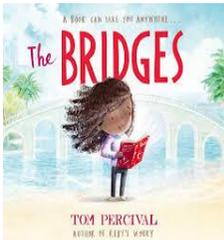
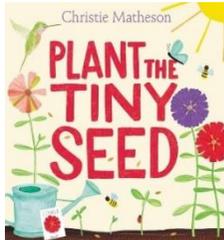
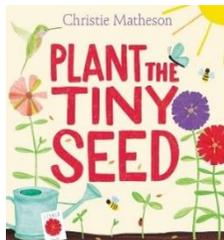
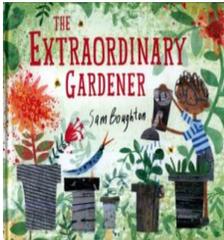




Meadowbank Primary School
Half Termly Sensory Curriculum – Spring 2 2026
Phase Resource Provision – Meadow Room



	Week 1 Wk Beg 23.02	Week 2 Wk Beg 02.03	Week 3 Wk Beg 09.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03	
Big Question	What do we see when living things grow?					
Book Studies	I'm Growing Great by Mechal Renee Roe 	The Bridges by Tom Percival 	Plant the Tiny Seed by Christie Matheson 	Plant the Tiny Seed by Christie Matheson 	The Extraordinary Gardener by Sam Boughton 	
Enhancements Visits and Visitors					The children will be walking to Cheadle library to take part in a sensory story 23.03.26	
Whole School and National Events		World Book Day 05.03.26		Scholastic Book Fair 16.03.26-18.03.26 Parents evenings 17.03.26 and 19.03.26 Comic Relief Red Nose Day 20.03.26		
Literacy	Engagement Steps 1-3		Engagement Steps 4-6		Primary Steps 1 – 3	
	Learning Objectives Engagement Steps: Interaction 1 Encounters patterns of sound Freezes momentarily upon hearing a new sound. Stills to a familiar voice Reacts to voices with minor physiological changes. Engagement Steps: Interaction 2 Demonstrates signs of intentional communication. Shows enjoyment when familiar adults copy their vocalisations.		Learning Objectives Engagement Steps: Attention Skills 4 Joins in with familiar poems and songs Says rhymes with recognisable words when playing by themselves. Shares an activity with another person for five minutes, e.g. share a book. Joins in a small group rhyme or story activity. Engagement Steps: Attention Skills 5 Copies new words, repeating them over and over.		Progression Steps: Comprehension 1 Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS) Brings a favourite book to be read Listens to stories from books that contain pictures and text. Sits in a small group with a member of staff for a story. Repeats the repetitive word or phrase from a story, poem, or rhyme after hearing it.	Learning Objectives Primary Steps 4-6/ Y1/2 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>Watches faces intermittently during interactions when a familiar person talks to them</p> <p>Babbles using consonant sounds when a member of staff initiates interaction</p> <p>Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction</p> <p>Engagement Steps: Attention Skills 3</p> <p>Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols</p> <p>Participates in singing activities</p> <p>Listens as a member of staff talks about a book</p> <p>Joins in with repetition of a story or song independently</p> <p>Demonstrates anticipation when specific sounds are heard</p>	<p>Communicates two-word combinations to create an adjective-noun (subject) sentence structure</p> <p>Takes part in a simple staff-led discussion in which they can express their views</p> <p>Uses expression when speaking</p> <p>Communicates prepared words in presentation or performance when prompted</p> <p>Engagement Steps: Interaction 6</p> <p>Participates in presentations or performances with some prompting but delivery is clear</p> <p>Adds word to a peer's description</p> <p>Wants to share what they have found out</p> <p>Communicates about drawings and paintings</p> <p>Completes a familiar phrase when a member of staff communicates part of it</p>	<p>Progression Steps: Comprehension 2</p> <p>Reacts excitedly when hearing familiar stories</p> <p>Repeats specific lines when 'reading' independently</p> <p>Shows interest in a narrative/story by asking for it again or continuing a conversation about it</p> <p>Echoes sound patterns</p> <p>Predicts the ending of a sentence</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>Draw simple inferences from illustrations, events, characters' actions and speech using the conjunction because to help justify ideas.</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>Write simple and coherent narratives using coordinating and subordinating conjunctions within writing and identify key features of different text genres.</p> <p>Make simple additions, revisions and corrections to writing.</p>
Mathematics Weight	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: Cognitive 1</p> <p>Grasps objects intentionally when they have been placed in their hand by a member of staff</p> <p>Reaches for a desired object with their hands when objects are just out of reach</p> <p>Explores objects on a tray in front of them</p> <p>Reacts briefly to noise-making objects in their hand, e.g. shakes or looks at rattling object again for a response</p> <p>Puts different objects into containers when encouraged to do so by a member of staff</p> <p>Engagement Steps: Fine Motor Skills 2</p> <p>Picks up small objects securely with a pincer grip</p> <p>Posts objects through holes when playing</p>	<p>Learning Objectives</p> <p>Engagement Steps: Cognitive 4</p> <p>Copies a member of staff building towers of three or four blocks when playing with bricks</p> <p>Puts lids on boxes</p> <p>Matches pairs of objects with assistance</p> <p>Compares the weight of two objects with assistance</p> <p>Engagement Steps: Awareness 5</p> <p>Stretches, tears and squashes dough into rough shapes</p> <p>Demonstrates awareness that some things can be hurt or damaged</p> <p>Suggests what to do with an object they have not seen before after examining it</p> <p>Stacks three items in size order</p> <p>Selects different objects to try to balance on top of one another</p> <p>Engagement Steps: Communicating preference and choice 6</p>	<p>Learning Objectives</p> <p>Progression Steps: Measurement Weight 1</p> <p>Uses the terms 'heavy' and 'light' in play activity</p> <p>Puts objects in a bag to carry them</p> <p>Picks up sand with a tool</p> <p>Progression Steps: Measurement Weight 2</p> <p>Moves objects on a scale in an attempt to make them balance</p> <p>From a choice of two finds the lighter or heavier package</p> <p>Finds an object which is heavier than another with minimal assistance</p> <p>Finds an object which is lighter than another with minimal assistance</p> <p>Compares the weight of two objects with assistance</p>	<p>Learning Objectives</p> <p>Year 1</p> <p>Compare and describe using vocabulary such as heavier, lighter, heaviest, lightest, and "same as" to compare objects.</p> <p>Measure the weight/mass of objects using non-standard units like blocks, cubes, or pencils.</p> <p>Understand how to use balance scales to compare and measure weight.</p> <p>Year 2</p> <p>Measure, compare, and order objects using standard units: grams (g) and kilograms (kg)</p> <p>Reasoning: Solve problems that involve comparing, ordering, and measuring mass</p>

	<p>Explores objects by banging them when given appropriate items Turns a screw toy to the right</p> <p>Engagement Steps: Attention skills 3 Compares the weight of two objects with assistance Selects different objects to try to balance on top of one another Stacks three items in size order Compares objects when investigating which interests them more Communicates the similarities between a new object and a familiar one</p>	<p>Explores an activity/object for up to ten minutes Explores an activity for ten minutes independently, communicating what they have found Pours water from one container to another with little spillage Matches 2D shapes Matches pairs of objects with assistance</p>	<p>Progression Steps: Measurement Weight 3 Uses comparative language to describe an object as heavy or light, heavier or lighter Orders two items by weight Compares weights by handling Finds objects which are heavier than a specified item Finds objects which are lighter than a specified item Helps a member of staff to use weighing scales in order to compare the weight of something</p>	
Science Plants	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	<p>Learning Objectives Engagement Steps: sensory and physical: tactile PS 2-3 Demonstrates fondness for soft textures Grasps a variety of textures. Reacts when their toes are touched Responds to gentle tickling. Turns their head to search for stimuli when their cheek is brushed. Attempts to grab objects of interest using a raking motion. Holds large objects in two hands during periods of play. Reacts excitedly to texture, showing signs when offered a variety of tactile experiences. Touches a variety of textures with any part of the skin without demonstrating defensive behaviour. Transfers from one hand to another using a palmar grasp when engaging in exploration.</p>	<p>Learning Objectives Primary Steps: Plants 1 Starts to be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc. Notices and responds to plants in their local environment. Differentiates between plant life, e.g. flowers and leaves, trees and other plants. Collects different leaves with assistance. Identifies something they might need to plant seeds, e.g. by pointing to the soil when shown a range of items. Demonstrates curiosity in the outside world Identifies leaves in a variety of situations, e.g. flower, grass, pine needles, etc</p>	<p>Learning Objectives Progression Step: Science Biology: Primary Steps: Plants 2 Identifies natural familiar objects, e.g. fruit and vegetables. Observes the shapes of flowers or leaves and gives a single property. Points to parts of a plant when they are named. Compares flowers or leaves and identifies a difference.</p>	<p>Learning Objectives Year 1 Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Ask simple questions using their prior knowledge. Observe closely, talking about what is noticed. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and classify using a given criteria.</p> <p>Year 2 Observe closely, using simple equipment. Identify, name, draw and label the basic parts of the human body and the senses associated with each one.</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 Engagement Steps: Attention Skills 1 Reacts to physical contact with minor physiological changes when hands are touched lightly</p>	<p>Learning Objectives Engagement Steps: Attention Skills 4 Demonstrates understanding of familiar objects and their uses Requests food or drink at the appropriate time of day, e.g. snack</p>	<p>Learning Objectives Progression Step: Science Biology: Animals Including Humans 1 Responds to prompts to complete hygiene routines, e.g. wiping hands</p>	<p>Learning Objectives Year 1 Healthy me Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.</p>

	<p>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>Engagement Steps: Attention Skills 2 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. 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>Engagement Steps: Attention Skills 3 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. Demonstrates awareness of familiar adults associated with routines.</p>	<p>Demonstrates anticipation when specific equipment is distributed Uses objects associated with hygiene when prompted.</p> <p>Engagement Steps: Attention Skills 5 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>Engagement Steps: Cognitive 6 Identifies when they are hungry or thirsty and communicates it Follows a simple self-care routine with minimal prompts.. 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>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>Progression Step: Science Biology: Animals Including Humans 2 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>Progression Step: Science Biology: Animals Including Humans 3 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>	<p>Know what they need to keep body healthy</p> <p>Hygiene, medicines and substances 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>Keeping Safe Know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>Relationships Know who can help me in my school community.</p> <p>Assessment Indicators: Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples where being healthy can help me feel happy. Suggest how my body might come to harm if I make unhealthy choices. Explain how healthy choices affect the way I feel about myself and help to make me happy.</p>
<p>Humanities History – Myself and My Family</p>	<p>Engagement Steps 1 - 3</p>	<p>Engagement Steps 4 - 6</p>	<p>Primary Steps 1 - 3</p>	<p>Primary Steps 4 - 6 (Y1)</p>
	<p>Learning Objectives Engagement Steps: Social and Emotional 1 Looks towards people when they move into their field of vision Accepts adult interactions within their personal space</p>	<p>Learning Objectives Engagement Steps: Social and Emotional Development 4 Greets familiar people with a gesture, sound or word Shows excitement when a familiar person enters the room Responds to their own name being called</p>	<p>Learning Objectives Understanding the World - Past and Present 1 Describes themselves in simple terms, e.g. hair colour or what they are wearing Recognises themselves in a photograph or mirror Identifies a familiar person in a picture</p>	<p>Learning Objectives Historical Knowledge (Constructing the past) Can understand the key concept of then and now. Can talk about past and present events in their own life and in the lives of family members.</p>

	<p>Reacts to close contact from a familiar adult Responds to a familiar adult's voice Accepts being handled by familiar people</p> <p>Engagement Steps: Social and Emotional Development 2 Shows an awareness of a familiar person entering the room Smiles or vocalises when they hear a familiar voice Accepts close interaction with a familiar person Responds to the presence of a familiar adult Shows a change in behaviour when near a familiar adult</p> <p>Engagement Steps Social and Emotional Development 3 Responds positively to a familiar person 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</p>	<p>Responds to photos of familiar people Seeks out familiar people when feeling unsure or upset</p> <p>Engagement Steps: Social and Emotional Development 5 Communicates about familiar people using symbols, signs or words Identifies people who are important to them Responds appropriately when asked about familiar people Chooses a familiar person in a photograph when asked Communicates who they like to spend time with</p> <p>Engagement Steps: Social and Emotional Development 6 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</p>	<p>Can point to people in their family when named Shows awareness of who they spend time with</p> <p>Progression Steps: Understanding the World - Past and Present 2 Can identify similarities and differences between themselves and others Talks about family or personal events in the past Knows some things that happened to them in the past Demonstrates an understanding of time related vocabulary, e.g. before, after Comments on past experiences with adult support</p> <p>Progression Steps: Understanding the World - Past and Present 3 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</p>	<p>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. To begin to make sense of their own life story and family's history</p>
<p>Humanities Geography - Water</p>	<p>Engagement Steps 1- 3</p>	<p>Engagement Steps 4 - 6</p>	<p>Primary Steps 1 - 3</p>	<p>Primary Steps 4 - 6 (Y1)</p>
	<p>Learning Objectives 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</p>	<p>Learning Objectives 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</p>	<p>Learning Objectives 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</p>	<p>Learning Objectives To name and understand the four seasons. To locate the seven continents and five oceans. To identify coastal areas in the UK.</p>

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

	<p>Anticipation Anticipates the sounds the instruments make</p> <p>Persistence Interacts with the instruments</p> <p>Initiation Works independently</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>percussion instruments, vocals, or digital instruments</p>
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