

01

### Communication, Language and Literacy

- ELEMENT: Developing communicative relationships**
- 1.1 Indicate awareness of sensory stimuli in the learning environment
  - 1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment
  - 1.3 Engage in an activity requiring joint attention with one or more people
  - 1.4 Demonstrate turn-taking with a communicative partner
  - 1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication
  - 1.6 Initiate communication with a familiar adult and peers
  - 1.7 Engage in and enjoy a meaningful exchange with a communicative partner

- ELEMENT: Understanding**
- 1.8 Show recognition of personal and/or standardised objects of reference
  - 1.9 Respond to verbal and non-verbal cues related to familiar communicative routines
  - 1.10 Attend and respond to increased vocabulary in text
  - 1.11 Consistently respond to familiar factual questions
  - 1.12 Show signs of anticipating next steps in a familiar activity when presented with a stimulus
  - 1.13 Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes

- ELEMENT: Reading**
- 1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite reading material
  - 1.21 Choose and handle books, demonstrating familiarity with book-handling skills
  - 1.22 Show recognition & understanding of symbols, signs, logos, familiar words, letters, or visual representations of items
  - 1.23 Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes
  - 1.24 Read a book, magazine, or other text with understanding
  - 1.25 Recall a story, read or personal experience using objects, marks, gestures or vocalisations

- ELEMENT: Exploring and using**
- 1.14 Clearly indicate preferred objects and/or activities and refuse non-preferred items
  - 1.15 Request repetition and/or more of and/or change of objects or events
  - 1.16 Make a request and/or express a need, verbally or non-verbally
  - 1.17 Participate in the sharing of a familiar or personal story, activity or event
  - 1.18 Communicate to express feelings verbally or non-verbally
  - 1.19 Express interests and opinions through a range of verbal or non-verbal communication methods

- ELEMENT: Written expression**
- 1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning
  - 1.27 Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate
  - 1.28 Explore a variety of implements and surfaces for creating texts
  - 1.29 Place marks, signs, symbols, or texts in the correct sequence and/or with the correct orientation to infer meaning
  - 1.30 Use signs, symbols, or text to share experiences, thoughts, opinions, preferences with peers with growing confidence

02

### Numeracy

- ELEMENT: Awareness of environment**
- 2.1 Discover and explore a range of objects/stimuli
  - 2.2 Investigate objects/stimuli in motion
  - 2.3 Recognise &/or show preferences for objects/ stimuli
  - 2.4 Match identical items that are familiar to the student
  - 2.5 Recognise objects/stimuli that are the same and/or different in one or more ways
  - 2.6 Participate in cause and effect activities
  - 2.7 Explore the concept of object permanence

- ELEMENT: Pattern and sequence**
- 2.8 Explore pattern through a variety of sensory experiences
  - 2.9 Observe patterns in the student's environment
  - 2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine
  - 2.11 Participate in activities where the aim is to repeat patterns
  - 2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences

- ELEMENT: Developing number sense**
- 2.13 Participate in counting activities
  - 2.14 Explore and use familiar numerals
  - 2.15 Explore the relationship between sets and numbers
  - 2.16 Experiment with differences in quantity and the language associated with it
  - 2.17 Explore the concepts of addition and subtraction

- ELEMENT: Shape and space**
- 2.18 Experiment with the movement of body parts in the immediate environment
  - 2.19 Participate in activities where the language of movement and position is used
  - 2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences
  - 2.21 Recognise and/or identify shapes in the immediate and local environment

- ELEMENT: Measures and data**
- 2.22 Investigate objects & language in relation to measurement
  - 2.23 Participate in everyday activities associated with measurement in the student's environment
  - 2.24 Participate in a shopping experience or in an activity where real money is used functionally
  - 2.25 Participate in recording & displaying number &/or familiar data

- ELEMENT: Time**
- 2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week
  - 2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life
  - 2.28 Participate in activities/ actions that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking
  - 2.29 Use instruments such as timers, visual timetables, objects of reference or clocks functionally

03

### Personal Care and Wellbeing

- ELEMENT: Self Awareness**
- 3.1 Demonstrate awareness of their own body
  - 3.2 Show awareness of self in the immediate and/or wider environment
  - 3.3 Recognise their own features as being unique to them
  - 3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others
  - 3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills

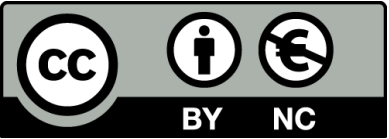
- ELEMENT: Personal Care and hygiene**
- 3.6 Co-operate with adults who provide daily support
  - 3.7 Participate in personal care routines
  - 3.8 Indicate personal care needs or ask for help verbally or non-verbally
  - 3.9 Make choices related to personal care
  - 3.10 Complete personal care tasks independently

- ELEMENT: Food and nutrition**
- 3.11 Use the senses to explore different types of foods
  - 3.12 Show preferences for foods
  - 3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink
  - 3.14 Use eating and drinking utensils
  - 3.15 Participate in preparing food
  - 3.16 Demonstrate basic hygiene procedures around food
  - 3.17 Follow safety rules for using kitchen equipment
  - 3.18 Participate in making healthy snacks
  - 3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)

- ELEMENT: Emotional wellbeing**
- 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately
  - 3.21 Show interest in the feelings expressed by others and react appropriately
  - 3.22 Use coping strategies to self-regulate
  - 3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities

- ELEMENT: Physical wellbeing**
- 3.24 Use the body to have an effect on objects in the environment
  - 3.25 Move to improve gross motor control of the body
  - 3.26 Practise fine motor control for self-help
  - 3.27 Participate in activities to develop a healthy lifestyle
  - 3.28 Identify preferred physical activities
  - 3.29 Demonstrate enjoyment of cooperating with peers in team games and group activities

- ELEMENT: Personal safety**
- 3.30 Accept appropriate attention from others
  - 3.31 Differentiate between familiar and unfamiliar people
  - 3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation
  - 3.33 Follow agreed social rules
  - 3.34 Show awareness of risks in familiar environments
  - 3.35 Recognise public and private places and how they are different
  - 3.36 Identify or name body parts using correct anatomical language
  - 3.37 Follow social conventions of privacy
  - 3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others



04

## Being Part of a Community

### ELEMENT: Relating to others

- 4.1 Express contentment in the company of others
- 4.2 Acknowledge unfamiliar people
- 4.3 Show enjoyment from an interaction with another person or other people, and show a desire for it to continue
- 4.4 Respond consistently to familiar people
- 4.5 Indicate/choose preferred companion(s) for different activities
- 4.6 Communicate an ability to connect people with their roles
- 4.7 Engage in supported activities on daily life skills
- 4.8 Be a member of one or more groups in or outside of school, actively participating where possible
- 4.9 Communicate ideas of what it means to be 'a friend'

### ELEMENT: Using local facilities

- 4.10 Participate appropriately in using different areas/rooms in their immediate environment
- 4.11 Visit and participate appropriately in using facilities in their environment
- 4.12 Demonstrate knowledge of where familiar items are stored/located in their environment
- 4.13 Make choices when using facilities
- 4.14 Show respect for items belonging to others and use them appropriately

### ELEMENT: Transitioning between environments

- 4.15 Show recognition of being in familiar places
- 4.16 Respond with curiosity to unfamiliar environments
- 4.17 Co-operate in preparing for and transitioning to a new location
- 4.18 Actively engage in transitioning to a new location
- 4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places
- 4.20 Indicate a desire/request to leave a group or go to another place

### ELEMENT: Being safe in the community

- 4.21 Gain attention from an adult if feeling unsafe or uncomfortable
- 4.22 Communicate 'No'
- 4.23 Move/remain near to a carer/guardian when in unfamiliar places
- 4.24 Observe rules of safety in different environments
- 4.25 Show recognition of places and people in the community who can help us

### ELEMENT: Contributing to the community

- 4.26 Respond to positive reinforcement from others
- 4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it
- 4.28 Show awareness that actions have consequences
- 4.29 Participate in the care of the immediate and local environment
- 4.30 Engage in a task or job in the community

05

## The Arts

### ELEMENT: Visual art

- 5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces and techniques, including using parts of the body
- 5.2 Show interest in coloured light, colour in the environment and in art materials
- 5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns
- 5.4 Gather, explore and use 3D materials (new and recycled)
- 5.5 Participate in creating artwork based on real or imagined stimuli
- 5.6 Use visual art to communicate, including the creative expression of emotion
- 5.7 Work independently and/or collaboratively to produce a piece of art
- 5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists

### ELEMENT: Music

- 5.9 Identify the source and direction of a sound
- 5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)
- 5.11 Respond to the elements of music (pitch, pulse, duration, dynamics, structure, timbre, texture, style, tempo)
- 5.12 Experiment with creating vocal sounds
- 5.13 Use parts of the body to make sounds by moving on/through a reactive environment
- 5.14 Explore and use a variety of sound-making equipment
- 5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations
- 5.16 Participate in group music-making activities
- 5.17 Create short pieces of music using relevant digital technologies
- 5.18 Link sounds to pictorial representations
- 5.19 Play an uncomplicated tune on a chosen instrument

### ELEMENT: Drama

- 5.20 Show an awareness of being part of an audience
- 5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context
- 5.22 Participate in the re/telling of contemporary/ historical/cultural events or stories through interactive games and/or dramatic activities
- 5.23 Show an awareness of being part of an acting group
- 5.24 Co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets
- 5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience
- 5.26 Express and/or identify emotions in a dramatic context

06

## Physical Education (PE)

### ELEMENT: Movement Skills (athletics/gymnastics)

- 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily
- 6.2 Move whole or some body parts to explore immediate environment
- 6.3 Move purposefully/with intent
- 6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus
- 6.5 Refine gross motor skills, supported by equipment where appropriate
- 6.6 Refine fine motor skills, supported by equipment where appropriate
- 6.7 Move whole body or individual limbs in a range of directions and at different speeds
- 6.8 Become aware of sensory signals as prompts for movement
- 6.9 Participate in activities which promote cardiovascular exercise and fitness

### ELEMENT: Co-operative activity (games)

- 6.10 Participate in physical activities in parallel with/alongside others
- 6.11 Engage in an activity requiring joint attention with one or more people
- 6.12 Explore equipment and/or elements of traditional and invented games or sports in circuit activities
- 6.13 Participate in games with one or more people
- 6.14 Show awareness of, or interest in, being part of a team
- 6.15 Support and/or play sports for enjoyment as a member of the community (Special Olympics, representing class/school team etc.)

### ELEMENT: Creative movement (dance)

- 6.16 Observe the movements of another and attempt to copy or imitate with sight of self in a mirror
- 6.17 Move whole or parts of body creatively in response to stimuli
- 6.18 Develop awareness of pathways and directions of movement
- 6.19 Link two or more movements to create a sequence of movements
- 6.20 Interact with another/others to create co-ordinated movements
- 6.21 Move with control/poise showing awareness of others and the environment
- 6.22 Express emotional response to stimuli through movement

### ELEMENT: Aquatics

- 6.23 Explore water in different situations and environments
- 6.24 Enter and exit swimming pool safely
- 6.25 Tolerate and adjust to water moving over body
- 6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices
- 6.27 Move through water in different directions— forwards, backwards, sideways, jumping, using swimming strokes etc.
- 6.28 Practise breath control—blowing and holding breath
- 6.29 Float on back and front in water
- 6.30 Move on the flat of the back through water