learning Objectives** **Year 1** **Healthy Me** Know the difference between being healthy and unhealthy and know ways to keep themselves healthy. Know how to keep clean and that germs cause diseases/illnesses. **Celebrating Difference** Recognise similarities and differences between people in the class and friends. **Special People** Can identify the members of my family and understand that there are lots of different types of families **Relationships** Identify the members of my family and understand that there are lots of different types of families **Changing me** Start to understand the life cycles of animals and humans
Humanities **History – My Family**	**Engagement Steps 1- 3**	**Engagement Steps 4 - 6**	**Primary Steps 1 - 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement Steps 1** Cries to express their needs when in a state of pain or discomfort	**Learning Objectives** **Engagement Steps 4** Responds to praise with positive facial expressions when successfully completing a task	**Learning Objectives** **Progression Step 1** Names a person in their immediate family Recognises familiar people on a video clip	**Learning Objectives** **Historical Knowledge (Constructing the past)** Can understand the key concept of then and now.

	Cries to express their needs when in a state of hunger Reacts to changes with an emotional response **Engagement Steps 2** Reacts to a familiar object with an intermittent heightened expressive response Reacts to a range of new experiences with an intermittently heightened expressive response when prompted Reacts to the emotions in others' Voices occasionally (responses may vary) Demonstrates a negative reaction when attention is withdrawn Shows pleasure in the presence of others **Engagement Steps 3** Smiles at a familiar person when engaging in an activity Demonstrates anger through expressions and body language when people/actions frustrate them Demonstrates contentment through expressions and body language when people/actions please them Demonstrates general happiness through consistent responses when presented with familiar experiences	Responds to a reward with positive facial expressions when successfully completing a task Co-operates with a member of staff either passively or actively whilst being changed Plays parallel to others when given free time Reacts with sorrow to the absence of a familiar person **Engagement Steps 5:** Expresses happiness with another person Expresses anger at another person Demonstrates an awareness of other people's feelings Demonstrates an understanding of their own individuality Communicates what is special or important to them **Engagement Steps 6** Expresses simple feelings Indicates a personal need Listens to a recording of themselves and friends with interest Follows adult body language including pointing, gesture and facial expressions Demonstrates empathy for others	Uses names of members of staff or their own family Communicates an awareness of other people's feelings Demonstrates social emotions **Progression Step 2** Communicates what or who is special to them Identifies people who cares for others Names people in their immediate family Approaches a group they would like to join Explains or demonstrates how they can show concern for someone **Progression Step 3** Explains why something or someone is special to them Identifies different aspects they like about their family, and aspects they would like to change Identifies with whom their lives are linked Accepts they cannot always do what they want Contributes in a range of group activities	Can match pictures of items from the past with people from the past. **Chronology (Sequencing the past)** Can use simple timelines to sequence processes, events and objects within their own experience. Can use terms 'then' and 'now' and 'the past' correctly. **Disciplinary Concept – Continuity and Change** Can confidently identify changes by recognising old and new and their similarities and differences **Historical Enquiry and using sources as evidence** Use information from two simple sources to find information e.g. 'How can we tell which photo came first?', 'Because this is a baby and then it has grown.
Design and Technology – Collage Portraits	**Engagement Steps 1- 3**	**Engagement Steps 4 - 6**	**Primary Steps 1 - 3**	**Primary Steps 4 – 6 (Y1/2)**
	Engagement Steps 1 Reacts to being moved downwards with minor physiological changes Reacts to being moved from back to tummy or tummy to back Reacts to rocking movement with minor physiological changes when they are being moved Moves tongue in and out Co-ordinates sucking, swallowing and breathing] **Engagement Steps 2** Reacts when their feet are touched with different textures	**Engagement Steps 4** Reacts to being moved upwards with minor physiological changes Reacts to the act of accelerated movement with minor physiological changes when travelling forwards Passes an object with their hands when they have been prompted by a member of staff Picks up small objects securely with a pincer grip **Engagement Steps 5** Searches for a sound source that has ceased Shows preference for one hand	**Primary Steps 1** Finds an item in their immediate environment that can be pulled Rolls, flattens, tears, joins and moulds pliable material Chooses the correct familiar tool for a task from a group of three Links or joins construction toys generally independently Grasps tools generally independently **Primary Steps 2** Cuts with scissors when paper held for them Responds appropriately to shape-based terminology	**Learning Objectives** **Sculpture** **Year 1** Explore a range of materials to learn how to cut, roll and coil. Use a range of materials to design and make products **Year 2** Use clay to join elements together. Building on Year 1's experiences of knowing how to cut, roll and coil materials. Know how to make a clay pot and know how to join two clay finger pots together.

	Turns their head to search for stimuli when their cheek is brushed Reacts briefly to a change in position Opens and shuts their hand Holds a small object in their hand (without the thumb tucked in hand) **Engagement Steps 3** Localises a moving object regularly without prompting by a member of staff Touches a variety of textures with any part of the skin without demonstrating defensive behaviour Holds objects with either hand using a palmar grasp when engaging in exploration Transfers from one hand to another using a palmar grasp when engaging in exploration Moves tongue and jaw together as a unit when eating	Holds objects in their hands Takes lids off containers when playing Makes marks with either hand **Engagement Steps 6** Allows their nose to be wiped Uses the toilet with only a few accidents Snips with scissors Releases an object to pass to another person Draws a roughly straight line	Rolls pliable materials into different shapes Finds shapes from description e.g. with a straight edge Selects material which is appropriate for the task **Primary Steps 3** Folds, tears and cuts paper and card Joins different materials Marks the material where a join/cut needs to be made Communicates about what they think of their own work Identifies some reasons why a specific material is used for a task	
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