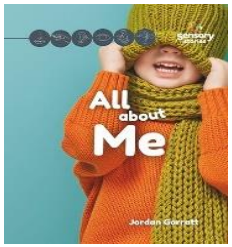
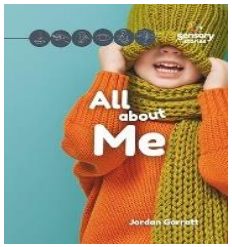
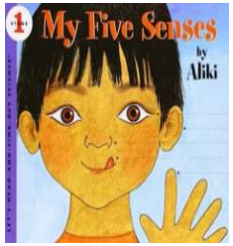
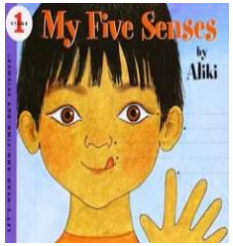
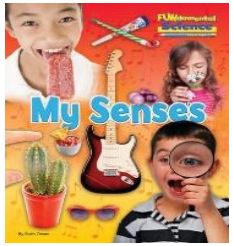
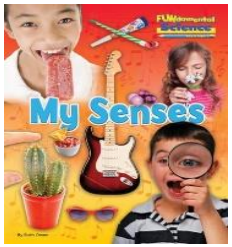
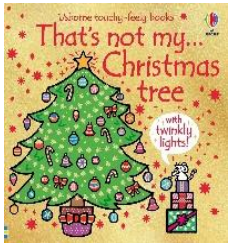
Meadowbank Primary School
Half Termly Sensory Curriculum – Autumn 2 2026
Phase Resource Provision – Meadow Room

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Big Question	**What makes me unique?**						
Book Studies	**All About Me by Jordan Garratt** 	**All About Me by Jordan Garratt** 	**My Five Senses by Aliki** 	**My Five Senses by Aliki** 	**My Senses by Ruh Owen** 	**My Senses by Ruh Owen** 	**That's not my Christmas Tree** 
Enhancements Visits and Visitors							Z Arts Theatre Trip to see 'A Shiny Christmas'. 17.12.26
Whole School and National Events	Bonfire Night 05.11.26 Outdoor Classroom Day 05.11.26	Anti-Bullying week Odd Sock Day 16.11.26 Remembrance Day 11.11.26 Children in Need 13.11.26				Christmas Dinner Day 09.12.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

Literacy Non Fiction	**Engagement Steps 1-3**	**Engagement Steps 4-6**	**Primary Steps 1 – 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement 1** Gives momentary attention to pictures put in front of them Glances at light briefly when the source enters their field of vision Changes facial expressions incidentally during an interaction when engaged Plays with their mouth muscles by smiling without any external stimulation **Engagement 2** Engages in an activity for three seconds with a familiar person	**Learning Objectives** **Engagement 4** Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue Attends to changes pointed out by a member of staff in their environment aurally when transitioning from subject to subject Communicates with a member of staff using some elements of conventional communication Manipulates materials in increasingly complex ways when given intricate objects	**Learning Objectives** **Primary Step 1** Identifies letters and symbols, demonstrating an understanding that they convey a meaning Says an appropriate word to complete a sentence when the adult pauses Responds to questions about familiar events Uses a single word, sign, or symbol to name an object **Primary Step 2**	**Learning Objectives** **Primary Steps 4-6/Year 1/ Year 2: Reading and writing** **Year 1** Discuss word meanings and link these to previously known words. Joining words and joining clauses using 'and'. Beginning to use other coordinating conjunctions such as 'but' and 'so' and some subordinating conjunctions such as 'because'. Correct use of question marks. Uses an exclamation mark.

	Focuses attention on moving faces intermittently when within their visual range Gives intermittent reactions to the facial expressions of a familiar person during interactive play Demonstrates downgaze Shows in and out tongue movements **Engagement 3** Changes their facial expressions when faces disappear from view Demonstrates a brief interest in noises in their immediate environment when encouraged Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction Attempts to copy facial expressions Holds objects with either hand using a palmar grasp	**Engagement 5** Joins in with repetition of a story or song independently Repeats a member of staff's last word Begins words with a range of consonant sounds when communicating Communicates with a vocabulary of 5 words, signs, or symbols Presses buttons **Engagement 6** Compares objects when investigating which interests them more Compares the weight of two objects with assistance Orientates their body towards a member of staff's voice Imitates drawing circles and horizontal and vertical lines	Reads words by blending sounds with known graphemes, with help from a member of staff Identifies the letters of the alphabet by their sound Dictates text for a purpose ,e.g. a postcard Answers questions related to an event; Asks a simple 'How…?' question **Primary Step 3** Identifies the name of ten letters Recognises a handwritten or printed occurrence of their own name Answers simple questions about their writing with some prompting Responds to questions that require simple recall Communicates ideas with short phrases or sentences	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. 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.
Mathematics Time	**Engagement Steps 1-3**	**Engagement Steps 4-6**	**Primary Steps 1 – 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement 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 2** Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person	**Learning Objectives** **Engagement Step 4** Explores objects by scrunching them when given appropriate items Identifies common objects by pointing/looking at them when they have been named Puts different objects in to containers when encouraged to do so by a member of staff Searches for objects with their eyes/hands when they fall out of sight **Engagement 5** Explores a range of natural objects	**Learning Objectives** **Progression Step 1** Communicates about something they do during the day and night Shows anticipation due to daily schedule ,e.g.noise from dining room Responds appropriately to the upcoming activity, e.g. home time, music lesson, etc. Identifies that the Moon can be seen at night **Progression Step 2** Gives the day an appropriate name that may not be correct Moves slowly on command Talks simply about their daily routine	**Learning Objectives** **Year 1** Sequence events: Compare, describe, and solve practical problems for time, including sequencing events chronologically (e.g., using terms like before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening). Recognise and use language for dates: Understand and use vocabulary related to days of the week, weeks, months, and years.

	Stills to familiar environmental sounds Swipes at an object in their vicinity with the intention to interact with it Reaches for an object voluntarily with one hand when playing with another person **Engagement 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 food stuff with their hands Reacts briefly to noise-making objects in their hand Participates actively in the feeding process, e.g. opens mouth in anticipation	Knocks objects intentionally to make them move Tests new/unfamiliar objects, e.g. through manipulation/squeezing Responds to simple questions with appropriate responses Repeatedly undertakes an action to affect an outcome **Engagement 6** Presses a switch with an auditory prompt Locates an object kept in a familiar place Responds to a new/unknown object Interacts logically with a new/unfamiliar object Finds an object by function	Sequences three pictures of daily events Communicates what they saw yesterday **Progression Step 3** Recounts what they did a short time ago,e.g. at playtime Indicates that night and day follow and are regular Uses a range of vocabulary to describe key parts of the day Identifies some of the days of the week Responds appropriately to time-based terminology	Measure and record time: Begin to measure and record time in terms of seconds, minutes, and hours. Tell the time: Tell the time to the hour and half past the hour, and draw the hands on a clock face to show these times **Year 2** Tell and write the time to five minutes, including quarter past and quarter to the hour. Draw the hands on a clock face to show these times. Know the number of minutes in an hour (60) and the number of hours in a day
Science **My Senses – 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** Sucks their thumb/fingers intermittently Tolerates a ball being rolled over their body Accepts their arms being moved during dressing Reacts to temperature with minor physiological changes when moving from one extreme to another Reacts to physical contact with minor physiological changes when hands are touched firmly **Engagement 2** Alerts to an unusual sound Reacts to light with an intermittent heightened expressive response when positioned towards a light source Turns their head to search for stimuli when sounds alert them to actions out of sight Reacts when their hands are touched with different textures Grasps objects briefly when they are placed in their hand	**Learning Objectives** **Engagement 4** Tracks different sensory stimuli briefly when provided with new stimuli Tracks light until it moves out of range when patterns move around quickly in the sensory room Stops and faces environmental sounds Touches a range of textures without protest when provided with different objects Reacts consistently to a variety of different sensory experiences when provided with familiar activities **Engagement 5** States whether something is cold or hot Touches a range of liquids with differing consistencies Demonstrates an awareness of whether it is light or dark Responds differently to loud and soft noises Explores the smell of a new object **Engagement 6** Focuses on objects near and far	**Learning Objectives** **Primary 1** Recognises their family in a video clip Recognises differences between themselves and a peer Looks at and responds to pictures of themselves at different ages Shows an awareness of past activities with which they were involved Recognises their family in a photograph **Primary 2** Identifies a difference in a photo of a person taken when they are young and older Answers 'Who?' 'What? 'or 'Where?' questions Identifies common items by using familiar group names Demonstrates how different parts of their body move, Observes and responds to a change over time **Primary 2** Sorts objects into groups	**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.

	Engagement 3 Follows moving objects past midline when tracking an item propelled by a member of staff Localises a sound source regularly without prompting from a member of staff Reacts excitedly to texture, showing signs when offered a variety of tactile experiences Stops babbling to listen upon hearing a familiar voice in their vicinity Tracks moving object/light down then up	Crumples paper Communicates about textures Asks for help when they are hurt Listens to a peer making a sound	Labels a simple diagram ,e.g. puts pictures of body parts on a silhouette Comments on photographs of themselves at different ages, noting how their features have changed Completes a simple chart to show their findings	
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	**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

		Expresses likes and dislikes, giving simple reasons Requests information about a new activity/object/event		
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 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	**Learning Objectives** **Engagement Steps 4** Responds to praise with positive facial expressions when successfully completing a task 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	**Learning Objectives** **Progression Step 1** Names a person in their immediate family Recognises familiar people on a video clip 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	**Learning Objectives** **Historical Knowledge (Constructing the past)** Can understand the key concept of then and now. 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 – Food Technology	**Engagement Steps 1- 3**	**Engagement Steps 4 - 6**	**Primary Steps 1 - 3**	**Primary Steps 4 – 6 (Y1/2)**
	Learning Objectives **Engagement Steps 1** Demonstrates a brief agitated response to unpleasant tastes	**Learning Objectives** **Engagement Steps 4** Eats a variety of food textures with interest when being fed	**Learning Objectives** **Progression Steps 1** Attempts to copy an action ,e.g. spooning ingredients into a bowl	**Learning Objectives** **Food Technology** **Designing**

	Responds to pleasant tastes with sucking motions Responds to stimulation around the mouth Demonstrates distress when hungry Accepts being washed **Engagement Steps 2** Likes a food consistently Turns their head to search for stimuli when smells alert them to food out of sight Likes an object consistently when involved in familiar routines Likes an event consistently when involved in familiar routines Acknowledges pleasure by intermittent responsive smiling when provided with enjoyable smells **Engagement Steps 3** Accepts a wider variety of new tastes Demonstrates some taste preferences Expresses eagerness vocally when presented with a new activity Initiates vocal play by cooing when not engaged with a member of staff Protests through facial expression or vocalisation when a desired activity stops, or an object is removed by a member of staff	Tries a new food willingly when offered by a familiar member of staff Touches a range of textures without protest when provided with different foods Picks up and looks at a new/unfamiliar object Vocalises to a member of staff to attract attention when not engaged in a task **Engagement Steps 5** Rejects some foods on sight, not taste Categorises tastes as nice or nasty Feels the temperature of liquids Combines sounds and gestures to indicate a need Communicates likes or dislikes using words, signs, or symbols **Engagement Steps 6** Chews food appropriately Copes with most foods offered as part of a typical meal Communicates about the textures of the food they are eating Communicates what they would like to eat Indicates needs with words, signs, or symbols like 'more' and 'again'	Describes their action, e.g. mix Selects an appropriate tool for task, e.g. spoon to eat with Sits at the table for a meal Describes and compares the colours of different fruit and vegetables **Progression Steps 2** Predicts what will happen if an item is taken out of the freezer Identifies that food is placed in an oven to warm it up Spreads butter with a knife Identifies how often they eat different types of food Describes the different foods they have on a plate at a meal **Progression Steps 3** Helps a member of staff to use weighing scales in order to compare the weight of something Fills an empty container and uses appropriate language to describe what they have done Peels food with support Identifies where fruit comes from Identifies fruit and vegetables	Design an appealing food product through talk and drawings for a particular user. **Making** Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. **Evaluating** Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose
Music **Charanga – Anyone can play -Musical 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