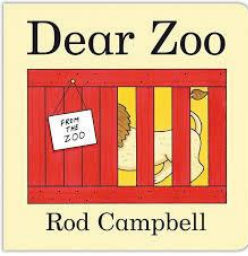
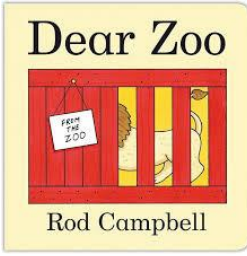
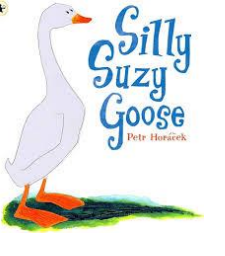
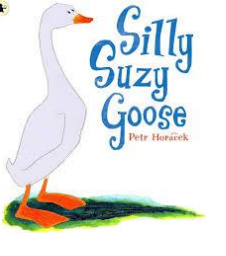

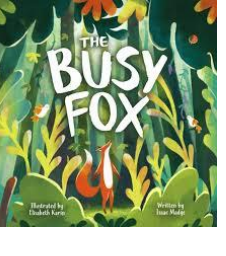
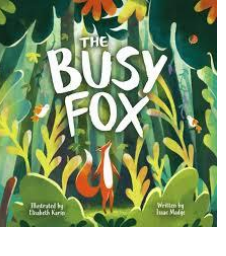




Meadowbank Primary School
Half Termly Sensory Curriculum – Summer 2 2026
Phase Resource Provision – Meadow Room



| | Week 1 Wk Beg 08.06 | Week 2 Wk Beg 15.06 | Week 3 Wk Beg 22.06 | Week 4 Wk Beg 29.06 | Week 5 Wk Beg 06.07 | Week 6 Wk Beg 13.07 | Week 7 Wk Beg 20.07 |
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| Big Question | What do know about all creatures great and small? | | | | | | |
| Book Studies | Dear Zoo By Rod Campbell  | Dear Zoo By Rod Campbell  | Silly Suzy Goose by Petr Horacek  | Silly Suzy Goose by Petr Horacek  | Busy Fox by Isaac Madge  | Busy Fox by Isaac Madge  | Busy Fox by Isaac Madge  |
| Enhancements Visits and Visitors | | Mobile Farm Cheshire Visit to school on 15.06.26 | | | | | |
| Whole School and National Events | | | | Friends of Meadowbank Summer Fair 04.07.25 3.30-5.30 pm | | | |
| Literacy Animal Stories | Engagement Steps 1-3 | | Engagement Steps 4-6 | | Primary Steps 1 - 3 | | Primary Steps 4 - 6 (Y1/2) |
| | 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 Watches faces intermittently during interactions when a familiar person talks to them | | 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 Communicates two-word combinations to create an adjective-noun (subject) sentence structure | | Learning Objectives 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 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. Beginning to punctuate sentences using a capital letter and full stop. 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'. Sequence sentences in chronological order to recount an event or experience. |

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| | <p>Babbles using consonant sounds when a member of staff initiates interaction Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction</p> <p>Engagement Steps: Attention Skills 3 Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols Participates in singing activities Listens as a member of staff talks about a book Joins in with repetition of a story or song independently Demonstrates anticipation when specific sounds are heard</p> | <p>Takes part in a simple staff-led discussion in which they can express their views Uses expression when speaking Communicates prepared words in presentation or performance when prompted</p> <p>Engagement Steps: Interaction 6 Participates in presentations or performances with some prompting but delivery is clear Adds word to a peer's description Wants to share what they have found out Communicates about drawings and paintings Completes a familiar phrase when a member of staff communicates part of it</p> | <p>Reacts excitedly when hearing familiar stories Repeats specific lines when 'reading' independently Shows interest in a narrative/story by asking for it again or continuing a conversation about it Echoes sound patterns Predicts the ending of a sentence</p> <p>Progression Steps: Comprehension 3 Joins in discussion about a story Explains simply why they liked or disliked the story Communicates how a story or poem makes them feel Explains how a character might be feeling, e.g. Jack was running because he was "scared"</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) Plan or say out loud what we are going to write about. Make simple additions, revisions and corrections to writing.</p> |
| Mathematics Length | Engagement Steps 1-3 | Engagement Steps 4-6 | Primary Steps 1 - 3 | Primary Steps 4 - 6 (Y1) |
| | <p>Learning Objectives Engagement Steps: Engagement Steps: Attention Skills 1 Attends briefly to their immediate environment intermittently with vision or grasp when not engaged Focuses attention on moving objects intermittently when within their visual range Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects Watches the movement of their own limbs briefly Watches their own hand movements briefly</p> <p>Engagement Steps: Attention Skills 2 Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects Directs their body movements towards a member of staff when engaging in an activity Demonstrates a brief interest in noises in their immediate environment when encouraged</p> | <p>Learning Objectives Engagement Steps: Attention Skills 4 Compares their food with another person's, commenting on the differences Communicates about the effects of different tools on dough Copies a simple three beat rhythm Concentrates without support for up to ten minutes Scribbles on paper and attends to the marks they have made when prompted by a member of staff</p> <p>Engagement Steps: Gross Motor Skills 5 Explores different movements Moves a ball along a simple course Differentiates between ways of sending a ball, e.g. throw/kick Moves along paths</p> <p>Engagement Steps: Gross Motor Skills 6 Moves freely and confidently Explores the uniqueness of self-produced movements when shown a mirror Attempts to walk along a line</p> | <p>Learning Objectives Progression Step: Measurement, Length 1 Describes & compares length and height Measures and begins to record lengths and heights Solves practical problems involving height and length Uses the terms: long/short, longer/shorter, tall/short, double/half</p> <p>Progression Step: Measurement, Length 2 Measures using a ruler with support Solves practical problems involving height and length Measures and begins to record lengths and heights Describes length and height Uses the terms: long/short, longer/shorter, tall/short, double/half</p> <p>Progression Step: Measurement, Length 3</p> | <p>Learning Objectives Measures: Length Year 1 Compare and describe practical problems for lengths and heights (e.g., long/short, longer/shorter, tall/short, double/half).</p> <p>Measure and begin to record lengths and heights.</p> <p>Year 2 Compare and order lengths and record the results using >, < and =</p> <p>Choose and use appropriate standard units to estimate and measure to nearest appropriate unit: length/height in any direction (m/cm) using rulers.</p> |

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| | <p>Focuses attention on moving objects intermittently when within their visual range</p> <p>Engagement Steps: Attention Skills 3 Compares the weight of two objects with assistance Compares objects when investigating which interests them more Demonstrates intense curiosity Explores an activity for three minutes when working coactively Concentrates on a task for three minutes when working independently</p> | <p>Walks around an area independently when playing Walks in the desired direction</p> | <p>Compares and uses simple equivalents of mixed units, e.g. 5 m = 500 cm Adds and subtracts lengths Recognises the abbreviations for metric units of length : km, m, cm, mm Measures the perimeter of a simple 2D shape Uses mixed units, e.g. 1 m and 25 cm</p> | |
| Science Animals and Habitats | 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 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 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 Cognition & Learning: Exploration: 5 'Asks' for help when frustrated Feels the texture of surfaces 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 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. 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</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). Year 2 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> |

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| | | | Orders three living things on a simple food chain showing the relationship between them, e.g. grass → cow → human Identifies similarities and differences | |
| 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 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>Learning Objectives Engagement Steps: Regulation 4 Chooses to sit with a specific person at mealtime Expresses emotions towards others using words, not just actions 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>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 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>Learning Objectives Year 1 Being me in my World Belonging Together Understand my rights and responsibilities as a member of the class (and school). 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> |

| Humanities Geography - Natural Environment | Engagement Steps 1- 3 | Engagement Steps 4 - 6 | Primary Steps 1 - 3 | Primary Steps 4 - 6 (Y1) |
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| | <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 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>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 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>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 Notices 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>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. 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) |
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| | <p>Learning Objectives Engagement Steps: Making Connections, Cognitive Level 1</p> <ul style="list-style-type: none"> • 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>Engagement Steps: Making Connections, Cognitive Level 2</p> <ul style="list-style-type: none"> • 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>Engagement Steps: Making Connections, Cognitive Level 3</p> <ul style="list-style-type: none"> • 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>Learning Objectives Engagement Steps: Functional Movement: Fine Motor Skills 4</p> <p>Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects</p> <p>Demonstrates growing hand-to-hand co-ordination</p> <p>Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns pennysized dials, pushes penny-sized buttons</p> <p>Passes an object with their hands when they have been prompted by a member of staff</p> <p>Picks up small objects securely with a pincer grip</p> <p>Engagement Steps: Functional Movement: Fine Motor Skills 5</p> <p>Posts objects through holes when playing</p> <p>Manipulates objects to make them move in different directions</p> <p>Picks up two blocks with one hand when playing</p> <p>Stretches, tears and squashes dough into rough shapes</p> <p>Shows preference for one hand</p> <p>Engagement Steps: Functional Movement: Fine Motor Skills 6</p> <p>Builds a tower of seven bricks</p> <p>Manipulates a dial</p> <p>Controls both hands simultaneously</p> <p>Screws and unscrews jar lids</p> <p>Holds an object with a tripod grip</p> | <p>Learning Objectives Progression Steps: Design & Technology Creative, Technical & Practical Expertise</p> <p>Progression Step 1</p> <p>Snips with scissors</p> <p>Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors</p> <p>Links or joins construction toys generally independently</p> <p>Grasps tools generally independently</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</p> <p>Progression Step 2</p> <p>Cuts with scissors when paper held for them</p> <p>Responds appropriately to shape-based terminology, e.g. pass the box.</p> <p>Finds shapes from description, e.g. with a straight edge</p> <p>Responds appropriately to texture-based terminology, e.g. how many items are rough..etc</p> <p>Selects tools appropriate for the purpose</p> <p>Progression Steps: Design & Technology Creative, Technical & Practical Expertise</p> <p>Progression Step 3</p> <p>Folds, tears and cuts paper and card</p> <p>Joins components using a variety of methods</p> <p>Shows an awareness of safety when using tools</p> <p>Attempts to change their tall structure to help it become more stable</p> | <p>Learning Objectives Year 1</p> <p>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.</p> <p>Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p> |

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| <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 of the music To be able to control the sounds of percussion or digital instruments To explore high and low sounds on tuned percussion or digital instruments To be able to play percussion or digital instruments with an awareness of style To be able to sing, sign or make a sound for their names in correct places.</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> |
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