



Meadowbank Primary School
Half Termly Sensory Curriculum - Spring 1 2026
Phase Resource Provision - Meadow Room



	Week 1 Wk Beg 05.01	Week 2 Wk Beg 12.01	Week 3 Wk Beg 19.01	Week 4 Wk Beg 26.01	Week 5 Wk Beg 02.02	Week 6 Wk Beg 09.02
Big Question	What do we see when living things grow?					
Book Studies	A Squash and a Squeeze by Julia Donaldson 	A Squash and a Squeeze by Julia Donaldson 	The Growing Story by Ruth Krauss and Helen Oxenbury 	The Growing Story by Ruth Krauss and Helen Oxenbury 	Life Cycle of a Frog by Jordan Garratt 	Life Cycle of a Frog by Jordan Garratt
Enhancements Visits and Visitors	Heather Cooke from Cheshire library services visiting school to deliver a sensory story 15.01.26					
Whole School and National Events	NSPCC Number Day 06.02.26 Children's Mental Health Week WB 09.02.26 Safer Internet Day 10.02.26					
Literacy Stories with familiar setting	Engagement Steps 1-3		Engagement Steps 4-6		Primary Steps 1 - 3	
	Learning Objectives Engagement Steps: Attention Skills 1 Vocalises in response to pain or other unpleasant stimuli Demonstrates a reflex response to their own sounds Reacts to a range of sounds that are close by Startles to sudden loud noises Engagement Steps: Attention Skills 2 Focuses attention on moving sounds intermittently when within auditory range Engages in an activity for five seconds with a familiar person		Learning Objectives Engagement Steps: Attention Skills 4 Joins in songs with babble and a few recognisable words, signs, or symbols Listens to, and can engage with, music they have not heard before Responds to one-step commands appropriately when asked clearly by a member of staff Takes part in a simple one-to-one listening game Repeats a member of staff's last word Engagement Steps: Attention Skills 5		Learning Objectives Progression Steps: Comprehension 1 Joins in with some actions or repeats some words, rhymes and phrases when prompted (PKSS) Repeats the repetitive word or phrase from a story, poem, or rhyme after hearing it Listens to stories from books that contain pictures and text Sits quietly when listening to a story Progression Steps: Comprehension 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 co-ordinating conjunctions such as 'but' and 'so' and some subordinating conjunctions such as 'because'. Correct use of question marks. Uses an exclamation mark.					

	<p>Maintains attention on certain voices for five seconds when alert and ready</p> <p>Listens to a member of staff briefly when they are spoken to</p> <p>Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols</p> <p>Engagement Steps: Attention Skills 3</p> <p>Imitates environmental sounds in their own manner</p> <p>Vocalises to a member of staff to attract attention when not engaged in a task</p> <p>Joins in with repetition of a story or song independently</p> <p>Reacts to an instruction positively or negatively when a member of staff initiates interaction</p> <p>Looks at a person/activity, maintaining eye contact when engaged by a member of staff</p>	<p>Joins in a small group rhyme or story activity</p> <p>Explores sounds they can make with instruments</p> <p>Listens for, and tries to identify, sounds in the setting</p> <p>Communicates about the effects of different tools on dough</p> <p>Engagement Steps: Attention Skills 6</p> <p>Joins in with familiar poems and songs</p> <p>Listens for the answers to questions</p> <p>Says rhymes with recognisable words when playing by themselves</p> <p>Communicates about drawings and paintings</p> <p>Makes a choice from a range of three or more physical items</p>	<p>Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS)</p> <p>Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions.</p> <p>Reacts excitedly when hearing familiar stories</p> <p>Predicts what will happen in a repetitive story</p> <p>Repeats specific lines when 'reading' independently</p> <p>Progression Steps: Comprehension 3</p> <p>Joins in discussion about a story</p> <p>Explains simply why they liked or disliked the story</p> <p>Communicates how a story or poem makes them feel</p> <p>Explains how a character might be feeling, e.g. Jack was running because he was "scared"</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>Year 2</p> <p>Re-read for meaning and check that the text makes sense.</p> <p>Recognise when a text does not make sense and go back through and re-read.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Discuss the unfamiliar words and what these might mean.</p> <p>Apply statements, questions and exclamations.</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>Make simple additions, revisions and corrections to writing.</p>
Mathematics Money	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>Demonstrates a reflex response to their own sounds</p> <p>Gives momentary attention to familiar food containers in front of them</p> <p>Glances at objects within 50 centimetres when the objects are moved closer</p> <p>Reacts to a range of sounds that are close by</p> <p>Engagement Steps: Attention Skills 2</p> <p>Engages in an activity for three seconds with a familiar person</p> <p>Focuses attention on moving objects intermittently when within their visual range</p> <p>Maintains attention on certain objects for five seconds when alert and ready</p>	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 4</p> <p>Chooses between two objects presented to them</p> <p>Looks towards objects that are just out of reach</p> <p>Selects a desired object from a field of two</p> <p>Explores an object for five minutes when working co-actively</p> <p>Plays with objects happily</p> <p>Engagement Steps: Attention Skills 5</p> <p>Chooses from a selection of two or three objects</p> <p>Accepts a choice and plays with selected object</p> <p>Makes an exchange - hands over one object to receive another</p>	<p>Learning Objectives</p> <p>Progression Steps: Number Money 1</p> <p>Recognises coins and notes through sensory exploration</p> <p>Matches coins of the same size with support</p> <p>Begins to use real objects (e.g. coins) in play scenarios</p> <p>Participates in a structured exchange activity with support</p> <p>Progression Steps: Number Money 2</p> <p>Sorts coins by size or colour</p> <p>Chooses appropriate coins to pay for familiar items in a role-play context</p> <p>Begins to understand the concept of paying and receiving change in structured play</p> <p>Recognises and names a range of coins up to 10p</p>	<p>Learning Objectives</p> <p>Year 1</p> <p>Vocabulary: Money, buy, sell, coin, pay, penny/pence, pound, price, spend.</p> <p>Given a number, identify one more and one less using coins</p> <p>Subtract 1 from any number to 10 using pennies</p> <p>Know bonds to 4,5,6,7,8,9 - using coins</p> <p>Add two number by counting two groups of objects - using coins to make totals</p>

	<p>Watches the faces of other people eating briefly</p> <p>Puts hands on spoon or cup whilst being fed (but doesn't hold independently)</p> <p>Engagement Steps: Attention Skills 3</p> <p>Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects</p> <p>Reacts consistently to stimuli when interacting with familiar activities</p> <p>Searches for partially hidden objects with their eyes or hands when playing alone</p> <p>Demonstrates a brief interest in noises in their immediate environment when encouraged by a member of staff</p> <p>Engages in co-active exploration proactively when working with a member of staff</p>	<p>Selects preferred item when shown two pictures</p> <p>Engagement Steps: Attention Skills 6</p> <p>Chooses between two familiar items</p> <p>Makes a supported choice during a structured activity</p> <p>Exchanges symbols for preferred items</p> <p>Communicates preferences using signs, symbols or gestures</p> <p>Shares an activity with another person for ten minutes</p>	<p>Uses real or toy money to make simple purchases during planned activities</p> <p>Progression Steps: Number Money 3</p> <p>Matches coins to prices using real or toy money</p> <p>Adds coins to make amounts up to 20p</p> <p>Identifies when they have enough money to buy an item</p> <p>Role plays a shopkeeper or customer with minimal prompts</p> <p>Begins to understand the idea of saving or waiting for more money</p>	
Science Health and Growth	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: Attention Skills 1</p> <p>Reacts to physical contact with minor physiological changes when hands are touched lightly</p> <p>Reacts to movement with minor physiological changes when objects or people move suddenly</p> <p>Reacts to noise with minor physiological changes when the environmental volume changes suddenly</p> <p>Reacts to textures with minor physiological changes when feeling rough or smooth surfaces</p> <p>Reacts to changes in light with minor physiological changes when a light is turned on or off.</p> <p>Engagement Steps: Attention Skills 2</p> <p>Reacts consistently to stimuli when interacting with familiar activities</p> <p>Demonstrates a brief interest in objects in their immediate environment when encouraged</p> <p>Demonstrates a brief interest in sights in their immediate environment when encouraged</p>	<p>Engagement Steps: Attention Skills 4</p> <p>Demonstrates understanding of familiar objects and their uses</p> <p>Requests food or drink at the appropriate time of day, e.g. snack</p> <p>Demonstrates anticipation when specific equipment is distributed</p> <p>Uses objects associated with hygiene when prompted.</p> <p>Engagement Steps: Attention Skills 5</p> <p>Follows an instruction to participate in a hygiene routine, e.g. uses soap when shown</p> <p>Communicates the similarities between a new object and a familiar one</p> <p>Identifies that a new/unfamiliar object has a purpose and begins to explore this</p> <p>Communicates a need to rest or lie down when tired</p> <p>Requests support with a routine, e.g. asking for help with brushing teeth.</p> <p>Engagement Steps: Cognitive 6</p> <p>Identifies when they are hungry or thirsty and communicates it</p> <p>Follows a simple self-care routine with minimal prompts</p>	<p>Progression Step: Science Biology: Animals Including Humans 1</p> <p>Responds to prompts to complete hygiene routines, e.g. wiping hands</p> <p>Communicates needs related to hunger, thirst, or tiredness</p> <p>Shows awareness of different body parts during daily routines</p> <p>Follows a simple step in a hygiene routine when reminded</p> <p>Explores body-related objects, e.g. toothbrush, tissue.</p> <p>Progression Step: Science Biology: Animals Including Humans 2</p> <p>Identifies key body parts associated with hygiene routines</p> <p>Demonstrates understanding of why we need to eat, sleep, and stay clean</p> <p>Communicates how they are feeling physically, e.g. tired, hungry, poorly</p> <p>Describes some effects of being unwell</p> <p>Participates in familiar routines that support staying healthy.</p> <p>Progression Step: Science Biology: Animals Including Humans 3</p>	<p>Learning Objectives</p> <p>Year 1/ Year 2</p> <p>Animals including humans</p> <p>Identify a variety of common animals and their structures.</p> <p>Identify, name, draw and label the basic parts of the human body and the senses associated with each one.</p>

	<p>Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects</p> <p>Communicates a need for comfort by crying or vocalising when in discomfort.</p> <p>Engagement Steps: Attention Skills 3</p> <p>Requests food or drink when prompted</p> <p>Explores an object for three minutes when working coactively</p> <p>Observes events with interest when they are the result of their own actions</p> <p>Communicates preferences between familiar items when asked</p> <p>Demonstrates awareness of familiar adults associated with routines</p>	<p>Uses a familiar object to complete a hygiene routine, e.g. wipes nose with tissue</p> <p>Communicates a need for help when unwell or in discomfort</p> <p>Matches familiar objects by function and/or property</p>	<p>Recognises signs of illness and communicates when they feel unwell</p> <p>Explains how to stay clean and healthy</p> <p>Follows a hygiene routine with minimal adult support</p> <p>Identifies healthy habits, e.g. brushing teeth, washing hands</p> <p>Demonstrates understanding of basic bodily functions, e.g. sweating, shivering</p>	
PSHEE&RSE Looking after myself	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>Reacts to physical contact with minor physiological changes when hands are touched lightly</p> <p>Reacts to movement with minor physiological changes when objects or people move suddenly</p> <p>Reacts to noise with minor physiological changes when the environmental volume changes suddenly</p> <p>Reacts to textures with minor physiological changes when feeling rough or smooth surfaces</p> <p>Reacts to changes in light with minor physiological changes when a light is turned on or off.</p> <p>Engagement Steps: Attention Skills 2</p> <p>Reacts consistently to stimuli when interacting with familiar activities</p> <p>Demonstrates a brief interest in objects in their immediate environment when encouraged</p> <p>Demonstrates a brief interest in sights in their immediate environment when encouraged</p>	<p>Learning Objectives</p> <p>Engagement Steps: Attention Skills 4</p> <p>Demonstrates understanding of familiar objects and their uses</p> <p>Requests food or drink at the appropriate time of day, e.g. snack</p> <p>Demonstrates anticipation when specific equipment is distributed</p> <p>Uses objects associated with hygiene when prompted.</p> <p>Engagement Steps: Attention Skills 5</p> <p>Follows an instruction to participate in a hygiene routine, e.g. uses soap when shown</p> <p>Communicates the similarities between a new object and a familiar one</p> <p>Identifies that a new/unfamiliar object has a purpose and begins to explore this</p> <p>Communicates a need to rest or lie down when tired</p> <p>Requests support with a routine, e.g. asking for help with brushing teeth.</p> <p>Engagement Steps: Cognitive 6</p> <p>Identifies when they are hungry or thirsty and communicates it</p> <p>Follows a simple self-care routine with minimal prompts</p>	<p>Learning Objectives</p> <p>Progression Step: Science Biology: Animals Including Humans 1</p> <p>Responds to prompts to complete hygiene routines, e.g. wiping hands</p> <p>Communicates needs related to hunger, thirst, or tiredness</p> <p>Shows awareness of different body parts during daily routines</p> <p>Follows a simple step in a hygiene routine when reminded</p> <p>Explores body-related objects, e.g. toothbrush, tissue.</p> <p>Progression Step: Science Biology: Animals Including Humans 2</p> <p>Identifies key body parts associated with hygiene routines</p> <p>Demonstrates understanding of why we need to eat, sleep, and stay clean</p> <p>Communicates how they are feeling physically, e.g. tired, hungry, poorly</p> <p>Describes some effects of being unwell</p> <p>Participates in familiar routines that support staying healthy.</p> <p>Progression Step: Science Biology: Animals Including Humans 3</p>	<p>Learning Objectives</p> <p>Year 1</p> <p>Healthy me</p> <p>Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.</p> <p>Know what they need to keep body healthy.</p> <p>Hygiene, medicines and substances</p> <p>Know how to keep clean and that germs cause diseases/illnesses.</p> <p>Know household products/medicines can be harmful.</p> <p>Understand medicines can help if used safely.</p> <p>Keeping Safe</p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>Relationships</p> <p>Know who can help me in my school community.</p> <p>Assessment Indicators</p> <p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>

	<p>Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects</p> <p>Communicates a need for comfort by crying or vocalising when in discomfort.</p> <p>Engagement Steps: Attention Skills 3</p> <p>Requests food or drink when prompted</p> <p>Explores an object for three minutes when working coactively</p> <p>Observes events with interest when they are the result of their own actions</p> <p>Communicates preferences between familiar items when asked</p> <p>Demonstrates awareness of familiar adults associated with routines</p>	<p>Uses a familiar object to complete a hygiene routine, e.g. wipes nose with tissue</p> <p>Communicates a need for help when unwell or in discomfort</p> <p>Matches familiar objects by function and/or property</p>	<p>Recognises signs of illness and communicates when they feel unwell</p> <p>Explains how to stay clean and healthy</p> <p>Follows a hygiene routine with minimal adult support</p> <p>Identifies healthy habits, e.g. brushing teeth, washing hands</p> <p>Demonstrates understanding of basic bodily functions, e.g. sweating, shivering</p>	<p>Give examples where being healthy can help me feel happy.</p> <p>Suggest how my body might come to harm if I make unhealthy choices.</p> <p>Explain how healthy choices affect the way I feel about myself and help to make me happy.</p>
Humanities History - Myself and My Family	Engagement Steps 1 - 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Social and Emotional 1</p> <p>Looks towards people when they move into their field of vision</p> <p>Accepts adult interactions within their personal space</p> <p>Reacts to close contact from a familiar adult</p> <p>Responds to a familiar adult's voice</p> <p>Accepts being handled by familiar people</p> <p>Engagement Steps: Social and Emotional Development 2</p> <p>Shows an awareness of a familiar person entering the room</p> <p>Smiles or vocalises when they hear a familiar voice</p> <p>Accepts close interaction with a familiar person</p> <p>Responds to the presence of a familiar adult</p> <p>Shows a change in behaviour when near a familiar adult</p> <p>Engagement Steps Social and Emotional Development 3</p> <p>Responds positively to a familiar person</p>	<p>Learning Objectives</p> <p>Engagement Steps: Social and Emotional Development 4</p> <p>Greets familiar people with a gesture, sound or word</p> <p>Shows excitement when a familiar person enters the room</p> <p>Responds to their own name being called</p> <p>Responds to photos of familiar people</p> <p>Seeks out familiar people when feeling unsure or upset</p> <p>Engagement Steps: Social and Emotional Development 5</p> <p>Communicates about familiar people using symbols, signs or words</p> <p>Identifies people who are important to them</p> <p>Responds appropriately when asked about familiar people</p> <p>Chooses a familiar person in a photograph when asked</p> <p>Communicates who they like to spend time with</p> <p>Engagement Steps: Social and Emotional Development 6</p>	<p>Learning Objectives</p> <p>Understanding the World - Past and Present 1</p> <p>Describes themselves in simple terms, e.g. hair colour or what they are wearing</p> <p>Recognises themselves in a photograph or mirror</p> <p>Identifies a familiar person in a picture</p> <p>Can point to people in their family when named</p> <p>Shows awareness of who they spend time with</p> <p>Progression Steps: Understanding the World - Past and Present 2</p> <p>Can identify similarities and differences between themselves and others</p> <p>Talks about family or personal events in the past</p> <p>Knows some things that happened to them in the past</p> <p>Demonstrates an understanding of time related vocabulary, e.g. before, after</p> <p>Comments on past experiences with adult support</p> <p>Progression Steps: Understanding the World - Past and Present 3</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 talk about past and present events in their own life and in the lives of family members.</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>To begin to make sense of their own life story and family's history</p>

	<p>Shows a preference for a familiar adult over others</p> <p>Looks towards a familiar person's face when interacting</p> <p>Smiles at a familiar person during shared activity</p> <p>Reaches out to interact with a familiar adult.</p>	<p>Talks about members of their family or household</p> <p>Shares who they live with or who helps look after them</p> <p>Responds to questions about familiar people</p> <p>Names people who are special to them</p> <p>Chooses photos of themselves or their family members.</p>	<p>Talks about old and new using artefacts or photos</p> <p>Knows how they have changed since they were born</p> <p>Can recount episodes from stories about the past</p> <p>Understands changes in living memory</p> <p>Talks about their family and can compare then and now.</p>	
Humanities Geography - Water	Engagement Steps 1 - 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Explore and investigate water</p> <p>Explore wet and dry materials in increasingly complex ways</p> <p>Investigate different types of water and wet materials</p> <p>Remember learned responses over a period of time</p> <p>Demonstrate anticipation for known events or activities</p> <p>Make choices between wet and dry textures.</p>	<p>Learning Objectives</p> <p>Tolerate being wet</p> <p>Tolerate a variety of textures</p> <p>Investigate water</p> <p>Name and explore different animals/objects that belong in water</p> <p>Communicate using words or symbols to describe items related to water</p> <p>Names a single property of an object - hot/cold or wet/dry</p> <p>Observe the movement of water</p> <p>Interact with wet materials with increasing care and interest</p> <p>Interacts with water - pours and tips with containers.</p>	<p>Learning Objectives</p> <p>Classify objects using 1 criteria (wet or dry, water or land)</p> <p>Use terms related to water sources river, ocean, sea, lake</p> <p>Tolerate being wet</p> <p>Tolerate a variety of textures</p> <p>Investigate water</p> <p>Name and explore different animals/objects that belong in water</p> <p>Communicate using words or symbols to describe items related to water</p> <p>Names a single property of an object - hot/cold or wet/dry</p> <p>Observe the movement of water</p> <p>Interact with wet materials with increasing care and interest</p> <p>Interacts with water - pours and tips with containers.</p>	<p>Learning Objectives</p> <p>To name and understand the four seasons.</p> <p>To locate the seven continents and five oceans.</p> <p>To identify coastal areas in the UK.</p>
Art Design & Technology Making Bread	Engagement Steps 1 - 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives</p> <p>Engagement Steps: Communicating Preference & Choice 1</p> <p>Demonstrates distress when hungry</p> <p>Accepts being washed</p> <p>Accepts being supported in a sitting position</p> <p>Accepts laying on either side</p> <p>Accepts a change in their position.</p> <p>Engagement Steps: Communicating Preference & Choice 2</p>	<p>Learning Objectives</p> <p>Engagement Steps: Communicating preference & choice 4</p> <p>Communicates the name of a specifically desired food item</p> <p>Points to foods that they know they like to eat</p> <p>Communicates a strong, 'No' to unwanted food</p> <p>Eats and swallows only edible substances</p> <p>Demonstrates curiosity in new foods</p>	<p>Learning Objectives</p> <p>Progression Steps: D&T Cooking & Nutrition 1</p> <p>Begin to make food with support</p> <p>Explore what happens to some foods when they are heated or cooled</p> <p>Make simple choices about food</p> <p>Explore familiar food using some of their senses</p> <p>Identify a familiar food by name</p>	<p>Learning Objectives</p> <p>Food Technology Designing</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of breads.</p> <p>Communicate these ideas through talk and drawings.</p> <p>Making</p> <p>Use simple utensils and equipment to e.g.</p>

	<p>Likes an object consistently when involved in familiar routines</p> <p>Dislikes an object consistently when involved in familiar routines</p> <p>Indicates a preference by reacting positively to the start of favourite music</p> <p>Likes an event consistently when involved in familiar routines</p> <p>Dislikes an event consistently when involved in familiar routines.</p> <p>Engagement Steps Communicating Preference & Choice 3</p> <p>Expresses eagerness vocally when presented with familiar food/drink</p> <p>Protests vocally to a disliked or unknown foodstuff</p> <p>Communicates with a member of staff by using an individual action or gesture when they are hungry or thirsty</p> <p>Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option</p> <p>Makes sounds to a member of staff when engaging in an activity.</p>	<p>Engagement Steps: Communicating Preference & Choice 5</p> <p>Communicates what they would like to eat</p> <p>Suggests what shape they would like to make an object, e.g. "Star biscuits"</p> <p>Requests new colours when painting, e.g. by pointing to their selection</p> <p>Requests to handle a new object</p> <p>Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture</p> <p>Engagement Steps: Cognitive 6</p> <p>Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking</p> <p>Expresses likes and dislikes, giving simple reasons</p> <p>Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away</p> <p>Demonstrates an understanding of edible and non-edible.</p>	<p>Progression Steps: D&T Cooking & Nutrition 2</p> <p>Help to prepare simple meals and snacks with support</p> <p>Recognise that food has different textures</p> <p>Identify some of the ingredients used in making food</p> <p>Make simple food choices when asked</p> <p>Use a basic cutting action with support.</p> <p>Progression Steps: D&T Cooking & Nutrition 3</p> <p>Help to prepare simple meals and snacks</p> <p>Follow simple instructions to prepare food</p> <p>Use basic tools for food preparation, e.g. cutter or masher</p> <p>Explore foods that are grown or caught</p> <p>Talk about healthy and unhealthy foods.</p>	<p>peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of ingredients according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating</p> <p>Taste and evaluate a range of breads to determine the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose</p>
<p>Music</p> <p>Charanga - Anyone can play Unit 4</p> <p>Introducing Sway</p>	<p>Unit 1 Areas of Engagement</p> <p>Exploration</p> <p>Explores different instruments</p> <p>Realisation</p> <p>Stills/animates to sounds</p> <p>Anticipation</p> <p>Anticipates the sounds the instruments make</p> <p>Persistence</p> <p>Interacts with the instruments</p> <p>Initiation</p> <p>Works independently.</p>	<p>Listen & Respond</p> <p>To know a variety of songs</p> <p>To be able to move, play or respond to the songs.</p>	<p>Explore & Create</p> <p>To know that we can respond to the pulse of the music</p> <p>To know the sounds of tuned and untuned percussion instruments</p> <p>To know some songs with instructions</p> <p>To be able to respond to the pulse of the music</p> <p>To be able to control the sounds of percussion or digital instruments</p> <p>To explore high and low sounds on tuned percussion or digital instruments</p> <p>To be able to play percussion or digital instruments with an awareness of style</p> <p>To be able to sing, sign or make a sound for their names in correct places.</p>	<p>Share & Perform</p> <p>To know that a performance is sharing music</p> <p>Perform any of the 'Solo Time' pieces taking turns in the solo spot using percussion instruments, vocals, or digital instruments.</p>