

St Bernadette's Catholic Primary School



"Butterfly" Sensory Curriculum - Topic approach to the Sensory Curriculum

	Year A	Year B	Year C	Year D
Autumn	Ourselves	Toys	Colour & Light	Journeys
Spring	Our School	Spring & Growth	Communities & Culture	Houses & Homes
Summer	Weather & Seasons	Creatures Great & Small	On the Move	Out & About

Butterfly Room staff send out the theme overview with the communication focus to class teachers at the start of each term to support transitional work.

Topics Covered:

Ourselves (me, my interests, my body, my family, my likes and dislikes)

Our School (my class, my friends, my local environment, my playground)

Weather (weather, seasons, clothing, capacity, choosing)

Toys (toys old and new, taking turns, social skills, relationships, forces)

Spring & Growth (my body, growing up, plants, farm, water)

Creatures Great & Small (animals, creatures, caring, lifecycle)

Colour & Light (colour, light and shade, sound, recycling)

Communities & Culture (people who help us, diversity, my community)

On the Move (health, exercise, forces, growing, positional language)

Journeys (transport, festivals and celebrations)

Houses & Homes (homes, electricity, buildings, town and country)

Out & About (holidays, money, teddy bear's picnic, nature)

Coverage

Year A

sensory curriculum

Topic	Autumn- Ourselves		Spring- Our School		Summer- Weather & Seasons	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Modern Stories	Non Fiction	Modern Rhymes & Poems	Stories from other countries	Trad. Stories & Rhymes	Non Fiction
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Measures- Time	Geometry- 2D shapes	Fractions	Geometry- Exploration	Measures- Capacity	Geometry- 3D shapes
Science	Ourselves Humans	Me & My Interactions Teeth & Eating	Sorting & Using Materials	Local Environment	Living Things Plants	Floating & Sinking
ICT	Information about me Information in the class & school		Introduction to ICT Let me have a go!		Handling Pictures & Sounds What's Happening?	
Art	Tactile exploration & textures		Using Paper		Collage / Strokes	
DT/ Food Tech	FT: Taste & Texture DT: Photo Frames		DT: Sensory Properties of Wrappers School Playground & Parks		FT: Sweet & Savoury	
Humanities	Geography: People around the world Me & My Routines- People & Families		Geography: Positions & Locations School Environment		Geography: Weather Conditions Weather	
PSHE	All about me		My School & Me Group Work		Choices	
RE	Myself- Who am I? Why am I Unique? Christian Way of Life		Special People & Places People who work in places of worship		What does it mean to belong?	
Music	Sounds Interesting- exploring sounds Instruments- Beat & Tempo		Sounds & Skills all around us		Showing Enjoyment	
Drama	Exploring Space & Movement Our Bodies		Relationships		Sensory Seasons Woodland Soundscape	
PE	Games		Dance / Gymnastics		Athletics / Ball Skills	

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Year B

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Topic	Autumn- Toys		Spring- Spring & Growth		Summer- Creatures Great & Small	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Trad. Stories, Poems & Rhymes	Non Fiction pictures & captions	Modern Stories with everyday settings	Modern Rhymes, Poems & Action Verses	Non-Fiction Information Text	Animal Stories
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Geometry- Position & Movement	Data Responding, Organising & Using	Measures- Money	Measures- Weight	Geometry- Patterns & Shapes	Measures- Length
Science	Pushes & Pulls Forces & Motion	Materials- grouping	Health & Growth	Plants	Animals Life Cycle	Animals Living Things
ICT	Sorting & Recording Date: Sorting, matching, labelling & Classifying		Noticing new things & making things happen Using ICT		Creating Scenes, taking & printing photos Using ICT on my own	
Art	Shape- solid forms Manipulation of materials		Shape- combining materials		Pattern	
DT/ Food Tech	DT: Moving Toys Making things work, basic mechanisms		FT: Bread, packaging, sandwich snacks Sensory properties of dough & pastry		DT: Moving Animals / Monsters Cutting & Sticking Materials	
Humanities	History: Toys- old and new Daily Routines / Activities		Geography: Water Sources		Geography: Natural Environment Going to the Countryside	
PSHE	Sharing Playing & Learning Together		Looking After Myself		Caring for Animals & Plants	
RE	Spirituality, Festivals & Celebrations		Celebrations and Festivals inc. Easter		Special Stories, Saint Francis, Jesus & Bible	
Music	Turn Taking		Listening & Enjoyment Groeth & Change (loud and quiet)		Sound	
Drama	Taking Turns Imaginative Play (role play)		Exploring Space & Movement		Using Stories We're Going on a Bear Hunt	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

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Year C

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Topic	Autumn- Colour & Light		Spring- Communities & Cultures		Summer- On the Move	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Fantasy World Stories	Modern Rhymes & Poems	Non-Fiction Letters & Recounts	Stories with familiar settings	Trad. Stories, Poems & Rhymes	Non Fiction inc. hobbies and posters
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Measures- Capacity	Measures- Time	Geometry- Exploration	Geometry- Position & Movement	Geometry- 2D shapes	Geometry- Patterns & Shapes
Science	Light & Dark	Light & Shadows	Keeping Warm	Characteristics of Materials	Forces & Movement	Moving & Growing
ICT	Pictures: Beginning to paint Making pictures, working with ICT		Making & Communicating Choices Sharing information, ways to communicate		Control: Moving pictures Extending experiences of ICT	
Art	Colour & Lights		Malleable Substances		Printing / Shape	
DT/ Food Tech	DT: Designing & Making Musical Instruments		FT: From the Dairy		FT: Fruits & Vegetables Produce	
Humanities	Geography: How can we reuse materials?		History: People who help us (past and present) Daily Routines- people		Geography: Maps, positions & locations changing our playground	
PSHE	How can I look after my environment? How do I recycle?		Me & My Community Cultural Experiences		Healthy Living- food & exercise	
RE	What does light mean? Diwali		Spiritual Cornwall St Pirans Day (or other local celebrations)		Religious Symbols	
Music	Made Instruments Working World		Instruments & Rhythm Cultural Rhythms		Exploring Rhythmic patterns	
Drama	Using Role Play Sensory Christmas		Using Stories (From around the World)		Using Stories The Gingerbread Man	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

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Year D

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Topic	Autumn- Journeys		Spring- Houses & Homes		Summer- Out & About	
English	Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing		Developmental Skills- S&L, Reading, Writing	
	Stories & Poems from other countries	Modern Rhymes, Poems & Verses	Non-Fiction- labels and instructions	Stories & Rhymes from everyday settings	Non-Fiction Invitations & Postcards	Modern Stories
Maths	Number & Using and Applying		Number & Using and Applying		Number & Using and Applying	
	Geometry: 3D shapes	Measures: Weight	Measures: Length	Data- responding, organising and using	Fractions	Measures- Money
Science	Sound & Hearing	The Environment Further Afield	Rocks & Soils	Using Electricity	Materials Changing	Magnets
ICT	Creating Images & Sound		Controlling and Choosing what happens Repeating responses		ICT all around us	
Art	Using Paint		Using Fabrics		Visual & Tactile Outside Exploration Natural Texture	
DT/ Food Tech	DT: Vehicles Making battery operated toys work		DT: Homes, physical properties of surfaces Switch operated computer program		FT: Teddy Bear's Picnic Biscuits	
Humanities	Geography: Transport Positions & Locations in our community		Geography: Buildings Town & Country		History: Holidays (past & present) Me & My Routines- activities & places	
PSHE	Festivals & Celebrations Awe & Wonder		Caring		Spiritual Places Relaxation & Reflection	
RE	Hindu Celebrations Saying Thank you at Harvest		Places of Worship		Special World	
Music	Exploring Sounds Going Places- High and Low		Sound- Electronic Music		Our Senses- Timbre Rhythmic Movement	
Drama	Using Role Play Journeys- Pack a Suitcase		Exploring Space & Movement Maytime		Using Role Play Goldilocks & The Three Bears	
PE	Games		Dance & Gymnastics		Athletics & Ball Skills	

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Outcomes

Year A Autumn- Ourselves

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Purple Group (engagement steps 1-4) SEMIH + Sensory & Physical	Red Group (engagement steps 4-6 & Primary Steps 1) SEMIH + Sensory & Physical AND Science: Animals inc. Humans	Green Group (Primary Steps 2+) Science: Animals inc. Humans
Listens with enjoyment when vocalising to themselves	Points to main features on a persons face when asked	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies
Requests physical contact with gestures or vocalisations when playing with peers	Names own gender	Identifies human need, e.g. food/drink
Responds to praise with positive facial expressions when successfully completing a task	Points to parts of their body when asked	Names parts of the human body
Demonstrates surprise through expressions and body language when noises shock them	Draws a person with a head	Sequences a series of three pictures showing human life cycle
Categorises smells and tastes as nice or nasty	Recognises main body parts, e.g. leg, arm	Demonstrates how different parts of their body move, e.g. arms can go up, down, around, backwards, forwards, etc.
Communicates strong 'no' to unwanted food	Attends to a member of staff when their name is called	Identifies that different people are different ages
Identifies their mouth by pointing to it when asked by a member of staff	Listens to (or watches) a recording of themselves and friends with interest	Identifies members of the opposite sex and of their own sex
Shows in and out tongue movements	Asks for help when they are hurt	Identifies that their hair and nails will grow
Watches the faces of other people eating briefly	Demonstrates frustration when they are unable to make themselves understood	Collects pictures from a range of sources that relate to a specific subject

Year A Spring - Our School

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Purple Group Engagement Steps 1-4: Sensory & Physical - Visual	Red Group Engagement Steps 4-6: Communication & Interaction- Receptive Communication Primary Steps 1: Maths- Geometry	Green Group Primary Steps: 2+ Maths- Geometry
Glances at people within 2 metres when they are moving	Tracks people until they move out of range when they travel past quickly	Communicates and follows instructions using the terms 'in' and 'out.'
Quietens after vocalising when they hear a voice	Tracks different sensory stimuli briefly when provided with new stimuli	Starts to be able to find an object with one specific characteristic
Reacts to voices with minor physiological changes	Stops and faces environmental Sounds	Places objects in a line
Responds to sound next to their ear	Follows simple commands with appropriate responses e.g. rolls the balls when requested to	Assembles a puzzle with 4-6 pieces
Gives momentary attention to someone speaking close to them	Understands concepts of over, under, in and on	Communicates using positional language e.g. the ball is in the box
Turns their head to search for stimuli when sounds alert them to actions out of sight	Brings specific object from another room when asked	Finds an object by location e.g. find me a member of staff from the office
Imitates environmental sounds in their own manner	Finds an object by function, e.g. find me something to pour my drink into	Looks at the globe and describes it's shape
Localises a moving object, a sound or music without prompting by a member of staff	Follows instructions containing three key words including a verb, adjective and noun, e.g. run to the big swing	Gives another person a forward, backward and turn instructions to reach a destination
Reacts to an instruction positively or negatively when a member of staff initiates interaction	Demonstrates understanding of simple concepts including 'in' and 'out.'	Finds items from simple positional and directional clues

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Year A

Summer - Weather & Seasons

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Purple Group Engagement Steps 1-4: Cognition & Learning- Exploration, Sensory & Physical	Red Group Engagement Steps 4-6: cognition & Learning- Exploration, Sensory & Physical Primary Steps 1: Science- Changing Seasons	Green Group Primary Steps: 2+ Science- Changing Seasons
Reacts to a range of sounds that are close by	Notice clouds in the sky	List the things they might feel, see and hear in different seasons
Responds occasionally to a sound next to their ear (bell)	Notice leaves falling from trees	Describes how different weather might affect them and what they might wear
Startles to a sudden change in light	Identifies obvious differences between Winter and Summer	Identifies that the sun provides warmth
Perceives that reflections differ from the surrounding environment, through unique reactions when shown a mirror	Responds to something new with questions	Sorts clothes into what they would wear for different seasons
Imitates environmental sounds in their own manner	Asks a simple Why question	Describes what a thermometer measures
Stops babbling to listen to a familiar voice in their imitate environment	Anticipates a routine demonstrating an expectation of familiar event.	Observes and responds to a change over time (tadpoles to frogs)
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Answers a question based on their observation
	Identifies common objects by pointing and looking at them	Observes and comments on the effect of natural elements
	Stops and faces environmental sounds	Describes the weather using appropriate language (sunny, rainy...)

Year B Autumn- Toys

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Purple Group (engagement steps 1-4) Cognition & Learning- Anticipation	Red Group (engagement steps 4-6 & Primary Steps 1) Science- Forces, Maths- Time	Green Group (Primary Steps 2+) Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notices peers briefly when alongside them during play situations	Notices visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.

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Year B

Spring - Spring & Growth

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Purple Group Engagement Steps 1-4: Cognition & Learning- Exploration, Sensory & Physical	Red Group Engagement Steps 4-6: cognition & Learning- Exploration, Sensory & Physical Primary Steps 1: Science- Changing Seasons, Animals incl Humans	Green Group Primary Steps: 2+ Science- Changing Seasons, Animals incl Humans
Reacts to a range of sounds that are close by	Points to main features on a persons face when asked	List the things they might feel, see and hear in different seasons
Responds occasionally to a sound next to their ear (bell)	Names own sex	Describes how different weather might effect them and what they might wear
Startles to a sudden change in light	Identifies obvious differences between Winter and Summer	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies
Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Responds to something new with questions	Sorts clothes into what they would wear for different seasons
Imitates environmental sounds in their own manner	Asks a simple Why question	Names parts of the human body
Stops babbling to listen to a familiar voice in their imitate environment	Anticipates a routine demonstrating an expectation of familiar event	Observes and responds to a change over time (tadpoles to frogs)
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Sequences a series of three pictures showing human cycles
	Identifies common objects by pointing and looking at them	Identifies that different people are at different ages
	Stops and faces environmental sounds	Identifies that their hair and nails will grow

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Year B

Summer - Creatures Great & Small

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Purple Group Engagement Steps 1-4: Social, Emotional & Mental Health + Sensory & Physical	Red Group Engagement Steps 4-6: Social, Emotional & Mental Health, Cognition & Learning Primary Steps 1: Science- Living things & their Habitats, Plants	Green Group Primary Steps: 2+ Science- Animals, incl Humans, Living things & their Habitats, Plants
Stands up (or attends) when interested in their environment	Recognising when something is wrong (calling a dog a cat.)	Understands some factors that determine where an animal can be found, e.g. size, flippers, etc.
Stops babbling to listen upon hearing a familiar voice	Cares for the classroom pets or plants	States a simple difference between two habitats
Puts a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a simple change, e.g. colour	Matches pictures of known animals to their normal habitats
Shows an interest in books when 'reading' with a member of staff	Gives creature appropriate name, e.g. bird if flying	Give simple attributes to different habitats
Categorises smells and tastes as nice or nasty	Compares pictures of infant and adult animals e.g. identifying the infant or adult	Observes and responds to change over time, e.g. tadpoles turn to frogs
Communicates strong 'no' to unwanted food	Identifies that pets or animals eat different things. Suggests Plants need water	Answers a question based on their observation
Identifies their mouth by pointing to it when asked by a member of staff	Identifies an attribute of a habitat "the arctic is cold"	Collects pictures from a range of sources that relate to a specific subject
Watches the faces of other people eating briefly	Comments and asks questions about the natural world	Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.
Stands up (or attends) when interested in their environment	Communicates what they can see or hear in the environment	Asks a simple 'how?' Question

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Year C Autumn- Colour & Light

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Purple Group Engagement Steps 1-4: Sensory & Physical - Visual	Red Group Engagement Steps 4-6: Sensory & Physical - Visual Primary Steps 1: Science- Light	Green Group Primary Steps: 2+ Science- Light
Startles to sudden change in light.	Demonstrates growing eye and hand function e.g. focuses on, reaches for an item	Notifies a difference if eyes are covered
Demonstrates a stable gaze briefly during passive and active body movements	Identifies common objects by pointing/looking at them when they have been named	Identifies that they see with their eyes
Demonstrates a stable gaze briefly during passive and active head movements	Maintains interest of pictures for a minute while the content is named	Puts hand in front of light source and notices silhouette
Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a range of light sources in their immediate environment.
Explains the uniqueness of self-produced movements when shown a mirror	Scribbles on paper	Identifies that a rainbow can be seen in the sky
Sits without support when joining in with a group	Searches for objects when item falls out of sight.	Mixes different paint colours and observes the change
	Communicates about drawings and paintings	Recalls some light sources
	Suggests what colour they would like to make an object e.g. I want to draw a red fish	Lists some colours they see in the rainbow
		Notifies a difference if eyes are covered

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Year C Spring - Communities & Culture

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Purple Group Engagement Steps 1-4: Social, Emotional & Mental Health- Social Affection	Red Group Engagement Steps 4-6: Social, Emotional & Mental Health- Social Affection Primary Steps 1: PSHE- Citizenship	Green Group Primary Steps: 2+ PSHE- Citizenship
Calms after hearing voices when previously in a state of distress	Communicates with a member of staff using an individual action or gesture when they want something	Takes turns in a group
Calms to physical contact	Forms attachments with specific people when working with them repeatedly	Demonstrates social emotions e.g. sympathy for someone who is hurt
Demonstrates an awareness of familiar person by cessation of distress/crying	Identifies family members by looking or pointing when they are present	Demonstrates affection for peers
Engages in an activity for three seconds with familiar person	Responds to familiar peers consistently when interacting with them	Accepts the word 'no' in some situations
Focuses attention on moving faces intermittently when within their visual range	Accepts help	Tries to establish themselves as a member of a social group
Shows some awareness of people	Communicates with peers using words, gestures or symbols	Accepts that they cannot just take what they want
Notifies peers briefly when alongside them during play situations	Gives familiar people a name	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Tries to establish themselves as a member of a social group	Identifies a group to which they belong
Smiles with enjoyment when helped to stand	Takes turns in a small group	Volunteers for jobs in the setting, e.g. water plants, take messages.

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Year C

Summer - On the Move

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Purple Group Engagement Steps 1-4: Sensory & Physical	Red Group Engagement Steps 4-6: Sensory & Physical Primary Steps 1 Science- Animals, incl Humans, Forces, Plants	Green Group Primary Steps: 2+ Science- Animals, incl Humans, Forces, Plants and Physical Education
Bounces up and down in a standing position when supported by a member of staff	Communicates about the texture of the food they are eating	Pushes and Pulls heavy objects on a range of surfaces
Takes three/five steps (moves towards) without support when trying to reach an object or person	Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking	Describes simply what they have seen an animal do or eat
Copies simple actions using their upper or lower body	Identifies food by type, e.g. a bourbon will taste like a biscuit.	Matches pictures of infant animals to adult animals
Imitates the actions of others during interactive play	Compares food to another person's, commenting on the differences	Identify something they might need to plant seeds
Moves to music rhythmically	Dances to music	Identifies that leaves grow on plants
Accepts a larger range of food or smells	Hops on one foot although may be unsteady	Demonstrates curiosity in the outside world
Communicates the name of a specifically desired food item (or requests through reach, OaR or symbol)	Jumps from low equipment	Identify leaves in a variety of situations
Points to food they know they like to eat	Walks independently	Moves freely and confidently
Demonstrates an understanding of edible and non-edible	Tests new/unfamiliar objects, e.g. through manipulation/ squeezing	Tries to wipe away sweat

Year D Autumn- Journeys

sensory curriculum

Purple Group Engagement Steps 1-4: Cognition & Learning- Anticipation	Red Group Engagement Steps 4-6: Cognition & Learning- Anticipation Primary Steps 1: Science- Forces, Maths- Time	Green Group Primary Steps: 1-3 Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notifies peers briefly when alongside them during play situations	Notifies visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.

Year D Spring - Houses & Homes

sensory curriculum

Purple Group Engagement Steps 1-4: Social, Emotional & Mental Health- Social Affection	Red Group Engagement Steps 4-6: Social, Emotional & Mental Health- Social Affection Primary Steps 1, PSHE- Citizenship	Green Group Primary Steps: 2+ PSHE- Citizenship, Maths- Geometry
Calms after hearing voices when previously in a state of distress	Communicates with a member of staff using an individual action or gesture when they want something	Builds a tower of 5 bricks
Calms to physical contact	Forms attachments with specific people when working with them repeatedly	Assembles a L/6 piece puzzle
Demonstrates an awareness of familiar person by cessation of distress/crying	Identifies family members by looking or pointing when they are present	Cooperates physically during familiar routines
Engages in an activity for three seconds with familiar person	Responds to familiar peers consistently when interacting with them	Describes the directional movement of an object
Focuses attention on moving faces intermittently when within their visual range	Accepts help	Tries to establish themselves as a member of a social group
Shows some awareness of people	Communicates with peers using words, gestures or symbols	Accepts that they cannot just take what they want
Notifies peers briefly when alongside them during play situations	Gives familiar people a name	Builds using geometric construction material
Smiles and laughs at familiar individuals intentionally whilst playing	Tries to establish themselves as a member of a social group	Identifies a group to which they belong
Smiles with enjoyment when helped to stand	Takes turns in a small group	Volunteers for jobs in the setting, e.g. water plants, take messages.

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Year D Summer - Out & About

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Purple Group Engagement Steps 1-4: Cognition & Learning- Anticipation	Red Group Engagement Steps 4-6: Cognition & Learning- Anticipation Primary Steps I. Science- Forces, Maths- Time	Green Group Primary Steps: 1-3 Science- Forces, Maths- Time
Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night
Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule
Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity
Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct
Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events
Notifies peers briefly when alongside them during play situations	Notifies visual changes in a familiar room	Declares that something is not fair
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.