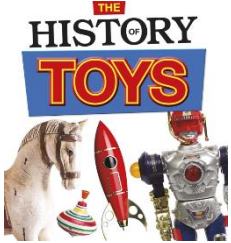
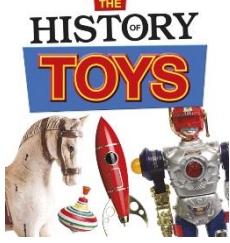
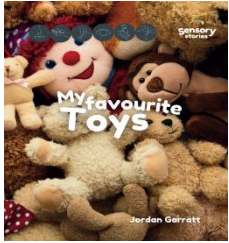
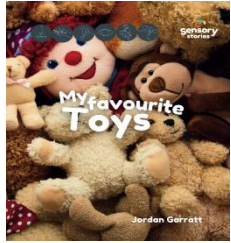
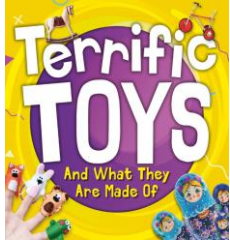
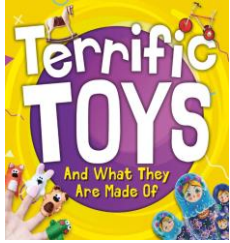
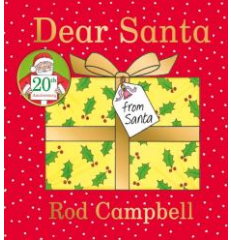




**Meadowbank Primary School**  
**Half Termly Sensory Curriculum – Autumn 2 2025**  
**Phase Resource Provision – Meadow Room**



	<b>Week 1</b> Wk Beg 03.11	<b>Week 2</b> Wk Beg 10.11	<b>Week 3</b> Wk Beg 17.11	<b>Week 4</b> Wk Beg 24.11	<b>Week 5</b> Wk Beg 01.12	<b>Week 6</b> Wk Beg 08.12	<b>Week 7</b> Wk Beg 15.12
<b>Big Question</b>	What do we know about Toys?						
<b>Book Studies</b>	<b>History of Toys</b> by Helen Cox Cannon  	<b>History of Toys</b> by Helen Cox Cannon  	<b>My Favourite Toys</b> by Jordan Garratt  	<b>My Favourite Toys</b> by Jordan Garratt  	<b>Terrific Toys and what they are made of</b> by Anthony William  	<b>Terrific Toys and what they are made of</b> by Anthony William  	<b>Dear Santa</b> by Rod Campbell  
<b>Enhancements</b> <b>Visits and Visitors</b>							Z Arts Theatre Trip My Snowy Day 17.12.25
<b>Parental Engagement</b>						Foundation Stage Christmas Sing-Along 10.12.25 9.15am or 11.12.25 2.30pm Year 1 and 2 08.12.25 2.15pm 09.12.25 9.15am Year 3 and 4 09.12.25 2.15am 11.12.25 9.15am	
<b>Whole School and National Events</b>	Bonfire Night 05.11.25 Outdoor Classroom Day 06.11.25	Anti-Bullying week Odd Sock Day 10.11.25 Remembrance Day 11.11.25 Children in Need 14.11.25				Christmas Dinner 10.11.25 'Save the Children'. Christmas Jumper Day 11.12.25	Santa Dance-a-thon 17.12.25 Children's Christmas Party 18.12.25

Literacy Non Fiction and Labelling	Engagement Steps 1-3	Engagement Steps 4-6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	<p><b>Learning Objectives</b>  <b>Engagement Steps: Attention Skills 1</b>            Demonstrates a brief interest in sights in their immediate environment when encouraged            Explores pages in books visually/haptically when working with a member of staff            Watches members of staff for short periods of time whilst not engaged in a task            Reacts to an instruction positively or negatively when a member of staff initiates interaction</p> <p><b>Engagement Steps: Communicating Preference &amp; Choice 2</b>            Indicates they wish to know what is hidden, e.g. in the box            Turns the pages of a book when looking at books independently            Indicates a preference when provided with two pictures of equally liked items            Demonstrates an interest in words through facial expressions when members of staff talk to them</p> <p><b>Engagement Steps: Cognitive 3</b>            Identifies letters and symbols, demonstrating an understanding that they convey a meaning            Joins in with repetition of a story or song independently            Imitates words, signs, or symbols of 10 objects            Copies 10-20 words immediately (echoing)            Follows a simple one- or two-key word instruction when accompanied by gestures and context</p>	<p><b>Learning Objectives</b>  <b>Engagement Steps: Communicating Preference &amp; Choice 4</b>            Communicates about drawings and paintings            Requests new colours when painting, e.g. by pointing to their selection            Suggests what colour they would like to make an object, e.g. I want to draw a red fish            Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture</p> <p><b>Engagement Steps: Attention Skills 5</b>            Follows simple commands with appropriate responses, e.g. rolls the ball when requested to            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            Listens as a member of staff talks about a book</p> <p><b>Engagement Steps: Interaction 6</b>            Listens to talk addressed to them, but finds it difficult if prompts are not provided            Follows one-step instructions containing two key words, e.g. hold the book            Follows instructions containing an adjective, e.g. give the big box to Tom            Follows two-step instructions, e.g. get your cup, and bring it here            Responds to questions about immediate experiences</p>	<p><b>Learning Objectives</b>  <b>Primary Steps 1-3: Reading</b>  <b>Progression Steps: Spoken Language, Receptive 1</b>            Listens and responds to simple information or instructions            Follows two-step instructions, e.g. get your cup, and bring it here            Looks at an object when it is named            Finds an object by location, e.g. find me a member of staff from the office            Attends to a member of staff when their own name is called</p> <p><b>Progression Steps: Spoken Language, Receptive 2</b>            Sits in group and listens to a story            Demonstrates understanding of simple concepts including "In", "On", "Under", "Big", or "Little"            Listens to others talking without interruption in a structured adult led activity, for short periods of time            Listens for the answers to questions</p> <p><b>Progression Steps: Spoken Language, Receptive 3</b>            Listens and responds in small groups            Responds to verbal feedback            Follows and gives directions around the room and the setting            Responds to a member of staff calling their name</p>	<p><b>Learning Objectives</b>  <b>Primary Steps 4-6/Year 1/ Year 2: Reading and writing</b>  <b>Year 1</b>            Discuss word meanings and link these to previously known words.            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'.            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.</p> <p><b>Year 2</b>            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.            Retrieve information from the text and identify the layout of non-fiction texts.            Use expanded noun phrases to describe and specify.            Discuss the unfamiliar words and what these might mean.            Apply statements, questions and exclamations.            Identify different word types (adjectives, nouns and verbs)            Distinguish between statements and exclamations.            Generate exclamation sentences.            Plan or say out loud what we are going to write about.            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><b>Learning Objectives</b>  <b>Engagement Steps: Exploration 1</b>  Begins to accept objects or materials offered  Explores objects through touch and manipulates them  Looks at adult when approached  Uses a range of senses to explore materials or events</p> <p><b>Engagement Steps: Exploration 2</b>  Explores a range of materials consistently  Reaches for or points to objects  Accepts or rejects objects or materials  Demonstrates preferences for materials or items  Demonstrates awareness of object permanence</p> <p><b>Engagement Steps: Exploration 3</b>  Selects familiar objects independently  Explores cause and effect relationships  Seeks to repeat a new or interesting action  Shares attention with another person to an object or event  Demonstrates awareness of differences in size, shape, or colour</p>	<p><b>Learning Objectives</b>  <b>Engagement Steps: Exploration 4</b>  Investigates objects to see what they do  Seeks to match objects  Chooses items for a specific purpose  Sorts or groups items according to simple criteria</p> <p><b>Engagement Steps: Exploration 5</b>  Sorts objects by simple given criteria  Uses functional objects appropriately  Matches objects or pictures by a given attribute  Identifies differences or similarities in items  Begins to link concepts such as size, shape, and quantity</p> <p><b>Engagement Steps: Exploration 6</b>  Sorts objects according to a given attribute  Selects materials for a given task  Counts small sets of objects with support  Begins to interpret simple visual information  Engages in structured sorting or matching activities</p>	<p><b>Learning Objectives</b>  <b>Progression Steps: Statistics 1</b>  Groups similar objects into simple sets with support, e.g. cars, animals, etc.  Completes one-to-one matching, e.g. gives an object to each person  Sorts objects by a given criteria when contrasts are obvious  Sorts objects using their own criteria</p> <p><b>Progression Steps: Statistics 2</b>  Makes a mark on a tally when prompted  Sorts a range of everyday objects correctly  Completes a simple chart to show their findings  Records data through pictures  Identifies similarities and differences</p> <p><b>Progression Steps: Statistics 3</b>  Records their results using a simple pre-drawn chart  Sorts objects by given criterion  Extracts simple information from a pictogram  Extracts simple information from a block diagram  Interprets and constructs simple pictogram</p>	<p><b>Learning Objectives</b>  <b>Year 1 and 2</b>  Interpret and construct simple pictograms, tally charts, block diagrams and simple Tables  Ask and answer simple questions by counting the number of objects in each category  and sorting the categories by quantity  Ask and answer questions about totalling and comparing categorical data.</p>
Science Sorting Materials	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	<p><b>Learning Objectives</b>  <b>Engagement Steps: Exploration 1</b>  Begins to accept objects or materials offered  Explores objects through touch and manipulates them  Looks at adult when approached  Uses a range of senses to explore materials or events</p> <p><b>Engagement Steps: Exploration 2</b>  Explores a range of materials consistently  Reaches for or points to objects</p>	<p><b>Learning Objectives</b>  <b>Engagement Steps: Exploration 4</b>  Investigates objects to see what they do  Seeks to match objects  Chooses items for a specific purpose  Sorts or groups items according to simple criteria</p> <p><b>Engagement Steps: Exploration 5</b>  Sorts objects by simple given criteria  Uses functional objects appropriately  Matches objects or pictures by a given attribute</p>	<p><b>Learning Objectives</b>  <b>Progression Steps: Science Chemistry: Properties and Changes of Materials 1</b>  Reacts to a new substance placed in their hand  Engages in a simple sensory activity for one minute  Explores objects and substances through sensory exploration, e.g. smelling, feeling or looking  Identifies a preferred object or substance through exploration</p>	<p><b>Learning Objectives</b>  <b>Year 1</b>  Ways to test reflectiveness.  Identifying, classifying and grouping.  Match an object with the material it is made from.  Describe the properties of materials.  Sort materials using their properties and discuss their similarities and differences.</p> <p><b>Year 2</b>  Materials Hunt.  Comparative and fair tests.</p>

	<p>Accepts or rejects objects or materials Demonstrates preferences for materials or items Demonstrates awareness of object permanence</p> <p><b>Engagement Steps: Exploration 3</b> Selects familiar objects independently Explores cause and effect relationships Seeks to repeat a new or interesting action Shares attention with another person to an object or event Demonstrates awareness of differences in size, shape, or colour</p>	<p>Identifies differences or similarities in items Begins to link concepts such as size, shape, and quantity</p> <p><b>Engagement Steps: Exploration 6</b> Sorts objects according to a given attribute Selects materials for a given task Counts small sets of objects with support Begins to interpret simple visual information Engages in structured sorting or matching activities</p>	<p><b>Progression Steps: Science Chemistry: Properties and Changes of Materials 2</b> Explores a variety of materials in sensory trays Requests a specific object for a sensory activity Identifies a preference between materials, e.g. hard/soft, rough/smooth Demonstrates anticipation when a familiar sensory activity begins Shows curiosity when a new object is placed in their hands</p> <p><b>Progression Steps: Science Chemistry: Properties and Changes of Materials 3</b> Identifies obvious changes when two materials are combined Comments on the differences in texture between different objects Communicates that materials can be hard or soft Selects materials to match a given property Predicts which materials might change when mixed or heated (with support)<sup>2</sup></p>	<p>Name an object, say what material it is made from, identify the properties of that material and make links between its properties and its use.</p> <p>Describe the actions used to change the shape of an object. Describe similarities and differences between different materials, making links to their uses.</p>
<b>PSHEE&amp;RSE Sharing and Playing Together</b>	<b>Engagement Steps 1- 3</b>	<b>Engagement Steps 4 - 6</b>	<b>Primary Steps 1 - 3</b>	<b>Primary Steps 4 - 6 (Y1)</b>
	<p><b>Learning Objectives</b> <b>Engagement Steps: Regulation 1</b> Calms after hearing voices when previously in a state of distress Calms after being changed when previously in a state of distress Calms after being fed when previously in a state of distress Calms after being swaddled when previously in a state of distress Calms at the sight of a reassuring presence when previously in a state of distress</p> <p><b>Engagement Steps: Regulation 2</b> Calms with physical contact Vocalises cooing noises intermittently when self-stimulating Reduces vocal activity with physical contact</p>	<p><b>Learning Objectives</b> <b>Engagement Steps: Regulation 4</b> Chooses to sit with a specific person at mealtime Expresses emotions towards others using words, not just actions Accepts some boundaries for a short period Co-operates with a peer for a short period Waits for help when they have a problem</p> <p><b>Engagement Steps: Awareness 5</b> Demonstrates an awareness of other people's feelings Demonstrates concern for a peer Demonstrates social emotions, e.g. sympathy for someone who is hurt Demonstrates an understanding of their own individuality</p>	<p><b>Learning Objectives</b> <b>Progression Steps: Mental Wellbeing 1</b> Expresses emotions towards others using words, not just actions Finds a nearby familiar member of staff to speak to if they are upset during an activity Shows care and concern for self Demonstrates remorse when they have done something wrong Verbalises feelings of happiness, sadness, anger, fear and love</p> <p><b>Progression Steps: Developing Good Relationships &amp; Respecting the Differences between People 2</b> Communicates an awareness of other people's feelings</p>	<p><b>Learning Objectives</b> <b>Year 1</b> <b>Rights and responsibilities</b> Understand my rights and responsibilities as a member of the class. <b>Making Choices</b> Recognise that choices have consequences <b>Celebrating Difference</b> Understanding that differences make us special and unique <b>Special People</b> Can identify the members of my family and understand that there are lots of different types of families <b>Relationships</b> Know who can help me in my school community.</p> <p><b>Assessment Indicators</b></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><b>Engagement Steps Regulation 3</b></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>Responds to praise by repeating an action</p> <p><b>Engagement Steps: Awareness 6</b></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><b>Progression Steps: Developing Confidence &amp; Responsibility &amp; Making the Most of Their Abilities 3</b></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>Explain why I have special relationships and how these relationships make me feel safe and good about myself.</p> <p>Explain how my qualities help these relationships.</p> <p>Examples of behaviour in other people that I appreciate and don't like.</p> <p>Suggest different ways to show appreciation and recognise appreciation.</p> <p>Explain how other people's behaviour can affect me and make me feel safe or not.</p>
<b>Humanities History - Old and New Toys</b>	<b>Engagement Steps 1- 3</b>	<b>Engagement Steps 4 - 6</b>	<b>Primary Steps 1 - 3</b>	<b>Primary Steps 4 - 6 (Y1)</b>
	<p><b>Learning Objectives</b></p> <p><b>Engagement Steps: Gross Motor Skills 1</b></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><b>Engagement Steps: Gross Motor Skills 2</b></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><b>Engagement Steps Gross Motor Skills 3</b></p>	<p><b>Learning Objectives</b></p> <p><b>Engagement Steps: Gross Motor Skills 4</b></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><b>Engagement Steps: Attention Skills 5</b></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><b>Engagement Steps: Communicating Preference &amp; Choice 6</b></p>	<p><b>Learning Objectives</b></p> <p><b>Progression Steps: History 1</b></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><b>Progression Steps: History 2</b></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><b>Learning Objectives</b></p> <p><b>Historical Knowledge (Constructing the past)</b></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><b>Chronology (Sequencing the past)</b></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><b>Disciplinary Concept - Continuity and Change</b></p> <p>Can confidently identify changes by recognising old and new and their similarities and differences e.g. trains/cars/planes.</p>

	<p>Climbs up furniture tentatively when left to explore</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>Talks about family or personal events in the past</p> <p><b>Progression Steps: History 3</b></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><b>Historical Enquiry and using sources as evidence</b></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>
<b>Art Design &amp; Technology Making Toys</b>	<b>Engagement Steps 1- 3</b>	<b>Engagement Steps 4 - 6</b>	<b>Primary Steps 1 - 3</b>	<b>Primary Steps 4 - 6 (Y1)</b>
	<p><b>Learning Objectives</b></p> <p><b>Engagement Steps: Sensory 1</b></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><b>Engagement Steps: Sensory 2</b></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><b>Engagement Steps Sensory 3</b></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><b>Learning Objectives</b></p> <p><b>Engagement Steps: Attention Skills 4</b></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><b>Engagement Steps: Sensory 5</b></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><b>Engagement Steps: Sensory 6</b></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><b>Learning Objectives</b></p> <p><b>Progression Steps: Technical Proficiency 1</b></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><b>Progression Steps: Producing, Exploring &amp; Recording 2</b></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><b>Progression Steps: Technical Proficiency 3</b></p>	<p><b>Learning Objectives</b></p> <p><b>Mechanical Systems - Sliders and Levers Designing</b></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><b>Making</b></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><b>Evaluating</b></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>

	<p>Crumples paper Communicates about textures</p>	<p>Feels and simply describes the substance they have mixed Plays with sand</p>	<p>Uses information from their sketchpads and scrapbooks to aid decisions/plan artwork Uses a range of media with control, showing attention to guidance given 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</p>	
<p><b>Music</b> <b>Charanga - Anyone can play Unit 1</b> <b>Introducing Instruments</b></p>	<p><b>Unit 1 Areas of Engagement</b> <b>Exploration</b> Explores different instruments <b>Realisation</b> Stills/animates to sounds <b>Anticipation</b> Anticipates the sounds the instruments make <b>Persistence</b> Interacts with the instruments <b>Initiation</b> Works independently</p>	<p><b>Listen &amp; Respond</b> To know a variety of songs To be able to move, play or respond to the songs</p>	<p><b>Explore &amp; Create</b> 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.</p>	<p><b>Share &amp; Perform</b> 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</p>