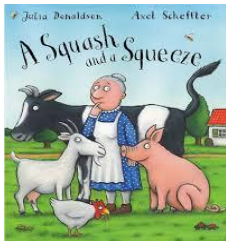
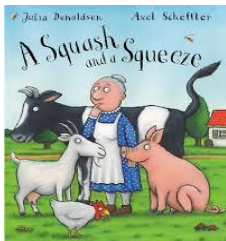

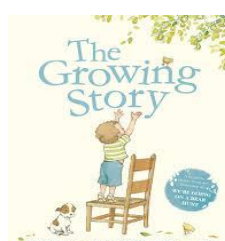
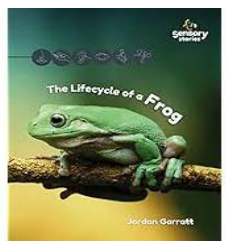
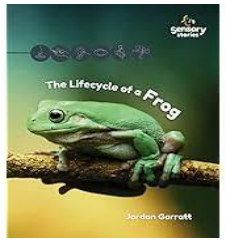




**Meadowbank Primary School**  
**Half Termly Sensory Curriculum – Spring 1 2026**  
**Phase Resource Provision – Meadow Room**



	<b>Week 1</b> <b>Wk Beg 05.01</b>	<b>Week 2</b> <b>Wk Beg 12.01</b>	<b>Week 3</b> <b>Wk Beg 19.01</b>	<b>Week 4</b> <b>Wk Beg 26.01</b>	<b>Week 5</b> <b>Wk Beg 02.02</b>	<b>Week 6</b> <b>Wk Beg 09.02</b>
<b>Big Question</b>	<b>What do we see when living things grow?</b>					
<b>Book Studies</b>	<b>A Squash and a Squeeze by Julia Donaldson</b> 	<b>A Squash and a Squeeze by Julia Donaldson</b> 	<b>The Growing Story by Ruth Krauss and Helen Oxenbury</b> 	<b>The Growing Story by Ruth Krauss and Helen Oxenbury</b> 	<b>Life Cycle of a Frog by Jordan Garratt</b> 	<b>Life Cycle of a Frog by Jordan Garratt</b> 
<b>Enhancements Visits and Visitors</b>		Heather Cooke from Cheshire library services visiting school to deliver a sensory story 15.01.26				
<b>Whole School and National Events</b>					NSPCC Number Day 06.02.26	Children's Mental Health Week WB 09.02.26 Safer Internet Day 10.02.26
<b>Literacy Stories with familiar setting</b>	<b>Engagement Steps 1-3</b>		<b>Engagement Steps 4-6</b>		<b>Primary Steps 1 - 3</b>	<b>Primary Steps 4 - 6 (Y1/2)</b>
	<b>Learning Objectives</b> <b>Engagement Steps: Attention Skills 1</b> 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 <b>Engagement Steps: Attention Skills 2</b> Focuses attention on moving sounds intermittently when within auditory range Engages in an activity for five seconds with a familiar person		<b>Learning Objectives</b> <b>Engagement Steps: Attention Skills 4</b> 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 <b>Engagement Steps: Attention Skills 5</b>		<b>Learning Objectives</b> <b>Progression Steps: Comprehension 1</b> 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 <b>Progression Steps: Comprehension 2</b>	<b>Learning Objectives</b> <b>Primary Steps 4-6/Year 1/ Year 2: Reading and writing 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.

	<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><b>Engagement Steps: Attention Skills 3</b></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><b>Engagement Steps: Attention Skills 6</b></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><b>Progression Steps: Comprehension 3</b></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><b>Year 2</b></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>
<b>Mathematics</b> <b>Money</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: Attention Skills 1</b></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><b>Engagement Steps: Attention Skills 2</b></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><b>Learning Objectives</b></p> <p><b>Engagement Steps: Attention Skills 4</b></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><b>Engagement Steps: Attention Skills 5</b></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><b>Learning Objectives</b></p> <p><b>Progression Steps: Number Money 1</b></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><b>Progression Steps: Number Money 2</b></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><b>Learning Objectives</b></p> <p><b>Year 1</b></p> <p><b>Vocabulary: Money, buy, sell, coin, pay, penny/pence, pound, price, spend.</b></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  Puts hands on spoon or cup whilst being fed (but doesn't hold independently)  <b>Engagement Steps: Attention Skills 3</b>  Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects  Reacts consistently to stimuli when interacting with familiar activities  Searches for partially hidden objects with their eyes or hands when playing alone  Demonstrates a brief interest in noises in their immediate environment when encouraged by a member of staff  Engages in co-active exploration proactively when working with a member of staff</p>	<p>Selects preferred item when shown two pictures  <b>Engagement Steps: Attention Skills 6</b>  Chooses between two familiar items  Makes a supported choice during a structured activity  Exchanges symbols for preferred items  Communicates preferences using signs, symbols or gestures  Shares an activity with another person for ten minutes</p>	<p>Uses real or toy money to make simple purchases during planned activities  <b>Progression Steps: Number Money 3</b>  Matches coins to prices using real or toy money  Adds coins to make amounts up to 20p  Identifies when they have enough money to buy an item  Role plays a shopkeeper or customer with minimal prompts  Begins to understand the idea of saving or waiting for more money</p>	
<b>Science Health and Growth</b>	<b>Engagement Steps 1- 3</b>	<b>Engagement Steps 4 - 6</b>	<b>Primary Steps 1 - 3</b>	<b>Primary Steps 4 - 6 (Y1/2)</b>
	<p><b>Learning Objectives</b>  <b>Engagement Steps: Attention Skills 1</b>  Reacts to physical contact with minor physiological changes when hands are touched lightly  Reacts to movement with minor physiological changes when objects or people move suddenly  Reacts to noise with minor physiological changes when the environmental volume changes suddenly  Reacts to textures with minor physiological changes when feeling rough or smooth surfaces  Reacts to changes in light with minor physiological changes when a light is turned on or off.</p> <p><b>Engagement Steps: Attention Skills 2</b>  Reacts consistently to stimuli when interacting with familiar activities  Demonstrates a brief interest in objects in their immediate environment when encouraged  Demonstrates a brief interest in sights in their immediate environment when encouraged</p>	<p><b>Engagement Steps: Attention Skills 4</b>  Demonstrates understanding of familiar objects and their uses  Requests food or drink at the appropriate time of day, e.g. snack  Demonstrates anticipation when specific equipment is distributed  Uses objects associated with hygiene when prompted.</p> <p><b>Engagement Steps: Attention Skills 5</b>  Follows an instruction to participate in a hygiene routine, e.g. uses soap when shown  Communicates the similarities between a new object and a familiar one  Identifies that a new/unfamiliar object has a purpose and begins to explore this  Communicates a need to rest or lie down when tired  Requests support with a routine, e.g. asking for help with brushing teeth.</p> <p><b>Engagement Steps: Cognitive 6</b>  Identifies when they are hungry or thirsty and communicates it  Follows a simple self-care routine with minimal prompts</p>	<p><b>Progression Step: Science Biology: Animals Including Humans 1</b>  Responds to prompts to complete hygiene routines, e.g. wiping hands  Communicates needs related to hunger, thirst, or tiredness  Shows awareness of different body parts during daily routines  Follows a simple step in a hygiene routine when reminded  Explores body-related objects, e.g. toothbrush, tissue.</p> <p><b>Progression Step: Science Biology: Animals Including Humans 2</b>  Identifies key body parts associated with hygiene routines  Demonstrates understanding of why we need to eat, sleep, and stay clean  Communicates how they are feeling physically, e.g. tired, hungry, poorly  Describes some effects of being unwell  Participates in familiar routines that support staying healthy.</p> <p><b>Progression Step: Science Biology: Animals Including Humans 3</b></p>	<p><b>Learning Objectives</b>  <b>Year 1/ Year 2</b>  <b>Animals including humans</b>  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 Communicates a need for comfort by crying or vocalising when in discomfort.</p> <p><b>Engagement Steps: Attention Skills 3</b> Requests food or drink when prompted Explores an object for three minutes when working coactively Observes events with interest when they are the result of their own actions Communicates preferences between familiar items when asked <b>Demonstrates awareness of familiar adults associated with routines</b></p>	<p>Uses a familiar object to complete a hygiene routine, e.g. wipes nose with tissue Communicates a need for help when unwell or in discomfort Matches familiar objects by function and/or property</p>	<p>Recognises signs of illness and communicates when they feel unwell Explains how to stay clean and healthy Follows a hygiene routine with minimal adult support Identifies healthy habits, e.g. brushing teeth, washing hands Demonstrates understanding of basic bodily functions, e.g. sweating, shivering</p>	
<b>PSHEE&amp;RSE</b> <b>Looking after myself</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: Attention Skills 1</b> Reacts to physical contact with minor physiological changes when hands are touched lightly Reacts to movement with minor physiological changes when objects or people move suddenly Reacts to noise with minor physiological changes when the environmental volume changes suddenly Reacts to textures with minor physiological changes when feeling rough or smooth surfaces Reacts to changes in light with minor physiological changes when a light is turned on or off.</p> <p><b>Engagement Steps: Attention Skills 2</b> Reacts consistently to stimuli when interacting with familiar activities Demonstrates a brief interest in objects in their immediate environment when encouraged Demonstrates a brief interest in sights in their immediate environment when encouraged</p>	<p><b>Learning Objectives</b> <b>Engagement Steps: Attention Skills 4</b> Demonstrates understanding of familiar objects and their uses Requests food or drink at the appropriate time of day, e.g. snack Demonstrates anticipation when specific equipment is distributed Uses objects associated with hygiene when prompted.</p> <p><b>Engagement Steps: Attention Skills 5</b> Follows an instruction to participate in a hygiene routine, e.g. uses soap when shown Communicates the similarities between a new object and a familiar one Identifies that a new/unfamiliar object has a purpose and begins to explore this Communicates a need to rest or lie down when tired Requests support with a routine, e.g. asking for help with brushing teeth.</p> <p><b>Engagement Steps: Cognitive 6</b> Identifies when they are hungry or thirsty and communicates it Follows a simple self-care routine with minimal prompts</p>	<p><b>Learning Objectives</b> <b>Progression Step: Science Biology: Animals Including Humans 1</b> Responds to prompts to complete hygiene routines, e.g. wiping hands Communicates needs related to hunger, thirst, or tiredness Shows awareness of different body parts during daily routines Follows a simple step in a hygiene routine when reminded Explores body-related objects, e.g. toothbrush, tissue.</p> <p><b>Progression Step: Science Biology: Animals Including Humans 2</b> Identifies key body parts associated with hygiene routines Demonstrates understanding of why we need to eat, sleep, and stay clean Communicates how they are feeling physically, e.g. tired, hungry, poorly Describes some effects of being unwell Participates in familiar routines that support staying healthy.</p> <p><b>Progression Step: Science Biology: Animals Including Humans 3</b></p>	<p><b>Learning Objectives</b> <b>Year 1</b> <b>Healthy me</b> Know the difference between being healthy and unhealthy and know ways to keep themselves healthy. Know what they need to keep body healthy.</p> <p><b>Hygiene, medicines and substances</b> Know how to keep clean and that germs cause diseases/illnesses. Know household products/medicines can be harmful. Understand medicines can help if used safely.</p> <p><b>Keeping Safe</b> Know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p><b>Relationships</b> Know who can help me in my school community.</p> <p><b>Assessment Indicators</b> <i>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</i></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><b>Engagement Steps: Attention Skills 3</b></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><i>Give examples where being healthy can help me feel happy.</i></p> <p><i>Suggest how my body might come to harm if I make unhealthy choices.</i></p> <p><i>Explain how healthy choices affect the way I feel about myself and help to make me happy.</i></p>
<b>Humanities</b> <b>History - Myself and My Family</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: Social and Emotional 1</b></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><b>Engagement Steps: Social and Emotional Development 2</b></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><b>Engagement Steps Social and Emotional Development 3</b></p> <p>Responds positively to a familiar person</p>	<p><b>Learning Objectives</b></p> <p><b>Engagement Steps: Social and Emotional Development 4</b></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><b>Engagement Steps: Social and Emotional Development 5</b></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><b>Engagement Steps: Social and Emotional Development 6</b></p>	<p><b>Learning Objectives</b></p> <p><b>Understanding the World - Past and Present 1</b></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><b>Progression Steps: Understanding the World - Past and Present 2</b></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><b>Progression Steps: Understanding the World - Past and Present 3</b></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 talk about past and present events in their own life and in the lives of family members.</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>To begin to make sense of their own life story and family's history</p>

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

	<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><b>Engagement Steps Communicating Preference &amp; Choice 3</b></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><b>Engagement Steps: Communicating Preference &amp; Choice 5</b></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><b>Engagement Steps: Cognitive 6</b></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><b>Progression Steps: D&amp;T Cooking &amp; Nutrition 2</b></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><b>Progression Steps: D&amp;T Cooking &amp; Nutrition 3</b></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><b>Evaluating</b></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><b>Music</b></p> <p><b>Charanga - Anyone can play Unit 4</b></p> <p><b>Introducing Sway</b></p>	<p><b>Unit 1 Areas of Engagement</b></p> <p><b>Exploration</b></p> <p>Explores different instruments</p> <p><b>Realisation</b></p> <p>Stills/animates to sounds</p> <p><b>Anticipation</b></p> <p>Anticipates the sounds the instruments make</p> <p><b>Persistence</b></p> <p>Interacts with the instruments</p> <p><b>Initiation</b></p> <p>Works independently.</p>	<p><b>Listen &amp; Respond</b></p> <p>To know a variety of songs</p> <p>To be able to move, play or respond to the songs.</p>	<p><b>Explore &amp; Create</b></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><b>Share &amp; Perform</b></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>