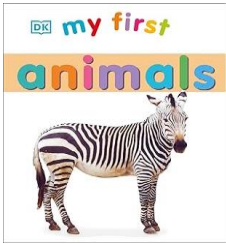
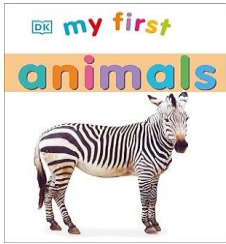

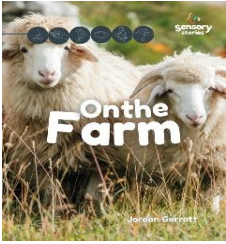





Meadowbank Primary School
Half Termly Sensory Curriculum – Summer 1 2026
Phase Resource Provision – Meadow Room



	Week 1 Wk Beg 13.04	Week 2 Wk Beg 20.04	Week 3 Wk Beg 27.04	Week 4 Wk Beg 04.05	Week 5 Wk Beg 11.05	Week 6 Wk Beg 18.05
Big Question	What do we see when living things grow?					
Book Studies	My First book of Animals 	My First book of Animals 	All about Pets by Jordan Garratt 	All about Pets by Jordan Garratt 	On the Farm by Jordan Garratt 	On the Farm by Jordan Garratt 
Enhancements Visits and Visitors		Animal assisted intervention sessions with Danielle Eaton from Inscape House.				
Whole School and National Events	Earth Day 22.05.26		Class photos 30.04.25	Outdoor Learning Day 08.05.26 VE Day Celebrations 08.05.25		
Literacy Non-Fiction	Engagement Steps 1-3		Engagement Steps 4-6		Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	Learning Objectives Engagement Steps: Attention Skills 1 Demonstrates a brief interest in sights in their immediate environment when encouraged. Explores pages in books visually/haptically when working with a member of staff. Watches members of staff for short periods of time whilst not engaged in a task. Reacts to an instruction positively or negatively when a member of staff initiates interaction.		Learning Objectives Engagement Steps: Communicating Preference & Choice 4 Communicates about drawings and paintings Requests new colours when painting, e.g. by pointing to their selection. Suggests what colour they would like to make an object, e.g. I want to draw a red fish. Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture. Engagement Steps: Attention Skills 5		Learning Objectives Progression Steps: Spoken Language, Receptive 1 Listens and responds to simple information or instructions. Follows two-step instructions, e.g. get your cup, and bring it here. Looks at an object when it is named. Finds an object by location, e.g. find me a member of staff from the office. Attends to a member of staff when their own name is called.	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. Sequence sentences in chronological order to recount an event or experience.

	<p>Engagement Steps: Communicating Preference & Choice 2 Indicates they wish to know what is hidden, e.g. in the box. Turns the pages of a book when looking at books independently. Indicates a preference when provided with two pictures of equally liked items. Demonstrates an interest in words through facial expressions when members of staff talk to them.</p> <p>Engagement Steps: Cognitive 3 Identifies letters and symbols, demonstrating an understanding that they convey a meaning. Joins in with repetition of a story or song independently. Imitates words, signs, or symbols of 10 objects. Copies 10-20 words immediately (echoing) Follows a simple one- or two-key word instruction when accompanied by gestures and context.</p>	<p>Follows a simple one- or two-key word instruction when accompanied by gestures and context. Listens to a member of staff briefly when they are spoken to. Listens as a member of staff talks about a book.</p> <p>Engagement Steps: Interaction 6 Listens to talk addressed to them, but finds it difficult if prompts are not provided. Follows one-step instructions containing two key words, e.g. hold the book. Follows instructions containing an adjective, e.g. give the big box to Tom Follows two-step instructions, e.g. get your cup, and bring it here. Responds to questions about immediate experiences.</p>	<p>Progression Steps: Spoken Language, Receptive 2 Sits in group and listens to a story. Demonstrates understanding of simple concepts including "In", "On", "Under", "Big", or "Little" Listens to others talking without interruption in a structured adult led activity, for short periods of time Listens for the answers to questions.</p> <p>Progression Steps: Spoken Language, Receptive 3 Listens and responds in small groups. Responds to verbal feedback. Follows and gives directions around the room and the school.</p>	<p>Begin to make predictions about the events in a text including predicting from the front cover and the title of the book. Identify when sentences have missing Capital Letters and Full Stops.</p> <p>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. Use expanded noun phrases to describe and specify. Discuss the unfamiliar words and what these might mean. Apply statements, questions and exclamations. Identify different word types (adjectives, nouns and verbs) Distinguish between statements and exclamations. Generate exclamation sentences. Plan or say out loud what we are going to write about. Make simple additions, revisions and corrections to writing.</p>
Mathematics Shape and Pattern	Engagement Steps 1-3	Engagement Steps 4-6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives Engagement Steps: Cognition & Learning: Persistence: 1 Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff. Glances at objects within 50 centimetres when the objects are moved closer.</p> <p>Cognition & Learning: Persistence: 2 Engages briefly with high-contrast patterns visually when in close range Attends briefly to their immediate environment intermittently with vision or grasp when not engaged with staff.</p> <p>Cognition & Learning: Persistence: 3 Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff.</p>	<p>Learning Objectives Engagement Steps: Cognition & Learning: Persistence: 4 Pushes different shapes through matching holes when encouraged to do so by an adult.</p> <p>Cognition & Learning: Persistence: 5 Puts large pegs into a peg board. Puts lids on boxes. Looks at an object when it is named.</p> <p>Cognition & Learning: Persistence: 6 Follows a simple pattern on a lacing card. Matches objects to pictures. Places the correct shapes in a shape. Sorter. Stacks three items in size order.</p>	<p>Learning Objectives Primary Steps: Geometry PS1 Matches colours or 2D shapes Underwrites a simple drawn pattern, e.g. copying " -- -- -- " underneath</p> <p>Primary Steps: Geometry PS2 Turns objects to align them. Discusses patterns in terms of shapes/lines/colours. Copies a simple linear pegboard pattern of five pegs. Copies a pattern using real life materials, e.g. apples, oranges and bananas.</p> <p>Primary Steps: Geometry PS3 Creates patterns from shapes. Creates repeating patterns using 3D objects.</p>	<p>Learning Objectives Year 1 Shape Recognise and name common 2D shapes. Recognise and name common 3D shapes. Identify and name common 2D and 3D shapes in various orientations and sizes, both in and out of the classroom. Combine shapes to make new shapes, and recognize shapes within shapes.</p> <p>Position and movement Describe position, direction, and movement, including half, quarter, and three-quarter turns.</p>

Science Animals	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1/2)
	<p>Learning Objectives Engagement Steps: Cognition & Learning: Exploration: 1 Calms after being changed when previously in a state of distress. Calms with physical contact. Demonstrates an awareness of sound.</p> <p>Cognition & Learning: Exploration: 2 Attends briefly to a change in the classroom environment when it happens within their field of vision. Grasps objects intentionally when they have been placed in their hand by a member of staff. Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror. Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person. Reacts to a range of new experiences with an intermittently heightened expressive response when prompted.</p> <p>Cognition & Learning: Exploration: 3 Babbles in a speech-like way when a member of staff initiates interaction. Imitates environmental sounds in their own manner. Reacts excitedly to music when sung to by a member of staff.</p>	<p>Engagement Steps: Cognition & Learning: Exploration: 4 Communicates with a member of staff by greeting them verbally or physically. Communicates with peers by using actions or gestures when they want to do something. Copies simple actions using their lower/ upper body. Follows a simple one- or two-key word instruction when accompanied by gestures and context. Mimics others' mouth movements when communicating. Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes. Tracks people until they move out of range when they travel past quickly.</p> <p>Cognition & Learning: Exploration: 5 'Asks' for help when frustrated Feels the texture of surfaces.</p> <p>Cognition & Learning: Exploration: 6 Asks a simple 'Where ... ?' question. Demonstrates curiosity in the outside world. Stops an action when told.</p>	<p>Progression Step: Science: Living things and their habitats PS1 Anticipates one thing they may see outside, e.g. a bird. Communicates what they can see in the environment. Communicates what they can hear in the environment. Points out something they find when exploring a habitat, e.g. points out a bug found in soil. Identifies that different pets or animals eat different things. Compares pictures of infant and adult animals, e.g. identifying the infant or adult.</p> <p>Science: Living things and their habitats PS2 Matches pictures of known animals to their normal habitats. Answers 'Who?', 'What?' or 'Where?' questions. Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.</p> <p>Science: Living things and their habitats PS3 Identifies simple characteristics of an animal which helps it survive in its habitat, e.g. monkey's tail for balance. Orders three living things on a simple food chain showing the relationship between them, e.g. grass -> cow -> human Identifies similarities and differences.</p>	<p>Learning Objectives Year 1 Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Year 2 Identify that most living things live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats, including microhabitats. Observe closely, using simple equipment. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.</p>
PSHEE&RSE Caring for Animals	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives Engagement Steps: Regulation 1 Calms after hearing voices when previously in a state of distress. Calms after being changed when previously in a state of distress.</p>	<p>Learning Objectives Engagement Steps: Regulation 4 Chooses to sit with a specific person at mealtime. Expresses emotions towards others using words, not just actions.</p>	<p>Learning Objectives Progression Steps: Mental Wellbeing 1 Expresses emotions towards others using words, not just actions. Finds a nearby familiar member of staff to speak to if they are upset during an activity.</p>	<p>Learning Objectives Year 1 Being me in my World Belonging Together. Understand my rights and responsibilities as a member of the class (and school).</p>

	<p>Calms after being fed when previously in a state of distress. Calms after being swaddled when previously in a state of distress. Calms at the sight of a reassuring presence when previously in a state of distress.</p> <p>Engagement Steps: Regulation 2 Calms with physical contact. Vocalises cooing noises intermittently when self-stimulating. Reduces vocal activity with physical contact. Idles for long periods of time when their needs are met. Demonstrates recognition of familiar person by cessation of crying/agitation.</p> <p>Engagement Steps Regulation 3 Makes their feelings known to a member of staff. Accepts help using a new or unfamiliar object. Indicates what has caused them to be upset. Accepts assistance to overcome frustration. Responds to distraction when frustrated.</p>	<p>Accepts some boundaries for a short period. Co-operates with a peer for a short period Waits for help when they have a problem.</p> <p>Engagement Steps: Awareness 5 Demonstrates an awareness of other people's feelings. Demonstrates concern for a peer. Demonstrates social emotions, e.g. sympathy for someone who is hurt. Demonstrates an understanding of their own individuality. Responds to praise by repeating an action.</p> <p>Engagement Steps: Awareness 6 Demonstrates empathy for others. Verbalises feelings of anger. Verbalises feelings of being scared. Verbalises feelings of happiness.</p>	<p>Shows care and concern for self. Demonstrates remorse when they have done something wrong. Verbalises feelings of happiness, sadness, anger, fear and love.</p> <p>Progression Steps: Developing Good Relationships & Respecting the Differences between People 2 Communicates an awareness of other people's feelings. Demonstrates social emotions, e.g. sympathy for someone who is hurt. Takes turns in a group. Suggests how they can make someone feel good, e.g. offers a hug. Remains silent when another person is talking.</p> <p>Progression Steps: Developing Confidence & Responsibility & Making the Most of Their Abilities 3 Expresses their feelings with appropriate language. Seeks out, and begins to interact with, specific peers. Manages conflicts by asking for help from a member of staff. Accepts that they cannot just take what they want. Identifies behaviour that could be considered as right and wrong.</p>	<p>Identify positives and that views are valued. Recognise that choices have consequences.</p> <p>Relationships and Special People Can identify the members of my family and understand that there are lots of different types of families. Know appropriate ways of physical contact to greet my friends and know which ways I prefer. Know who can help me in my school community.</p> <p>Dreams and Goals / Setting Goals Set simple goals and think about how to achieve them. Work with a partner and celebrate achievement. Tackle a new challenge and think about how this will stretch their learning and the obstacles they may face along the way. Recognise the success of achieving a challenge.</p>
<p>Humanities Geography – Natural Environment</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: Cognitive 1 Moves a part of their body incidentally when encountering a sound. Stills to familiar environmental sounds. Demonstrates a brief interest in objects in their immediate environment when encouraged. Reaches for a desired object with their hands when provided with a variety of objects.</p>	<p>Learning Objectives Engagement Steps: Gross Motor Skills 4 Walks around an area independently when playing. Walks independently. Moves along paths. Walks in the desired direction Uses ride-on toys.</p> <p>Engagement Steps: Gross Motor Skills 5 Communicates what they would like to eat. Makes a choice based on what is offered.</p>	<p>Learning Objectives Progression Steps: Living Things & Their Habitats 1 Communicates what they can see in the environment. Communicates what they can hear in the environment. Points out something they find when exploring a habitat, e.g. points out a bug found in soil. Matches pictures to objects.</p>	<p>Learning Objectives Year 1 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Understand that features are known as human or physical. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>

	<p>Reacts excitedly to an activity when provided with familiar experiences.</p> <p>Engagement Steps: Cognitive 2 Reacts briefly to noise-making objects in their hand, e.g. shakes or looks at rattling object again for a response. Reaches for visually appealing objects in close range. Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person. Demonstrates a positive reaction to the appearance of food. Reaches for an object with one hand when objects are within grasp.</p> <p>Engagement Steps Cognitive 3 Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines. Communicates surprise if familiar object fails to complete an action. Shows a heightened response to a familiar voice. Vocalises when watching a member of staff interact with them. Reaches for a desired object with their hands when objects are just out of reach.</p>	<p>Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture. Requests to handle a new object Shares an activity with a peer on their own initiative.</p> <p>Engagement Steps: Gross Motor Skills 6 Demonstrates a willingness to explore something new outside. Suggests what shape they would like to make an object, e.g. "Star biscuits". Requests information about a new activity/object/event. Expresses simple opinions, e.g. too hot, or too loud, etc. Initiates a simple conversation.</p>	<p>Notifies obvious changes, e.g. leaves changing colour.</p> <p>Progression Steps: Living Things & Their Habitats 2 Shows an awareness of what animals (or vehicles) they might find in different environments. Shows an awareness of place/habitat, e.g. a car in found on the road. Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert. Answers 'Who?', 'What?' or 'Where?' questions. Undertakes fieldwork in the setting.</p> <p>Progression Steps: Living Things & Their Habitats 3 Describes animals (or vehicles) that they have seen and the habitats (or places) in which they saw them. Describes the changes they observed when questioned directly. Identifies that animals and plants use each other, e.g. squirrel and the tree. Identifies simple characteristics of an animal which helps it survive in its habitat, e.g. monkey's tail for balance, or can relate to vehicles. Eg big tractor wheels help it on muddy fields.</p>	<p>Understand the location of Meadowbank Primary School.</p> <p>Year 2 Discover where Cheadle is within Stockport, England and Europe and explore geographical features through digimaps. (CCE - land use and loss of green field land)</p>
Art Design & Technology Making Animals and Monsters	Engagement Steps 1- 3	Engagement Steps 4 - 6	Primary Steps 1 - 3	Primary Steps 4 - 6 (Y1)
	<p>Learning Objectives Engagement Steps: Making Connections, Cognitive Level 1 Blinks defensively Freezes momentarily upon hearing a new sound. Moves a part of their body incidentally when encountering a sound. Quietens after vocalising when they hear a sound. Co-operates physically during familiar routines.</p>	<p>Learning Objectives Engagement Steps: Functional Movement; Fine Motor Skills 4 Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects. Demonstrates growing hand-to-hand co-ordination. Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny sized dials, pushes penny-sized buttons.</p>	<p>Learning Objectives Progression Steps: Design & Technology Creative, Technical & Practical Expertise Progression Step 1 Snips with scissors. Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors. Links or joins construction toys generally independently. Grasps tools generally independently.</p>	<p>Learning Objectives Year 1 Explore and use sliders and levers. Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. Evaluate their product by discussing how well it works in relation to the purpose and</p>

	<p>Engagement Steps: Making Connections, Cognitive Level 2 Grasps objects intentionally when they have been placed in their hand by a member of staff. Reaches for an object voluntarily with one hand. Reaches for visually appealing objects in close range. Swipes at an object in their vicinity with the intention to interact with it. Reacts to repetition with an intermittent heightened expressive response.</p> <p>Engagement Steps: Making Connections, Cognitive Level 3 Demonstrates a brief interest in objects in their immediate environment. Reaches for a desired object with their hands when provided with a variety of objects. Reacts briefly to noise-making objects in their hand. Explores the uniqueness of self-produced movements when shown a mirror. Reacts excitedly to an activity when provided with familiar experiences.</p>	<p>Passes an object with their hands when they have been prompted by a member of staff. Picks up small objects securely with a pincer grip.</p> <p>Engagement Steps: Functional Movement; Fine Motor Skills 5 Posts objects through holes when playing Manipulates objects to make them move in different directions. Picks up two blocks with one hand when playing. Stretches, tears and squashes dough into rough shapes. Shows preference for one hand.</p> <p>Engagement Steps: Functional Movement; Fine Motor Skills 6 Builds a tower of seven bricks. Manipulates a dial. Controls both hands simultaneously. Screws and unscrews jar lids. Holds an object with a tripod grip.</p>	<p>Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper.</p> <p>Progression Steps: Design & Technology Creative, Technical & Practical Expertise Progression Step 2 Cuts with scissors when paper held for them. Responds appropriately to shape-based terminology, e.g. pass the box. Finds shapes from description, e.g. with a straight edge. Responds appropriately to texture-based terminology, e.g. how many items are rough..etc Selects tools appropriate for the purpose.</p> <p>Progression Steps: Design & Technology Creative, Technical & Practical Expertise Progression Step 3 Folds, tears and cuts paper and card. Joins components using a variety of methods. Shows an awareness of safety when using tools. Attempts to change their tall structure to help it become more stable.</p>	<p>the user and whether it meets design criteria.</p>
<p>Music Charanga – Anyone can play Unit 4 Introducing Sway</p>	<p>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.</p>	<p>Listen & Respond To know a variety of songs. To be able to move, play or respond to the songs. To identify some familiar environmental sounds when listening to recordings. To listen to and engage with a range of music. To react to change.</p>	<p>Explore & Create To describe music they have heard in simple terms, e.g. fast, loud, happy, etc. To play an instrument with big sounds and soft sounds. 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. To be able to control the sounds of percussion or digital instruments. To explore high and low sounds on tuned percussion or digital instruments. To be able to play percussion or digital instruments with an awareness of style. To be able to sing, sign or make a sound for their names in correct places.</p>	<p>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. To play with an awareness of style. To take turns to play solo instruments.</p>