



# Booker Park Curriculum

## Pre-Formal

The Booker Park curriculum is designed to be developmental. Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

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## My communication

### **Attention & Responding**

Turns head towards sound or voice

Reacts to sudden sounds or noises

Show fleeting attention

Respond when basic needs and desires are met e.g. stop crying when discomfort is removed or relax when they get rocked.

Respond to stimuli presented in on/off pattern (burst – pause) e.g. still, widen eyes, increased movement

Momentarily hold attention to whatever is the dominant stimulus in the environment

Responds to toys that make sounds

Responds to familiar songs/rhymes

Responds to consistent and predictable social routines, offered in the same order in the same environment on a daily basis, e.g. by relaxing, stilling, widening eyes or mouth, increased movement

Begins to focus on preferred task

Begins to focus on adult led task

Demonstrates single channelled attention (auditory or visual)

Responds to voice even if adult is not in view

Responds with consistent positive reactions to a range of social activities e.g. smiling

Responds with negative reactions e.g. turning head away

Responds to people talking around them e.g. by looking at the speaker or making sounds

Responds in different ways to familiar and unfamiliar adults

Responds to sensory cues (noises and sounds)

Responds to object cues

Attends to objects of reference

Attends to pictures/symbols

Responds to familiar sounds

Responds to early words such as brrrm/woof/mum

Demonstrates attention to concrete task of own choice

Begins to shift attention from a toy to person when playing (although attention is still single channelled)

Begins to use 3 point gaze shift e.g. person-toy-toy, person-person-toy, person-toy-person

Attends structured group activity for a short period (of up to 5 minutes)

Shifts attention to relevant focus within group

Follows a contact point

Follows a distal point

Follows gaze

Attends and joins in with interest in adult led activity for 5+ minutes

## **Understanding**

### **Anticipation:**

Shows brief anticipatory behaviour in response to a familiar stimulus/routine e.g. showing excitement on seeing food, eyes widening to familiar music cues

Shows sustained anticipatory behaviour in response to a familiar routine/stimulus

Shows differentiated anticipatory behaviour in response to more than one familiar stimuli/routine

Shows differentiated response to an sign/symbol (E.g. O of R, photo/picture symbol, signing)

Shows differentiated response to 3 signs/symbols (E.g. O of R, photo/picture symbol, signing)

### **Comprehension:**

Begins to understand highly familiar words like bye-bye especially when used with gesture at the same time

Responds to familiar sounds, words and/or signs, showing understanding of their meaning e.g. look at 'mum' or the dog.

Responds to auditory cues associated with familiar daily routines/activities e.g. tidy up song, rainmaker to signal finish etc

Responds to words associated with familiar routine/event

Understands names of some familiar objects and people

Listens and waits for 'ready steady ...go' games

Respond to 'no' 'stop' 'go' 'finish' 'more'

Respond to their own name

Respond to simple directions 'come to mummy' especially when associated with a gesture

Responds to 'where's daddy/mummy' by looking around them

Responds to an adult saying 'give' by handing an object to them

Understands the names of about 10 familiar objects e.g. cup, teddy, shoes

Begins to respond to pictures in a book when they are named

Recognises some symbolic sounds e.g. woof woof for dog

Responds to a range of action words (either by pointing to or doing action)

Responds to simple instructions in context e.g. 'don't touch' 'give me the ball' 'point to the dog'

Points to familiar people, animals or toys when requested

Understands about 50 simple words

Begins to identify body parts on self

Begins to identify body parts on adult

Begins to identify body parts on doll/teddy

Responds to simple phrases e.g. 'coat on' 'all gone'

Points to some familiar objects and people in pictures when named

Responds to familiar and simple instructions e.g. 'throw the ball' 'go and get your shoes'

Starts to understand possession e.g. 'Where's mummy's shoe?'

Begins to respond to simple questions with headshake or nod

Listens and responds to spoken communication addressed directly to them

Identify 3-5 body parts when named

Understands simple pronouns – me/you/my

Responds to a series of 2 simple but related commands e.g. 'give me the ball and car'

Responds to simple 'wh' questions – such as 'what?' and 'who?'

Understands a range of action words

Understands when an object is 'in' something and 'on' something

Enjoys listening to simple stories

Follows a series of 2 simple but related commands 'get your teddy and put it in the bag'

## **Expressive communication**

### **Requesting:**

Shows displeasure when an activity/event finishes

Intentionally turns head away to indicate enough/finished

Gives signals which can be interpreted as requests for more of an activity within a structured routine

Demonstrates a positive response to indicate more/yes

Demonstrates a negative response to indicate finish/no

Gives distinct signals for requests for more of an activity in more than one situation e.g. fixed eye gaze, vocalisation

Gives signals which can be interpreted as requests for an object within a structured routine situation

Gives distinct signals for requests for objects in more than one situation e.g. switches, eye gaze, reaches, points, vocalises

Communicates request for help using behaviour, gesture, facial expression, vocalisation

Gives distinct signals to request up to 3 objects/activities using AAC (switch, O of R, signing, photo/symbol)

Gives distinct signals to request 4+ objects/activities using AAC (switch, O of R, signing, photo/symbol)

### **Choosing:**

Responds to a single item or activity

Attends to one item or activity

Attends to one item or activity and shows positive/negative response

Attends to two items or activities presented separately and indicates preference e.g. eye gaze, strength of smile

Attends to two items presented together and signals a preference

Choose between two or more familiar alternatives with real objects e.g. toys, songs, objects (switch, talker, OofR, signing, photo/picture exchange)

Choose between two or more familiar alternatives using photos e.g. toys, songs, objects (switch, talker, OofR, signing, photo/picture exchange)

Choose between two or more familiar alternatives using symbols/signs e.g. toys, songs, objects (switch, talker, OofR, signing, photo/picture exchange)

Choose between two or more unfamiliar alternatives (switch, talker, OofR, signing, photo/picture exchange)

**Vocalisation & speech development:**

Coos or gurgles

Begins to vocalise responsively

Vocalises to gain attention

Produces differentiated vocalisations to show enjoyment/displeasure

Indicate when uncomfortable or annoyed (with body language and facial expressions)

Show happiness to people/object/event by laughing, chuckling, squealing

Begins to use consonant sounds 'dadada'

Plays with voice

Begins to say mama/dada meaningfully

Copies different sounds/noises

Starts to use gesture to communicate

Make simple, meaningful gestures a) reaches b) sustained look c) waves

Indicates they need help using speech/signs/symbols

Uses their voices to join in an interaction/interactive exchange

Attempt simple words and phrases in imitation e.g. mama, woof, all gone, bye bye, more

Uses a few words/signs/symbols appropriately e.g. more, names, yes, no, mama – whatever is appropriate for that child

Uses a few words signs/symbols appropriately 5-10

Uses 20 high frequency words signs/symbols reflecting what they hear in environment (milk, doggy, more, no etc.

Copies lots of words and noises and actions

Enjoys nursery rhymes and tries to join in e.g. sounds & actions

Chatters to self during play with conversational intonation

Echoes prominent or last words in short sentences directed to them

Uses about 50 words

Consistently imitate new words

Uses over 50 words

Names objects and pictures and people

Put 2 words together e.g. bye teddy, no ball

Uses tone of voice when asking a question e.g. Car gone?

Asks simple 'wh' questions e.g. 'want that?' 'who that?'

Communicates 'no' when they don't want something

Refer to self by name

Start to use mine and my/me

Talks to self in long monologues in play (may be incomprehensible to others)

Asks names of objects and people

Joins in rhymes and action songs with deliberate words and actions

Uses communication to a) label b) request c) reject/protest d) direct e) comment f) question

## **Social Communication/Interacting**

### **Seeking attention:**

Makes movements which will direct an adult's attention to self

Makes noises which will direct an adults attention to self

Repeats a behaviour/action which has just produced a response from an adult

Repeats a behaviour which has previously produced a response from an adult (after a specified length of time)

Attract someone's attention

Shows a desire to have an interaction repeated e.g. by facial expression, gesture, vocalising

### **Interaction:**

Has brief periods of alertness

Shows awareness of the presence of others

Tolerates an adult in the same space

Tolerates a peer in the same space

Begins to respond to interactions

Has sustained periods of alertness

Attends to a person in close proximity

Shows alertness when presented with a particular activity

Looks at a person in close proximity (as opposed to object)

Responds to being held by making movements e.g. kicking legs

Responds to being held by vocalising

Responds to being held by changing facial expression (smile or frown)

Reacts to being spoken to

Demonstrates recognition of familiar people e.g. changing facial expression, vocalising, reaching for or turning away

Reacts differently to one familiar person

Reacts differently to familiar people as opposed to unfamiliar people

Responds to the initiation of interaction

Makes brief eye contact

Makes changes in body movements in interactions

Makes changes in facial expressions in interactions

Uses vocalisations in interactions

Responds to greeting

Greets adult

Makes sustained eye contact with a person while participating in activities e.g. feeding or dressing

Responds to voice by vocalising

Demonstrates recognition of familiar people e.g. changing facial expression, vocalising, reaching for or turning away

Shows an awareness of being imitated

Reacts consistently to often repeated games/songs e.g. holds hands out for row boat, pulls hands away in peekaboo, vocalises for 'scream'

Show they can work co-actively with familiar people e.g. join in a 'row the boat' or allow their hands to be used for eating

Show anticipation of familiar social activities and events e.g. start to rock for 'row your boat' or lean forwards to be lifted up

Show they have had enough of a social interaction e.g. by turning away or looking down

Show preference for particular people, objects and activities

Respond with interest in the actions of others close by e.g. make eye contact, turn towards, reaching out, vocalising

Begins to offer toys/objects to adults

Begins to sustain interest in looking at pictures named by an adult for up to 1 minute

Begins to look at something and then back at you to get your attention

Participates in 2 way interaction using body movements/sounds

Engage actively in familiar social activities and events e.g. join in action songs or hold up arms for coat

Anticipate and share enjoyment when sharing a people game together e.g. peekaboo

Initiates to indicate more/continuation of activity/interaction

Initiates an interaction/game with an adult

Engages in and enjoys joint play with adult, switching attention between objects and adults

Listens and waits for ready steady...go games

Begin to play peek a boo and imitate hand clapping

Enjoys and engages in give and take games including offering and then withdrawing an object

Engages in extended interactions

Points to share interest

Points towards and item of interest and look back to adult to show and share enjoyment

Demands a desired object by pointing accompanied by loud vocalisations or words, checking back to adult that the request has been noted

Imitates simple everyday activities e.g. brushing floor, reading book

Initiates an interaction/game with a peer

Greets peer

Begins to exchange toys, both cooperatively and in conflict with peers

Use resources in same area as others

Tolerates others having access to same resources

Takes turns with shared resources

Joins others already involved in an activity

Respond to a peer who initiates interaction/game

**Group activities:**

Demonstrates interest in activity of group from a distance

Joins structured group activity for a short period

Remains seated within group

Attends to focus of group (adult led)

Attends to peer who is focus of structured activity e.g. in a game

Maintains attention within group

Shifts attention to relative focus within group

Sits in allocated place within group

Passes/receives objects from another within a group activity

Carries out requested action in group

Chooses a partner for activity or who should have next turn

Identifies other members of the group

Tolerates not being first/winning/being chosen etc

**AAC Skills - TO ADD – Bethan Lang**

## My Body

### **Body Awareness**

Show awareness of a range of total body movements e.g. swinging, floating, rolling

Show awareness of a range of different body orientations e.g. flat, bunched up

Show awareness of massage of hands/arms /feet/legs/head/face and various sensory stimulation on different parts of the body e.g. foot spa, silk material, and fan

Show awareness of their limbs being moved passively e.g. stretching in exercises or as part of action songs e.g. during sing and swing, music and movement

Show awareness of where their body is in space e.g. on top, under, crawl through

Show awareness of a range of pace of movement e.g. slow, quick, jerky, or smooth

Show awareness of different textures touching body e.g. cold, soft, or rough

Show awareness of objects in designated spaces touching different parts of the body

Move their hands and arms with hand-under-hand support/hand-over-hand support and/or co-actively e.g. during music and movement

Show awareness of body awareness songs and games e.g. head, shoulders, knees and toes or round and round the garden

Actively move as part of body awareness activities

## **Fine Motor**

### **Reaching:**

Bring their hands into midline

Have objects of various kinds placed in their hands

Touch objects of various kinds with their hands

Touch objects in midline/on left/on right/cross midline

Touch objects with one hand/with two hands

Clasp hands

Keep hands open most of the time

Bend and straighten their arms

Reach for objects just out of reach – midline/right/left – one hand/both hands

Reach for objects and bring them close– midline/right/left – one hand/both hands

Reach for objects and grasp them whole hand

Reach for objects and grasp them pincer grasp

'Reach' /aim with feet to hit target/obtain object

Transfer an object from hand to hand

Bang objects on a surface

Take objects out of a container

### **Grasping:**

Swipe objects e.g. hanging on activity arch

Open and close their hands

Close their hands round an object

Locate a hand-sized objects and try to grasp it

Hold hand-sized objects with palmer grip for increasing amount of time

Squeeze objects using the whole hand

Use whole hand to press switch,

Pick up objects using a whole hand grasp

Pick up and put down objects with several fingers and thumb

Locate small objects and try to grasp them

Hold objects using the pincer grip for increasing amount of time

Move at the wrist whilst holding objects,

Rotate arms while holding objects,

Hold onto a bar e.g. to hold themselves up for increasing the amount of time

Hold onto a bar e.g. to hold themselves up for increasing the amount of time

Hold objects and put them in contact with another e.g. hang two objects together, put objects in a box, bang drum with stick

Crawl with object in hand,

Grasp objects that are unseen e.g. from in a feely bag

**Releasing:**

Allow people to take objects from their hands

Let go of hand – sized objects

Put down objects using a whole hand grasp

Pass objects from hand to hand

Holds objects with two hands, stabilise them in one, and take other hand away

Rotate arms and drop objects

Swap objects from hand to hand

Pick up and put down repeatedly

Release objects voluntarily

Throw underhand from a seated position

Throw a ball forward

**Manipulating.**

Take objects to their mouths

Use their hands to manipulate objects e.g. shaking, banging, pushing, throwing

Use whole hand/several fingers at once to press switches/buttons/keys on keyboard

Use index finger to press buttons or poke objects

Hold objects in palmer grip

Grasp tools

Imitate scribbles and dots

Scribble spontaneously

Raise arms and drop objects into containers (larger to smaller objects)

Post objects into containers e.g. posting box

Place objects in specific places with increasing precision e.g. simple board/jigsaw)

Rotate objects in their hands

Point with index finger

Re orientate objects in hands

Imitate vertical and circular strokes with a mark making implement

Manipulate construction pieces to fit together

String beads together

Snip with scissors

Hold mark making tools in a digit grip

Hold mark making tools in tripod grip

Traces lines and curves with finger and writing tool

Traces a variety of shapes

Colours in picture with increasing accuracy

Imitates & copies some letters/numbers

Writes some letters in name

## **Gross Motor**

### **Sitting:**

Maintain head control

Move their head in all directions

Hold head in line with body

Lift head while lying on front

Extend both legs

Move trunk in a sitting position

Pivot round sideways in a sitting position

Push or pull themselves to sitting from lying.

Move their limbs in a sitting position

Sit in a fully supported position

Sit on floor whilst leaning on hands

Hold head steady whilst in supported sitting

Move head actively in supported sitting

Sit in a chair with sides

Sit on a classroom chair without sides

Sit on a range of different kinds of chairs

Sit on a stool, edge of the bed with no back or sides

### **Standing:**

Bear some weight on legs

Stand fully supported,

Stand with hands held or holding on

Move their limbs whilst standing with less and less support

Pull or push up to standing themselves

Stand up from a chair or stool

Stand up from the floor

Stand unsupported well

Sit down from standing with hands being held or holding on

Sit down from standing on chair or stool

Stoop to the floor and stand back up

Lower themselves to the floor from standing.

Balance in a kneeling position

Stand still

**Walking:**

Makes stepping movements when in a supported standing position

Walk fully supported

Cruise along class furniture

Walk with two hands held

Walk pushing a walker

Walk with one hand held

Walk unsupported

Take steps backwards e.g. to sit on a chair or toilet

Change directions when walking supported

Change directions when walking unsupported

Walk on different surfaces

Walk up and down slopes holding a rail

Walk up and down steps holding a rail

Walk up and down slopes

Walk up and down steps W run/hurried walk on flat surface

Walk into a large ball while trying to kick it

## **Mobility**

### **Indoor mobility:**

Kick legs back and forth

Roll from side to side

Crawl or bottom shuffle

Slide on back/tummy

Pivot on bottom or knees on floor

Roll over

Rock/row backwards and forwards e.g. row your boat

Push and pull people and objects

Bounce on trampoline

Throw and roll objects beanbag, balls

Catch objects from bigger to smaller

Move forwards and backwards

Move in and out of objects e.g. tunnel, den, tent, table

Move slowly and quickly (maybe being pulled in a blanket)

### **Outdoor mobility:**

Use playground/adventure equipment to swing, slide, rotate, climb and ride

Ride bikes or trikes eventually pushing the pedals themselves

Move over a range of different outdoor surfaces e.g. woodland trail, shopping precinct, grass, shingle, cobbles.

Walk into large ball while trying to kick it

Stand on one foot with help

Stand on one foot independently

Jump from foot to foot

Climb onto a low ledge or step

### **Water Mobility:**

Enter the pool as independently as possible

Achieve vertical balance in the water

Back float

Move from back to vertical

Rotate in the water – from back to front and front to back

Control unwanted rotations

Move arms in the water

Move legs in the water

Jump when in the water

Crawl in shallow water

Walk in deep water

Propel themselves in the water

Blow bubbles in the water

## **Sensory processing**

### **Understanding & expression own sensory needs**

Expresses likes/dislikes of sensory experiences/stimuli encountered, through body language, facial expression, movement or vocalisation

Intentionally communicate likes/dislikes of familiar sensory experiences

Communicates likes/dislikes of new sensory experiences

Indicates more/again in relation to sensory experience

Indicated enough/finished in response to a sensory experience

Selects preferred sensory items from a range presented e.g. to use as fidget toy/stress release

Identifies own sensory needs e.g. will put on ear defenders if too noisy

Communicates sensitivity to feature in environment e.g. shields eyes from light, puts fingers in ears at specific sounds

Expresses feelings in relation to sensory experiences e.g. uses words/symbols/facial expression

Identifies sensory experiences that make them anxious/cause discomfort

Identifies sensory experience that help them e.g. calming/alerting

### **Responding to sensory interventions**

Calms/alerts/regulates behaviour in response to environmental adaptation being made e.g. working in booth, switching off buzzing light

Calms/alerts/regulates behaviour in response to physical contact (touch) e.g. deep pressure, squeezes

Calms/alerts/regulates behaviour in response to adult's voice (sound) e.g. singing, reassurance, 'funny' voices

Calms/alerts/regulates behaviour in response to movement input from adult (proprioceptive) e.g. rocking, chasing, pulling therapand

Calms/alerts/regulates behaviour in response to tactile item e.g. stress ball, fidget, theraputty

Calms/alerts/regulates behaviour in response to auditory input (sound) e.g. ear defenders, preferred music on MP3 player

Calms/alerts/regulates behaviour in response to olfactory input (smell) e.g. aromatherapy oils

Calms/alerts/regulates behaviour in response to visual input e.g. change in lighting

Calms/alerts/regulates behaviour in response to gustatory input (taste) e.g. chewy, gum

Calms/alerts/regulates behaviour in response to vestibular input (movement & balance) e.g. bouncing on trampoline, sitting on wobble cushion/ball chair/zuma chair

Calms/alerts/regulates behaviour in response to proprioceptive input (positioning) e.g. weighted blanket or bear hug, gym ball

Calms/increases alertness in response to movement break

Calms/increases alertness in response to sensory circuit e.g. planned series of activities designed to promote sensory regulation

### **Increasing tolerance of sensory input**

Shows increased tolerance of specific touch (individual to each child) e.g. sensitivity to being touched by others, sensitivity to different textures, materials, foods etc

Shows increased tolerance of specific sounds/noise (individual to each child) e.g. sensitivity to specific sounds like crying, amount of noise in a particular environment like lunch hall/assembly, background noise they may find difficult to filter out

Shows increased tolerance of specific visual input (individual to each child – may need professional assessment)

Shows increased tolerance of specific smells (individual to each child) e.g. particular perfume

Shows increased tolerance of specific tastes (individual to each child – may need professional assessment)

Shows increased tolerance of movement e.g. sensitivity within vestibular system may cause balance and co-ordination difficulties

Shows increased awareness and control of own body e.g. activities to aid co-ordination, sense of position and ability to control own body movements

### **Managing own sensory needs**

Responds to prompts to use equipment/aid to alleviate sensory input e.g. 'put on ear defenders' 'get chewy'

Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or environment e.g. has chew instead of biting self, has special fabric to feel instead of stroking others clothing

Requests reasonable change to environment e.g. lights off

Requests help from adult to modulate sensory input e.g. asks for squeeze

Independently uses equipment/aid to alleviate sensory input e.g. puts on ear defenders when going to hall for lunch

Removes self from overstimulating or undesired activity

Reengages with activity once calm and regulated

## Me and My Community

### **Sense of self & developing self esteem**

Recognises mirror image of self

Recognise picture of self

Identifies features of own appearance

Identifies/defends own possessions

Shows preferences for objects

Shows preferences for people

Know own name

Look when called

Come when called

Makes choices when offered

Identifies activities they like/dislike

Will try out new activity with preparation & assistance

Will communicate 'no' if they do not want to participate in a new activity

Will try out new activities independently

Shows pleasure in praise

## **Interests, routines and processing**

### **Coping with change**

With preparation accepts small changes within a familiar activity e.g. visual timetable/schedule reflects the changes

With preparation accepts a familiar activity taking place in a different environment e.g. room change

With preparation accepts change of person within a familiar activity e.g. change of adult/peer

With preparation understands and accepts non specified events in timetable e.g. 'surprise'

With preparation accepts it's time to finish e.g. using timers, countdowns, 2 more minutes etc

Tolerates unexpected change with support e.g. visual support/verbal explanation

Expresses emotions experienced as a result of change in a controlled way

Responds to strategies to regulate emotions (self or mutual regulation)

### **Transitions**

Makes successful transition to different environment with adult support & visual prompts e.g. within same room, to different room, to different area of learning, to different building

Makes successful transition to different environment with visual prompts e.g. O of R, photos, symbols, transition object and schedule

Makes successful transition to different environment independently

### **Special Interests**

Engages in interactive exchange with a supporting adult using special interests e.g. turn taking with dinosaur toy

Joins in activities related to special interests e.g. looks at book about trucks, sorts cars

Engages in activities unrelated to special interests

Accepts specific times that are available for special interests e.g. using in-task schedule, now and then board

Will move on from special interest when asked to with warning e.g. now/next, in task schedule

**My Community:**

Notice changes in sound, light or temperature

Show awareness of different environments

Demonstrates likes and dislikes for different environments

Observe and show interest as people move around

Tolerate transitions in immediate environment

Recognise familiar places

Anticipate going to a specific environment

Respond to interesting stimuli within the environment

Tolerates transitions outside of immediate environment

Accepts the presence of others in a public space within the school e.g. library, lunch hall

Accepts the presence of others in public space within the community

**Feelings and emotions:**

Experience a range of emotions

Express a range of emotions – happiness/sadness/anger/fear

Respond to assistance offered by an adult to soothe and engage

Recognises change of emotion in adults

Respond to a smile with a smile

Intentionally communicate an emotion to others

Expresses emotions in keeping with the situation e.g. shows concern when someone is hurt

Recognise a happy face and imitate adults exaggerated demonstration of a smile

Recognise and imitate a sad face

Recognise and imitate an angry face

Discriminate happy/sad/angry expressions on adult face

Expresses emotions in keeping with the situation

Produce happy/sad/angry faces on demand

Recognise and match expressions in photos

Recognise and match expressions in drawings

Match simple expressions to contexts e.g. happy at a birthday party, sad at dropped ice-cream

Identify simple emotions in relation to self-e.g. sad, happy, angry, and scared

Accept and respond positively to calming/comforting strategies

Seek comfort from others when distressed or anxious

Self soothe when experiencing mild distress

Self-regulate using own strategies

Identifies strategy to help self-regulate

Participates in adapting environment/taking preventative action to help selves regulate e.g. putting on ear defenders when noise levels rise

Recognise emotions in others in real situations

Recognise emotions in others in photos and pictures

Relates non-verbal communication to the expression of emotions (body language, facial expression, tone of voice)

## My Knowledge

### **Sensory exploration**

#### **Awareness of stimuli – people, objects and activities**

Recognise an obvious change happening very close to self-e.g. stills when hand is massaged or when sees a bright flashing light

Recognise when a stimulus starts and stops e.g. stills, moves limbs, turns after the stimuli start or stop

Accept stimuli for an increasing amount of time e.g. will hold objects or allow feet to be in the foot spa

Respond to a widening range of stimuli e.g. turns to a range of flashing objects/sound source

Anticipate stimuli that occur over and over again e.g. smile before being pushed on a swing after several pushes

Respond to a range of stimuli that are quieter/less obvious e.g. smile at quiet singing

Attend to stimuli further away e.g. hears music a few feet away or smells lunch as the trolley comes in

Transfer's attention from one stimulus to another e.g. looks at jumping dog and when it finishes look at moving car

Attend stimuli in a busy classroom e.g. watch another child moving around

Begin to develop object permanence

Reach for a sound source presented from different directions

Recognize a familiar voice or sound

Respond to rhythmical sound

Recognise differences between sounds

Recognise that sounds can be used to represent an object, place or activity

Locate a specific stimulus against a busy background e.g. find favourite toy in a box of several toys or turn to name in a noisy room

Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

Control of objects and materials

#### **Exploration of objects, materials and substances:**

Use their senses to register interesting events around them e.g. listen to drum, watch moving toy, and touch gloop

Locate moving stimuli e.g. track a florescent ball or moves head to sniff perfume as it passes from one side to another

Turns to objects and sounds that are activated but in one place e.g. turns head to locate flashing light/instrument

Makes things happen when they move randomly e.g. the space blanket crackles when the child wriggles or arm movement activates a hanging bell

Active toys that provide an interesting effect randomly and without connecting the cause to the effect e.g. pats a BigMac switch and something motivating happens or kicks the keyboard and sounds happen

With support explores immediate environment

Recognise effect of own actions on the environment

Responds to cause and effect

Shows understanding that a specific action causes a specific effect

Explore tactile properties of objects and materials which differ in texture, size, weight, shape, pliability, density etc. through a variety of intentional actions e.g. splash, scoop, spread, lift etc

Explore groups and sets of objects with properties in common

Gain information about the properties of objects and materials through practical activities that involve tools

Use two hands to explore objects and materials

Shows a hand preference

Locate manually an objects placed in contrasting tactile media and identify objects by touch and manipulation

Participates in a sensory story by experiencing/ looking at/ exploring props presented

## **Play**

Perform actions on toys and objects using different senses – looking, banging, shaking, dropping, and mouthing

Make things move deliberately with gross movement e.g. knock mobile, kick bells, swish water

Make things move deliberately with finer movements' e.g. whole hand or head to activate switch or swipe objects that give a strong reward

Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

Operate a toy that requires a single action e.g. button on Jack-in-the-box, switch the bubble tube

Activate toys deliberately, using different movement for different toys e.g. shaking bells and banging drum

Shift attention between different objects/actions e.g. actions on an activity centre

Press buttons to make toy work e.g. keyboard, musical toys

Look for favourite objects in a box of similar items not deliberately hidden

Open containers to find objects e.g. lift lid, press buttons, pull top off

Use objects and materials according to their function e.g. brush for hair, shoes on feet, and paint on paper, wheel car along floor, put rings on stacker

Combines 2 or more actions when playing with toys and objects e.g. puts toys in shape sorter and then empties it out again, builds a tower and then knocks it down

Completes simple puzzle

Manipulate objects purposely e.g. empty and fill containers, stacking blocks

Imitates actions of adult using familiar toys in pretend play

Begins to use objects in symbolic play with visual supports e.g. play scripts, photos

Begins to use objects in symbolic play independently

Imitates adult using actions with toys e.g. gives teddy a drink

## **Cognition**

Recognise familiar places e.g. look up at the lights in the sensory room, go straight to a favourite object in the hall

Explore objects that are used in familiar routines e.g. spoon, cup, hair brush, drum

Take turns actively e.g. rolling ball to partner, passing objects backwards and forwards

Varies choice on different occasions in order to try out alternatives

Select appropriate resources for a familiar routine

Repeats action when first attempt unsuccessful

Modifies action when repeating action doesn't work

Tries a new strategy when old one fails

Operate toys that require more than one action to complete e.g. bubble tube controlled by latched switch, CD player knobs

Operate toys that need to be pulled apart and put together e.g. stickle bricks, Duplo

Follow objects that move within the toy e.g. cars down a slope, balls in a tube

Put objects into a container one at a time e.g. balls down a tube

Select preferred objects from a mixture of objects e.g. in a box

Look at the bottom of a sliding/tumbling toy for the object to appear when it can't be seen travelling down

Use objects that require two or more actions to complete e.g. posting shapes

Use early problem solving for a familiar event e.g. selecting a car or ball to roll down the slope rather than a piece of material or paper

Experience and develop understanding of early mathematical concepts and problem solving through exploratory, manipulative and play activities

Experience and develop awareness of difference of one and lots

Experience and develop awareness of counting in practical and play situations

Take part in activities where items are added or taken away so experiencing increase and decrease

Solve simple problems where understanding the pattern is important e.g. when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight.

Will match group/objects that are the same

Will match/group objects into given categories

## **Switching skills**

Student will tolerate the positioning of ICT equipment in relation to their bodies for short periods.

Student will accept the positioning of ICT equipment in relation to their bodies

Student shows simple reflex responses to ICT generated experiences, for example startling at sudden noises.

Student encounters ICT experiences passively, showing little or no interest.

Student attends briefly to sounds or on-screen movement patterns.

Students makes intermittent responses to sounds and/or on-screen movement patterns.

Student shows interest or pleasure in sounds, images or movement patterns, looking more intently and for longer periods.

Student briefly tracks objects moving in the horizontal or vertical plane.

Student shows consistent interest in ICT generated experiences, reacting and showing positive responses to familiar images, sounds and activities.

Student tolerates and participates in the shared exploration of the switch, including method of activation.

Student reaches out toward the switch.

Student independently explores the switch and its method of activation.

Student will press and hold a switch to achieve a desired effect with physical prompting (hand-over-Hand).

Student will press and hold a switch to achieve a desired effect with minimal physical prompting.

Student will press and hold a switch to achieve a desired effect.

Student will press and release a switch to produce a desired effect with physical prompting. (hand-over-hand).

Student will press and release a switch to produce a desired effect with minimal physical prompting.

Students will press and release a switch to produce a desired effect.

Students can press a switch a number of times to keep an activity playing.

Student can activate a switch a number of times to complete a simple sequence, noticing changes after each switch press.

Student can activate a switch to start and stop an activity.

Student can differentiate between the actions of two different switches.

Student can use two switches, one to start an activity, the other to stop the activity.

Student can press a single switch in response to an on-screen cue.

Student can track an object as it moves across the screen, pressing a single switch when the object is in a target area.

Student can use two switches each controlling part of the same activity.

Student can use two switches to complete simple 'move and choose' or 'build up' activities.

Student can choose one item from three on-screen options.

Student can choose from three or more on-screen options which include empty cells.

Student can complete simple sequences by choosing the appropriate object from three or more on-screen options.

Student can select a specific object in response to a question or request from three or more on-screen options.

Student can make independent choices using one or two switch scanning.

## **Thinking skills and personal capabilities**

### **Personal organisation**

Brings in own belongings

Identifies own belongings

Puts belongings in place on arrival e.g. bookbag in box, coat on peg

Helps put resources away at end of session

Collects own coat, bag etc at end of day

Shows understanding of activities represented on timetable

Refers to timetable after sessions

### **Motivation and engagement**

Settles to task quickly with adult support

Settles to task independently

Follows in task schedule with adult support

Follows in task schedule independently

Attends to others taking a turn in an activity

Engages with task for agreed period of time e.g. using timer

## My Skills for Life

### **Dressing**

Show awareness of being dressed and undressed

Be helpful in getting dressed/undressed e.g. relax limbs

Offer limbs e.g. when putting on a coat/trousers/shoes

Finish taking clothes off once process has been started by an adult e.g. wriggle out of shoes once they have been loosened/pull off sock after it's been pulled down

Take off their clothes Coat/shoes and progressing to other items of clothing

Pull up underpants/trousers/tights after using the toilet

Attempt to put on clothes when handed the correct item

Begin to put clothes on the right part of the body in correct orientation

Put their clothes on a peg

Put on clothes in a sensible order e.g. socks before shoes

Choose correct clothing for an activity e.g. coat on to go outside/swimsuit for swimming

Put swim/PE kit into a bag

Put socks together/shoes together

Recognise basic clothing vocabulary/sign/symbol/photo in context

### **Hygiene/Grooming**

#### **Cleaning teeth**

Show awareness of teeth being cleaned e.g. blinking/pulling a face

Is helpful when teeth are cleaned e.g. opening mouth

Holds/tolerates an electric toothbrush in their mouth

Holds and uses toothbrush with adult support

Cleans teeth independently

Puts paste on toothbrush

Swills and spits water/mouthwash

#### **Brushing hair**

Shows awareness of hair being brushed

Is helpful when hair is being brushed e.g. holds head up

Holds a hairbrush

Brushes someone else's hair e.g. doll/fur of toy

Brushes own hair

### **Washing & showering**

Show awareness of being washed and dried

Is helpful when being washed and dried/showered e.g. holds out hands or turns up face

Wash and dry hands in sink or shower

Wash and dry face in sink or shower

Wash and dry body in shower

Complete whole showering sequence

### **Eating and Drinking**

Anticipates when it's snack/lunchtime

Show awareness of food and drink

Shows awareness of mealtime routine

Participates in mealtime routine

Being helpful when being supported to eat and drink e.g. by opening mouth for spoon/cup or turning to spoon/cup

Indicate 'more' and 'no more'

Experiences a variety of tastes/textures

Finger feeds self

Shows interest in a variety of different foods

Starts to grab spoon when being fed

Holds a spoon to start to feed self

Scoops a spoon to feed self

Drinks independently from own cup/bottle

### **Toileting**

Shows awareness of having been changed e.g. limb eye movement

Be helpful when being changed e.g. relax limbs or lift bottom

Sits on potty or toilet regularly

Uses potty or toilet appropriately if taken by an adult regularly

Indicates the need for a change e.g. cry with discomfort/ stands next to adult

Moves to changing table independently

Stands to be changed

Recognises the word/sign/symbol/photo toilet in context

Takes themselves to toilet when needed

Asks to use toilet when needed

Flushes toilet

Shuts toilet door

Completes toilet sequence with adult supports

Wipes own bottom