

Green Curriculum Pathway

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Our Curriculum

My curriculum fulfils our academy vision – to inspire, to raise aspirations and to create brighter tomorrows.

I approach my learning through multi-sensory experiences, which stimulate, challenge and engage me. This enables me to develop my life skills, which opens up my world, makes me happy, resilient and independent, and gives me a voice.

My curriculum is underpinned by the Early Years Framework, the National Curriculum and the EQUALS curriculum, which are adapted and enhanced to make the Redgate Primary curriculum.

- I should be able to demonstrate the academy ways of 'Caring, Sharing & Learning Together'.
- I should be ready to learn and as such, time is given to prepare me for learning.
- I should have first-hand experiences and a multi-sensory approach to learning which allows me to develop my knowledge and skills.
- I should be part of my communities (class, school and wider society).
- The curriculum should be flexible to meet my needs.
- I should have enrichment opportunities, which enhance my curriculum offer.
- All my achievements are valued and celebrated.

Who are the learners on the Green pathway?

- I am working on Engagement Steps up to Step 5
- I am working at an experiential level
- I have significant intellectual and/or cognitive difficulties
- I have communication difficulties and limited self-help skills
- I may have sensory processing difficulties
- I need adult support to meet my personal and educational needs

My Curriculum Offer

My curriculum ensures I have daily opportunities to practice and develop my skills in the four main areas as below:

Curriculum Area	Strand	Definition
My Communication: Communication & Interaction	Expressive Communication	My ability to communicate to get my needs met whether through intentional or pre-intentional ways
	Receptive Communication	My ability to understand simple verbal and symbolic communication and body language
My Thinking & Problem Solving: Cognition & Learning (Engagement)	Exploration	My response to a new stimulus. This skill drives forward the acquisition of new knowledge and skills.
	Realisation	My reaction linked to the introduction of a stimulus
	Anticipation	My ability to predict, expect or link a stimulus with an event
	Persistence	My ability to sustain my attention and therefore begin to develop my conceptual understanding
	Initiation	My ability to investigate an activity or stimulus to bring about a desired outcome
My PSHE: Social, Emotional & Mental Health	Emotional Affection	My ability to recognise my own feelings, control my behaviours and show my emotions
	Social Affection	My ability to get my needs met and co-operate with others
My PSHE: Sensory & Physical	Visual Operation	My ability to sense and perceive light
	Auditory Operation	My ability to sense and perceive sound
	Olfactory / Gustatory Operation	My ability to sense and perceive smell and taste
	Vestibular Operation	My ability to sense and perceive balance and motion
	Proprioceptive Operation	My ability to sense and perceive my own body in space
	Fine Motor Operation	My ability to use precise movements that use small muscles (fingers, toes, wrists, lips, tongue)
	Gross Motor Operation	My ability to use bigger movements that use large muscles (arms, legs, torso, feet)
My Creativity and The World About Me are used as vehicles to support the development of my communication, thinking & problem solving and PSHE skills		

Starting Points & End Points

Area	Starting Point	End Point
Communication & Interaction	I encounter activities and experiences	I am starting to use emerging conventional communication through greeting known people, initiating interactions and I respond to options or choices I can explore objects and events for more extended periods and I am starting to problem solve
Cognition & Learning	I may be passive or resistant to the activity / experience	
Social, Emotional & Mental Health	I may show a simple reflex response	
Sensory & Physical	I need to be fully prompted to participate	



My Communication – Communication & Interaction

***Communication is at the heart of being a social human being
Motivation, means and mate: It's all you need to communicate***

Intent – Our Aims

- Deliver a communication curriculum that meets my individual needs.
- Communication is a core skill and I have opportunities to develop my skills of reading, writing, and spoken language.
- Develop key life skills that are a pre-requisite for my educational, emotional, and social progression.
- Develop my functional reading, writing and communication; however, there is an understanding that for me, not all of these aims may be achievable, but more a process of active engagement, exploration and experiences.

Implementation – How am I taught to communicate?

- Frequent opportunities to develop and practice my communication through all areas of my curriculum.
- I access a range of communication methods to enable me to choose and develop my preferred form of communication.
- My daily routines are planned and centred on providing developing my communication skills.
- I am exposed to a variety of language (key words, signs and symbols) to develop my vocabulary.
- Teaching as appropriate to me through explicit literacy lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, external provider visits and trips within the community.
- A range of teaching strategies to facilitate the teaching of communication including intensive interaction, direction, demonstration, modelling, scaffolding, facilitating, explanation and discussion, questioning, guided exploration, investigations, listening/responding and evaluating.
- I have practical and enriching opportunities to enhance my learning, not only academically, but also socially and emotionally.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to communicate?

- I am supported and equipped to become an effective communicator, with the means to make choices and express my opinions, wants, and needs within the wider world.
- I will make measurable progress within my communication skills to prepare me to become a contributing member of society.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Thinking & Problem Solving – Cognition & Learning (Engagement)

Teaching children to think and problem solve as independently as they possibly can is not an option, it is a necessity

Intent – Our Aims

- Foster my curiosity, independence and develop my resilience by being able to problem solve and apply and generalise the skills I have learned into adulthood.
- Develop key life skills that are a pre-requisite for my educational, emotional and social progression.
- Develop my cognitive skills of exploring investigating questioning and problem solving.
- Develop my cognitive skills through mathematical, scientific and technological concepts.

Implementation – How am I taught to think and problem solve?

- Thinking and problem solving is within all areas of my curriculum.
- Teaching as appropriate to me through explicit maths and science lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, external provider visits and trips within the community.
- A range of teaching strategies to facilitate the teaching of thinking and problem solving including, play, direction, demonstration, modelling, scaffolding, facilitating, explanation and discussion, questioning, guided exploration, investigations, listening/responding and evaluating.
- Time to explore, experiment and solve problems with reducing adult interventions.
- I have practical and enriching opportunities to enhance my learning, not only academically, but also socially and emotionally.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to think and problem solve?

- I am able to use, apply and generalise my skills to enable me to gain the maximum level of independence.
- I will have the ability to make connections with, explore and comprehend my immediate and wider world.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Personal, Social, Health & Emotional Development – Social, Emotional & Mental Health and Sensory & Physical

To understand who we are and appreciate how we connect with others

Intent – Our Aims

- Develop my personal, social and emotional skills so as I am happy, comfortable, regulated and ready to engage with learning.
- Develop my voice in the academy and play a positive role in contributing to the life of the academy and the wider community.
- I understand right from wrong and understand consequences
- I receive practical and enriching opportunities to enhance my learning.

Implementation – How am I taught to develop my personal, social & emotional skills?

- Personalised Relationships and Health Education.
- Weekly PE activities promote a healthy life style (physical abilities and independence)
- Teaching as appropriate for me through explicit lessons, cross-curricular activities, continuous provision, daily routines, 1:1 and small group work, whole school immersive themed events, assemblies, class assemblies, class discussions, external provider visits and trips within the community.
- Daily routines that embed the learning and development of my independence, personal care, including, teeth cleaning and eating.
- Activities to promote my personal safety and my voice with all children being actively involved in whole school decision making through the School Council.
- I am given unbiased information that informs my life choices and enables me to make choices that lead to personal fulfilment.
- I have access to external agencies such as Speech & Language therapists as required.
- Repetition is key for me to practise and embed my new skills.

Impact – How I benefit from developing my personal, social & emotional skills?

- I will be prepared to become a contributing member of society.
- I am healthy and can demonstrate an improved understanding of my world and myself.
- I am able to make choices and express my opinions, wants and needs.
- I develop my independence enabling me to take care of my personal needs and choices.
- I develop my resilience, mental and spiritual wellbeing, my ability to communicate my views, feelings, and I am sensitive to the feelings of others enabling me to build positive relationships.
- I will understand the importance of family life, friendships, stable relationships, respect, love and care.
- I will have an understanding of how citizens can influence decision-making through the democratic process.

- I will appreciate that living under the rule protects individuals and is essential for their wellbeing and safety.
- I will develop my physical fitness, agility, flexibility, strength and fine and gross motor skills through PE.
- I am encouraged to have an ethos of mutual respect, listening to others, respecting their opinions and understanding societies rules and consequences.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



My Creativity

Something new is created out of the encounter between the familiar and unfamiliar

Intent – Our Aims

- I engage with the world and people, initially my experiences are all accidental but as time progresses my actions become intentional, and my creativity emerges.
- I develop my curiosity, initiative, and spontaneity and have pleasure in my actions.
- I have opportunities to access theatres and arts activities.
- I have engaging, exciting and motivating opportunities that can greatly enhance my learning not only academically but also socially and emotionally.

Implementation – How am I taught to be creative?

- I am given time to explore and develop my creativity. The focus is the process and not the result.
- I am observed when exploring and creating. Many times, my response is predictable but sometimes I demonstrate a new action, which is developed by providing new and challenging experiences to encourage further risk taking.
- I have opportunities to engage and enrich my experiences. These include immersive days, visits, theatre groups, Inspire events and music from outside providers as well as opportunities to explore the cultural calendar.
- Creative opportunities are facilitated for me through my teacher having a deep understanding of me and supporting me with new experiences such as visiting a theatre.
- Multi-sensory immersive experiences to explore creativity and theme days where cultures, festivals and other events are celebrated.
- If I display a talent / an interest for any area of the arts, I have opportunities to build on my talents/interests through targeted interventions.
- Repetition is key for me to practise and embed my new skills.

Impact – How do I benefit from learning to be creative?

- I experience life-enhancing experiences through the arts that can greatly enhance my learning not only academically but also socially and emotionally.
- I have opportunities to experience and take part in creativity activities that may otherwise have been limited because of my SEND or being socially disadvantaged.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.



The World About Me

The desire to extend learners' understanding of learning beyond that which is immediately apparent

Intent – Our Aims

- Develop life experiences to extend my understanding beyond that which is immediately apparent.
- Broaden my knowledge and understanding of my world around me.

Implementation – How am I taught about my world?

Implementation





























- Fostering an interest in the topic and by the delivery of the teaching that must engage my curiosity.
- A creative approach to give me the experience as close to the real thing as possible.
- Teaching is delivered through a holistic approach, not as discrete subjects.
- Daily routines, experiences and sessions that include cultural cooking, role play, drama and dressing up, music, stories, RE and immersive sessions, science (discovery) and outdoor visits in the local community that encompass learning about routes and places.
- Daily routines of the classroom and school community as well as through visits with the local community (shops, cafes, parks, libraries, garden centres, residential homes, bowling, swimming and other educational visits linked topic themes). All visits have an educational aim and objective.
- Delivery in the outdoor environment through experiences and sessions.
- Explore festivals and celebrations both religious and non-religious.
- Repetition is key for me to practise and embed my new skills.

Impact – How do our children benefit from learning about their world?

- The world about me curriculum provides me with practical and enriching opportunities to enhance my learning, not only academically but also socially and emotionally.
- I have opportunities to develop my knowledge and understanding of the world around me and enriching life experiences of who I am, where I come from and the communities I am part of.
- I have opportunities to develop my ability to access and cope with life outside school.
- My achievements are celebrated in class, whole school assemblies and through the weekly newsletter.

Theme Cycle

We have a whole school thematic approach which follows a three year cycle. There is the option of doing two themes each term. The teacher and the needs of the children within the class decide this.

	Autumn	Spring	Summer
Cycle A 2024-2025 2027-2028	Me & My Class – People  People	Toys & Games – Old & New   Toys Games	Heroes  Heroes
	Space  Space	The Seasons/Weather – Spring   Weather Spring	Festivals & Carnivals   Festivals Carnivals
Cycle B 2022-2023 2025-2026	Me & My Class – People  People	On the Farm / Life Cycles   Farm Life cycles	Seaside / Water   Seaside Water
	The Seasons/Weather – Autumn   Weather Autumn	Creepy Crawlies / Habitats   Creepy Crawlies Habitats	Pirates  Pirates
Cycle C 2023-2024 2026-2027	Me & My Class – People  People	Local Holidays / Journeys   Local holidays Journeys	The Seasons/Weather – Summer   Weather Summer
	Light & Dark – Winter   Light Dark Winter	Foreign Holidays  Holidays	Under the Sea  Under the sea

Cycle A Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle A	Autumn	Spring	Summer
Communication & Interaction	See Suggested Reading Spine & Other texts linked to the topic for class text Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Cognition & Learning	Number system	Measurement: length, size, height, time, weight & volume	Shape & space
Cognition & Learning	Animals including humans - Ourselves [body parts] Earth & Space - Planets	Forces – Pushes and Pulls, magnets Seasonal changes, plants	Animals including humans – Moving & Growing [skeleton and muscle] Light & Sound sources
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
Social, Emotional & Mental Health	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Relationships	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Living in the wider world	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Health & Wellbeing
Creativity to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health	Art & Design Element: Pattern, Texture & Form Printing explore and experiment with a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives. Add sand, glue, sawdust for texture. Emotional aspect of using colour. Suggested Artists: Keith haring Wassily Kandinsky, Jackson Pollack, Peter Thorpe	Art & Design Element: Shape, Line & Space Drawing: Different Media Use a variety of media to make marks/draw visual elements. line, shape, tone and space. . Hear a Vocabulary of marks. Length, thickness, straight, curved, etc. Suggested Artists: Bridgit RILEY Zaria Foreman	Art & Design Element: Pattern, Texture & Tone Design & Craft:Clay, sculptures & mixed materials Experimenting with plasticine, clay and dough.3D junk materials. Clay- rolling cutting . Making impressions on materials. Sorting, discussing and feeling different fabrics and threads. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Suggested Artist: Gustav Klimt, Henri Moore
	Music and singing are used as methods of delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences for each musical element can be found here My-Music.docx		
	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events eg going to space in a rocket listening to the countdown on a drum Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing - make sounds intentionally e.g. repeating them or demonstrating anticipation of them	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing - make sounds intentionally e.g. repeating them or demonstrating anticipation of them

Cycle A	Autumn	Spring	Summer
	<p>Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts</p>	<p>express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts</p>	<p>express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts</p>
<p>World About Me to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health</p>	<p>G- Geographical skills and fieldworks H- Cause and consequence Using geographical skills around school Identifies who they are and their belongings e.g their bag, house, toys, family, class The history of space travel The now of space travel The physical geography of space and the planets See Cultural Calendar</p>	<p>G- Human and physical Geography H- Understanding connections Toys & Games – Mine, My Parents and Grandparents Toys used at different age stages baby/toddler/teenager Differences between objects Where are toys & games made? Recall toys and their actions Weather and climate making comments What to wear in different weather types See Cultural Calendar</p>	<p>H- Historical enquiry and interpretation G- Place Knowledge Local Heroes – Nottinghamshire Historical hero's Explore and describe artefacts from the past and present Carnivals around the world Experience celebrations in school Using geographical skills around school See Cultural Calendar</p>
<p>Sensory & Physical development</p>	<p>Multi-Skills Gymnastics</p>	<p>Dance KS2 Swimming</p>	<p>Net & Wall and Athletics KS2 Swimming</p>

Cycle B Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle B	Autumn	Spring	Summer
Communication & Interaction	See Suggested Reading Spine & Other texts linked to the topic for class text		
Cognition & Learning	Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Cognition & Learning	Number system	Measurement: length, size, height, time, weight & volume	Shape & space
Cognition & Learning	Animals including humans – Health & growth [digestion] Seasonal changes	Plants - Growing & eating Life cycles of animals	Properties of Materials – Solids, Liquids & Gases and changes rocks
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
Social, Emotional & Mental Health	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Relationships	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Living in the wider world	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Health & Wellbeing
Creativity to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health	Element: Pattern, Texture & Form Collage and textiles Use a combination of materials that are cut torn and glued Using a variety of materials to make a collage. Using a variety of objects to print. Use objects to make Pattern and sequence. Enjoy playing with and using a variety of textiles and fabric.	Element: Shape, Line & Form Drawing 3D sculpture Use a variety of media to draw visual elements. line, shape, tone and space. Observational work: Objects. Draw from memory and imagination. Vocabulary of marks. Length, thickness, straight, curved, etc. Exposure to textures and different techniques for recording patterns, objects and pictures. Suggested Artist: Edvard Munch, Lowry	Element: Colour, Tone & Pattern Painting and printing Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, etc Add sand, glue, sawdust for texture. Colour collections. Emotional aspect of using colour. Suggested Artist: Miro, Paul Klee
	Music and singing are used as methods of delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences for each musical element can be found here My-Music.docx		
	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts

Cycle B	Autumn	Spring	Summer
World About Me to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health	G- Locational knowledge G- Geographical skills and fieldworks Where do they live/ where is their class Uses maps to explore their home or local area Records and noticed changes in the weather and outdoors e.g colour of leaves, the temperature Weather and climate See Cultural Calendar	G- Human and physical Geography H- Understanding connections G- Geographical skills and fieldworks Farming- where does food come from, where does food grow How foods have change from a different era Food found in the shops and in various locations Locations you might find different life cycles Use tools such as magnifying class to look at habitats and insects Insets from different countries and environments See Cultural Calendar	G- Geographical skills and fieldworks H- British and world history Water- effects water can cause Where do we find water Water cycle Keeping safe History of pirates and locations around the world, what does piracy look like now Historic stories about pirates and treasure See Cultural Calendar
Sensory & Physical development	Multi-Skills Gymnastics	Dance KS2 Swimming	Net & Wall and Athletics KS2 Swimming

Cycle C Long Term Plan

The curriculum allows time for each area of the curriculum each day. The theme cycle adds the flavour and different contexts to promote the development of my key knowledge.

Cycle C	Autumn	Spring	Summer
Communication & Interaction	See Suggested Reading Spine & Other texts linked to the topic for class text Continuous work on speaking, listening, reading and writing as per the child's individual targets (ILP)		
Cognition & Learning	Number system	Measurement: length, size, height, time, weight & volume	Shape & space Using data
Cognition & Learning	Animals including humans – variation & classification [comparing animal groups] Electricity	Forces – transport. Habitat	Seasonal changes Life cycles [plants and animals]
British Values / SMSC	The five British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run through the curriculum		
Social, Emotional & Mental Health	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Relationships	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Living in the wider world	The areas of Social and Emotional and Sensory and Physical development supports the early skills development in Health & Wellbeing
Creativity to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health	Element: Pattern, Texture & Line Drawing: Different Media experiment with drawing lines using fingers and tools in a variety of materials investigate both wet and dry materials explore big movements with the whole body while drawing, experiment with a variety of tools for drawing lines draw on a variety of surfaces Suggested Artist: Andy Warhol	Element: Sculpture, 3D form & Space Design & Craft: Clay & mixed materials Use fabric, wool or thread to make models with recycled items Experiment with plasticine, clay and dough.3D junk materials. Clay- rolling cutting coiling. Making impressions on materials. Sorting, discussing and feeling different fabrics and threads. Suggested Artist: Frank Stella, Salvador Dali	Element: Pattern, Texture & Tone Painting: Colour mixing Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, etc Add sand, glue, sawdust for texture. Colour collections. Emotional aspect of using colour. Suggested Artist: Mark Rothko, Pier Mondrian
	Music and singing are used as methods of delivery to develop communication skills, social skills and cognition and learning skills. Children are exposed to musical experiences, instruments and are able to create their own sounds and rhythms. As part of the enrichment offer, we do bring in external providers to widen the children's exposure to music. Teaching ideas and experiences for each musical element can be found here My-Music.docx		
	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited.	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events eg going to space in a rocket listening to the countdown on a drum Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them express their feelings through sounds e.g. bang drum repeatedly when excited.	Listening and responding - Listening to loud or quiet sounds changes in sounds e.g. increasing in volume, tempo or timbre respond to sounds that relate to other sensory input, people or events eg going to space in a rocket listening to the countdown on a drum Performing – Create sounds/simple patterns imitate sounds/simple patterns made by another Composing -make sounds intentionally e.g. repeating them or demonstrating anticipation of them

Cycle C	Autumn	Spring	Summer
	produce an increasing range of sounds in varied contexts	produce an increasing range of sounds in varied contexts	express their feelings through sounds e.g. bang drum repeatedly when excited. produce an increasing range of sounds in varied contexts
World About Me to develop: * communication & interaction * cognition & learning * Social, Emotional & Mental Health	H- Historical terminology The Passage of Time – Me & Homes Months of the year and daytime light Place location Recall events and build on the past See cultural calendar	G- Place Knowledge G- Locational knowledge H- Understanding connections Uses maps to plan journeys Local journeys within school Notices or experience differences between England and other countries Using geographical skills around school (staycation & abroad) and how they have changed over time Their own holiday or events from the past See cultural calendar	G- Human and physical Geography Weather and climate Water Animals under the sea/ beach/ rockpools See cultural calendar
Sensory & Physical development	Multi-Skills Gymnastics	Dance KS2 Swimming	Net & Wall and Athletics KS2 Swimming

Curriculum Enrichment

At Redgate primary Academy, we pride ourselves on the additional opportunities we provide for our children beyond their excellent curriculum. We believe that so much more can be learned outside of the curriculum with experiences that give children awe and wonder. Enrichment experiences, forest school and educational visits, are integral to the experiences of children and their personal and holistic development.

The experiences are designed to build character. They teach independence through learning of functional life skills that impact positively upon children beyond their time in school, and can develop their appreciation for cultural and community issues, teamwork and responsibility. They teach social and emotional skills, which include the ability to respond to problems, cooperate and work well with others, build relationships, manage emotions and cope with difficult situations.

- We organise a wide range of educational visits to suit all interests and abilities.
- We organise a range visits to places within the local community.
- We experience multi-sensory immersive experiences and outdoor forest school within the academy.
- We have opportunities to make contact with visitors from the local community and wider diverse social communities.
- We organise creative experiences with opportunities for dance drama and music.

Our children have diverse needs and as such, the following experiences are a 'menu' from which the teacher can choose relevant experiences. It is not a prescriptive list of activities that must take place.

Cycle A Enrichment

Information to be compiled

Cycle B Enrichment

	AUTUMN	SPRING	SUMMER
	Themes: The seasons / Weather-Autumn	Themes: Creepy Crawlies / habitats	Themes: Pirates
Class Themed Visits	<ul style="list-style-type: none"> ▪ Autumn walk- Rufford/Clumber Park, Sherwood Pines ▪ Creswell crags ▪ Pleasley community Orchard ▪ Brierley Park ▪ Arable farm- Marshall farms- harvest ▪ Church - Christmas workshops ▪ Santa's grotto 	<ul style="list-style-type: none"> ▪ White Post Farm ▪ Little roots allotment ▪ Willow tree farm ▪ Brierley park ▪ Community Orchard ▪ Stonebridge city farm ▪ Perlethorpe ▪ Butterfly house- Sheffield, Yorkshire wildlife park, Wheel gate ▪ Hardwick hall grounds ▪ Church- Easter workshops 	<ul style="list-style-type: none"> ▪ Mr Mulligans Pirate golf course ▪ Captain Jack's Pirate adventure workshop ▪ Rufford park/Sherwood forest- treasure hunt ▪ Bridlington Pirate ship ride ▪ Wheel gate ▪ Arable farm Marshalls farm ▪ Year 6 pupils Residential: Mill Adventure Base 4th & 5th May 2023
Local Community Visits	<ul style="list-style-type: none"> ▪ Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park ▪ Library-Ladybrook/Mansfield ▪ Corner shop/supermarket ▪ Sure start ▪ Mansfield Museum 	<ul style="list-style-type: none"> ▪ Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park ▪ Library-Ladybrook/Mansfield ▪ Corner shop/supermarket ▪ Sure start ▪ Mansfield Museum 	<ul style="list-style-type: none"> ▪ Café /playground/walks –vicar water, Sherwood Forest, Sherwood Pines, Rufford park ▪ Library-Ladybrook/Mansfield ▪ Corner shop/supermarket ▪ Sure start ▪ Mansfield Museum
Academy multi-sensory Immersion experiences & Theatre of Possibilities	<ul style="list-style-type: none"> ▪ Academy grounds-Forest school ▪ Hall-Autumn ▪ Hall- Diwali ▪ Hall- Bonfire night ▪ Hall- winter wonderland ▪ Classes-Virtual Pantomime ▪ Christmas Performance for Parents ▪ Christmas fair 	<ul style="list-style-type: none"> ▪ Academy grounds-Forest school ▪ Chinese new year – dragon dance ▪ In classes -Valentine's day ▪ Hall- Mother's day ▪ Hall -Easter story 	<ul style="list-style-type: none"> ▪ Academy grounds-Forest school ▪ Hall- Father's day ▪ Hall – sea /pirate story
Events	<ul style="list-style-type: none"> ▪ Halloween 31st Oct ▪ Bonfire night 5th Nov ▪ Remembrance day 11th Nov ▪ Children in need 18th Nov ▪ Christmas jumper day 8th Dec 	<ul style="list-style-type: none"> ▪ Valentine's day 14th Feb ▪ Shrove Tuesday 21st Feb ▪ World book day 2nd Mar ▪ Comic relief 17th Mar ▪ Mothers day 19th Mar ▪ Easter - Outdoor egg hunt 30th Mar ▪ 	<ul style="list-style-type: none"> ▪ Autism Awareness day 2nd Apr ▪ King's coronation 6th May 2023 ▪ Pride month 1st June ▪ Father's day sun 18th June ▪ Armed forces day 24th Jun ▪ Special Olympics starts 17th July
Visitors in	<ul style="list-style-type: none"> ▪ Inspire music provider ▪ Assemblies: Chris Firth- Church community liaison 	<ul style="list-style-type: none"> ▪ Inspire music provider ▪ Chinese person ▪ Assemblies: Chris Firth- Church community liaison ▪ White post farm 	<ul style="list-style-type: none"> ▪ Theatre company /Panto –peter pan, the night pirates ▪ Assemblies: Chris Firth- Church community liaison
Sport	<ul style="list-style-type: none"> ▪ Fundamentals ▪ Gymnastics 	<ul style="list-style-type: none"> ▪ Dance full term ▪ KS2 swimming 	<ul style="list-style-type: none"> ▪ KS2 swimming ▪ Sports day

Cycle C Enrichment

Information to be compiled

Curriculum Key Knowledge

I am working at an early developmental stage and all the different areas of my curriculum support me to develop my key knowledge as follows...

- **When I complete step 1, I know...**
 - that activities and events take place, I encounter them.
 - how to show simple reflex responses
 - that I need prompting to take part in an event or activity
- **When I complete step 2, I know...**
 - that activities and events take place, I have more of an emerging awareness
 - how to give intermittent reactions
 - how to show I am alert and ready to focus my attention for very short periods of time
- **When I complete step 3, I know...**
 - how to respond consistently to familiar people, events and objects
 - how to react to new activities and experiences
 - how to show an emerging interest in people, events and objects
 - how to accept and engage in coactive exploration
- **When I complete step 4, I know:**
 - how to be proactive in my interactions and communicate intentionally
 - how to communicate consistent preferences
 - how to communicate affective responses
 - how to recognise familiar people, events and objects
 - how to perform actions by trial and improvement
 - how to cooperate with share exploration and supported participation
 - how to seek attention
 - how to request events or activities
 - how to participate in shared activities with less support
 - how to sustain my concentration for short periods
 - how to explore materials in increasingly complex ways
 - how to observe the results of my actions
 - how to remember learned responses over more extended periods
- **When I complete step 5, I know:**
 - how to use emerging conventional communication
 - how to greet known people and initiate interactions and activities
 - how to anticipate known events
 - how to respond to choices with actions or gestures
 - how to explore objects and events for more extended periods
 - how to apply potential solutions systematically to problems
 - how to repeat, copy and imitate up to 50 single words, signs, phrases or symbols
 - and understand at least 50 words
 - how to listen and respond to familiar rhymes and stories
 - that marks and symbols convey meaning
 - about cause and effect in familiar activities
 - about number activities and counting
 - that an object is still there even when out of sight
 - how to express my feelings, needs, likes and dislikes using words, gestures, signs or symbols



My Communication: Expressive & Receptive Communication

Expressive Communication	Receptive Communication
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> I can express hunger, pain or discomfort through crying I can vocalise cooing, gurgling, and raspberry noises I can respond to changes with an emotional response I can respond to pleasant tastes/smells I can respond to unpleasant tastes/smells <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> I can babble intermittently I can show awareness of familiar faces through my expressive response I can demonstrate a sign of intentional communication I can react to different stimuli with an intermittent heightened expressive response <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> I can babble using recognisable consonant-vowel sounds I can show my feelings through consistent responses I can express myself vocally or physically when presented with a stimuli I can gesture for physical contact I can imitate sounds I can initiate interactions/vocal play I can react to stimuli I can show a preference by pointing/gesturing I can smile/laugh with enjoyment I can vocalise in different ways when experiencing different needs <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> I can show anticipation through my body language/gestures I can babble with long strings I can communicate with a familiar adult using body language/gesture/vocalisations I can mimic others I can gesture to an adult to attract attention I can initiate communication with an adult I can make intentional selections I can make requests I can make speech sounds to a familiar adult I can react consistently to different stimuli I can request 'more' and react to the question 'more?' I can respond to different stimuli with different emotional responses I can vocalise to attract attention <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> I can answer 'yes/no' questions I can ask simple questions I can babble and use single words in play I can show tone and rhythm in my vocals 	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> I can calm when reassured with a voice, physical touch or see a reassuring presence I can respond/react (may be reflex) to a sound I can give momentary attention I can tolerate a range of sounds <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> I can smile to show pleasure to different stimuli (movement, sound, tactile, visual) I can occasionally react to the emotion in a person's voice I can show awareness of familiar voices I can show enjoyment when a familiar adult copies my vocalisations I can show pleasure in the presence of others <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> I can respond to my own name I can attempt to copy facial expressions I can babble I can stop crying when I receive attention I can show a brief interest in noises/objects/sights I can show anger, contentment, excitement, happiness, sadness and surprise through my expressions and body language I can imitate sounds I can locate a light source, moving object, music and a sound source I can react with excitement to a familiar voice and music <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> I can anticipate routines I can mimic others I can identify family members I can imitate expressions, actions and sounds I look at my peers and objects I react to familiar words and simple questions 'more?' I can respond to familiar people I can respond to emotions and physical contact I can respond to praise I can track a smell, sound, object, light and people I can respond to the word 'No' appropriately <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> I can associate words I hear with objects I see I can act upon auditory and visual indications I can use my voice to demonstrate tone and rhythm of my first language I copy 10-20 words (echo) I can follow simple commands

Expressive Communication	Receptive Communication
<ul style="list-style-type: none"> • I can communicate 'Hello' and 'Bye-bye' • I can communicate 'Yes' and 'No' • I can communicate with up to 10 words • I can copy up to 20 words • I can create long babbling sentences • I can express my feelings • I can imitate up to 50 words, signs or symbols • I can indicate a need for help • I can join in with rhymes or jingles • I can shake my head, signs or symbols to show my disagreement • I can join in a repetitive story 	<ul style="list-style-type: none"> • I can imitate words, signs or symbols of up to 50 words • I can babble along with rhymes and jingles • I can listen and respond to simple information • I can make a choice from 3+ objects • I can make noises in response to pictures • I can pass objects when asked • I can identify letters and symbols and that they have meaning • I can repeat known phrases • I can respond to simple requests and simple questions • I can agree or disagree using my head, signs or symbols • I can take part in a conversation • I can understand up to 50 spoken words, signs or symbols • I can show anticipation of events in a familiar story/rhyme



My Thinking & Problem Solving: Cognition & Learning

Realisation	Exploration
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">I can accept hand guidanceI can bring my hand to my mouthI can close my palm when my hand is touchedI can demonstrate brief agitated responses to unpleasant stimuliI can demonstrate reflex responsesI can freeze momentarily to soundsI can give momentarily attention to stimuliI can glance at people up to 2 metres awayI can react with minor physiological changes to stimuliI can respond to pleasant smells and tastes with a sucking motion	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">I can calm after being distressed with adult interventionI can close my hand when my palm is touchedI can change my facial expressions incidentallyI can show a reflex responseI can show momentary attentionI can glance at people up to 2 metres awayI can react to stimuli with minor physiological changesI can startle to loud noises and sudden movementsI can vocalise raspberry noises intermittently
<p>Step 2 Required Skills:</p> <ul style="list-style-type: none">I can alert to soundsI can attend briefly to different stimuliI can focus my attention on moving stimuli intermittentlyI can grasp objects intentionallyI can reach for objects in close rangeI can react to different stimuli with a heightened responseI can react to emotions in others' voicesI can react to well-known voicesI can turn my head to look for stimuliI can watch my hands and faces of others briefly	<p>Step 2 Required Skills:</p> <ul style="list-style-type: none">I can acknowledge pleasure with brief responsive smilingI can attend briefly to interactions and environmental changesI can engage with a familiar person for up to 5 secondsI can focus my attention on moving stimuli intermittentlyI can grasp objects intentionallyI can show my likes and dislikes consistently to familiar routinesI can maintain my attention for up to 5 secondsI can show a reaction to stimuliI can turn my head to search for a stimuli
<p>Step 3 Required Skills:</p> <ul style="list-style-type: none">I can accept a variety of tastesI can attempt to copy facial expressionsI can demonstrate a brief interest in a stimuli when encouraged by a member of staffI can engage in co-active explorationI can explore objects with my hands and mouth for up to 10 secondsI can explore my own limbsI can follow objects past my midlineI can hold my head steadyI can localise a stimuli without promptingI can react excitedly to different stimuliI reinforce my choice / understanding with a responseI can transfer from one hand to another	<p>Step 3 Required Skills:</p> <ul style="list-style-type: none">I can babble to an adultI can demonstrate a brief interest/excitement/anger/happiness/sadness/surprise using my expressions and body languageI can explore objects for up to 10 secondsI can gesture for physical contactI can indicate a preferenceI can localise stimuli without promptingI can show a reaction to stimuliI can search for partially hidden items
<p>Step 4 Required Skills:</p> <ul style="list-style-type: none">I can apply familiar and new actionsI can attend to changes when pointed out by an adultI can climb tentativelyI can explore activities/objects for up to 5 minutesI can explore activities/objects with different actionsI can handle different stimuliI can use trial and improvement to overcome problemsI can ask for 'more' of an action or object	<p>Step 4 Required Skills:</p> <ul style="list-style-type: none">I can show anticipation in a familiar routineI can communicate with an adultI can copy simple actions using my bodyI can explore an object/activity for up to 5 minutes when working coactivelyI can explore objects in more complex waysI can follow a simple one- or two- key word instructionsI can imitate hand clapping and soundsI can indicate a preference from two symbols of equally liked itemsI can pass/point at objectsI can respond to activities/objects consistentlyI can track different stimuli

Step 5**Required Skills:**

- I can accept help
- I can apply potential solutions to problems
- I can ask simple questions when working with a member of staff
- I can explore different stimuli and my environment inquisitively
- I can express my independence
- I can identify letters and symbols
- I can notice changes in my environment
- I can repeat actions to affect an outcome
- I can make simple requests
- I can use familiar objects functionally

Step 5**Required Skills:**

- I can answer yes/no questions with gesture/facial expressions/symbols
- I can ask for help
- I can ask questions using symbols
- I can show an interest/curiosity
- I can explore new objects/activities
- I can follow simple commands
- I can identify parts of my body
- I can match objects with obvious criteria
- I can explore objects in complex ways
- I can respond to choices with actions or gestures
- I can say 'bye-bye' to familiar people
- I can turn pages in a book

Anticipation

Persistence

Step 1**Required Skills:**

- I can accept being supported to with my gross motor skills and personal care
- I can accept hand guidance
- I can calm at reassuring presences

Step 2**Required Skills:**

- I can anticipate being fed by opening my mouth
- I can show awareness and recognition of familiar people
- I can have consistent likes and dislikes with familiar routines
- I can react to different stimuli with a heightened response
- I can demonstrate different reactions
- I can indicate a preference

Step 3**Required Skills:**

- I can show anticipation by startling less
- I can express eagerness vocally
- I can hold my head steady
- I can react excitedly to familiar and new experiences
- I can respond to my name
- I can reach for desired objects

Step 4**Required Skills:**

- I can anticipate a routine when given a visual or auditory cue
- I can anticipate interactions with a heightened emotional response
- I can apply a familiar action to a new cause and effect activity
- I can indicate a preference
- I can react when asked 'More?'
- I can react consistently to familiar activities
- I can respond to praise and rewards

Step 5**Required Skills:**

- I can act upon auditory and visual indications
- I can associate words and objects
- I can indicate my needs
- I can explore different stimuli intentionally
- I can repeat an action intentionally
- I can show basic awareness of cause and effect

Step 1**Required Skills:**

- I can give momentary attention to people and pictures
- I can glance at people and objects up to 2 metres away
- I can tolerate a variety of stimuli
- I can show I have had enough food or drink

Step 2**Required Skills:**

- I can engage briefly in an activity
- I can focus on moving stimuli intermittently
- I can maintain attention for up to 5 seconds when alert and ready
- I can show my likes and dislikes consistently in familiar routines

Step 3**Required Skills:**

- I can show a brief interest in sights and objects in my immediate environment
- I can explore objects with my hands and mouth
- I can follow an object past my midline
- I can engage with exploring different stimuli
- I can attempt to grab objects of interest
- I can hold large objects with both hands
- I can reach for desired objects
- I can reinforce my choice with a response

Step 4**Required Skills:**

- I can apply a familiar action to a cause-and-effect activity
- I can concentrate on a task for up to 5 minutes when working on my own
- I can explore objects/activities for up to 5 minutes when working coactively
- I can explore different objects/activities with increasing complexity
- I can request 'more' of an action
- I can show an interest in books

Step 5**Required Skills:**

- I can participate in pretend play
- I can apply potential solutions to problems
- I can explore different objects/activities with complex actions
- I can show persistence with my communication
- I can scribble on paper and look at the marks when prompted
- I can turn pages in a book

Initiation

Step 1

Required Skills:

- I can play with my mouth muscles
- I can demonstrate reflex responses
- I can suck my thumb/fingers/lips intermittently
- I can vocalise raspberry/cooling/gurgling noises intermittently
- I can move parts of my body incidentally

Step 2

Required Skills:

- I can give intermittent reactions to facial reactions
- I can attend briefly to my hands and fingers and immediate environment
- I can reach for an object voluntarily
- I can anticipate being fed
- I can babble intermittently

Step 3

Required Skills:

- I can direct my body movements towards a person
- I can gesture for physical contact
- I can indicate a preference
- I can initiate communication with familiar people
- I can initiate vocal play
- I can reach for desired objects
- I can search for partially hidden objects
- I can vocalise in different ways to express different needs
- I can explore my own limbs and small objects
- I can localise stimuli without prompting from an adult

Step 4

Required Skills:

- I can apply a familiar action to a familiar activity
- I can attract attention to satisfy a need
- I can communicate with my peers
- I can initiate communication with an adult
- I can initiate social games
- I can make an intentional selection
- I can make speech sounds to indicate a need
- I can react with anger and objection
- I can request 'more'
- I can scribble
- I can stand up and take up to five steps with no support

Step 5

Required Skills:

- I can explore and play with objects in increasingly complex ways
- I can express my independence
- I can offer objects to my peers
- I can read a picture book on my own and turn it around to look at the pictures in different ways
- I can request desired objects using pictures
- I can repeat an action to affect an outcome
- I can share an activity with a peer
- I can remember an object is still present even when out of sight



My Personal, Social, Health and Emotional Development: Emotional Development & Social Development

Emotional Affection	Social Affection
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">• I can accept help• I can calm with adult intervention• I can cry to express my needs• I can react to changes• I can vocalise in response to pain / unpleasant stimuli• I can startle to sudden changes• I can tolerate a variety of sounds• I can vocalise contentedly	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">• I can calm with adult intervention• I can change my facial expression during interactions• I can cooperate during familiar routines• I can cry to express a need• I can react to physical contact• I can give momentary attention to adults• I can show I have had enough food or drink
<p>Step 2 Required Skills:</p> <ul style="list-style-type: none">• I can show pleasure with a brief response• I can give intermittent reactions• I can show a negative reaction• I can show a reaction to a stimuli• I can vocalise to myself	<p>Step 2 Required Skills:</p> <ul style="list-style-type: none">• I can give intermittent reactions• I can demonstrate different reactions to different stimuli• I can engage in a familiar activity for up to 5 seconds• I can show a reaction to a stimuli• I can maintain attention for up to 5 seconds• I can show pleasure• I can watch faces intermittently
<p>Step 3 Required Skills:</p> <ul style="list-style-type: none">• I can change my actions when I receive attention• I can demonstrate different feelings through my expressions and body language• I can explore an object up to 10 seconds• I can indicate a preference• I can show a reaction to different stimuli• I can smile/laugh at familiar people whilst playing• I can vocalise to an adult in different ways for different needs	<p>Step 3 Required Skills:</p> <ul style="list-style-type: none">• I can babble in a speech like way• I can engage in co-active exploration• I can express eagerness• I can gesture for physical contact• I can imitate sounds• I can initiate vocal play• I can use facial expressions or vocalisations to demonstrate my feelings/responses
<p>Step 4 Required Skills:</p> <ul style="list-style-type: none">• I can anticipate an outcome with enthusiasm• I can communicate using actions/gestures/body language/vocalisations• I can develop attachments with specific people• I can show a preference when presented with 2 favoured objects/activities• I can initiate social games• I can request desired objects• I can show enjoyment in response to stimuli/objects• I can show protest when a preferred activity ends• I can smile/laugh to show enjoyment• I can show awareness of strangers	<p>Step 4 Required Skills:</p> <ul style="list-style-type: none">• I can acknowledge my name• I can anticipate outcomes• I can babble using long strings• I can communicate using actions/gestures/body language/vocalisations• I can co-operate with an adult• I can engage with an adult• I can gesture to a familiar person/object• I can identify family members• I can imitate actions/sounds of others• I can look/point at people• I can request physical contact• I can vocalise to attract attention• I can watch adults/peers with interest
<p>Step 5 Required Skills:</p> <ul style="list-style-type: none">• I can accept assistance• I can act confidently near familiar adults• I can develop an attachment to a toy or object• I can return to an activity when I've calmed after a problem is resolved• I can communicate 'Me' and 'Mine'• I can demand constant mothering• I can show an awareness of other people's feelings• I can express my feelings to others• I can modify my responses• I can recognise myself in a mirror• I can respond to criticism• I can show frustration at unexpected events• I can establish myself as a part of a group	<p>Step 5 Required Skills:</p> <ul style="list-style-type: none">• I can accept assistance• I can act confidently near familiar adults• I can wipe my hands and face• I can begin to modify my behaviour• I can brush my teeth with help• I can communicate 'Hello'• I can use a toilet if placed on it on time• I can show an interest in words• I can greet familiar people and give them a name• I can indicate a need• I can stay on task and am not overly distracted

Emotional Affection	Social Affection
	<ul style="list-style-type: none">• I can play alone alongside a peer• I can respond to a peer• I can say 'bye-bye'• I can be part of a 'conversation'• I can establish myself as a part of a group



My Personal, Social, Health and Emotional Development: Sensory Development and/or Physical Development

Auditory Operation	Olfactory / Gustatory operation
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">• I can calm when I hear familiar voices• I can show an awareness of sound and respond• I can react to voices/noises• I can tolerate a variety of sounds• I can move my body incidentally in response to sound• I can give fleeting attention to somebody talking close to me <p>Step 2 Required Skills:</p> <ul style="list-style-type: none">• I can show auditory pleasure through my body language• I can anticipate familiar routines when given auditory cues• I can focus on moving sounds• I can react to different sounds/voices/music with my expressions• I can turn my head to search for sounds• I can vocalise to myself <p>Step 3 Required Skills:</p> <ul style="list-style-type: none">• I can anticipate loud noises and startle less• I can show a brief interest in noises• I can imitate sounds• I can initiate vocal play• I can locate music/sounds• I can react to music/instructions• I can respond to my name• I can vocalise in different ways to indicate different needs <p>Step 4 Required Skills:</p> <ul style="list-style-type: none">• I can hear quiet sounds• I can babble using long strings• I can communicate with an adult by taking turns• I can mimic intonation• I can explore sound making objects• I can enjoy music through movement and vocalisations• I can react to familiar words• I can track sounds <p>Step 5 Required Skills:</p> <ul style="list-style-type: none">• I can accept the word 'No'• I can act on auditory indications• I can associate words with objects• I can copy up to 20 words• I can listen and respond to simple information/requests• I can listen to and engage with a range of stimuli• I can search for a sound source that has stopped• I can understand up to 50 spoken words, signs or symbols	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none">• I can accept help to sit• I can bring my hands to my mouth• I can express my hunger• I can show a brief agitated response to an unpleasant taste• I can move my tongue in and out and up and down• I can play with my mouth muscles• I can respond to pleasant smells with sucking motions• I can suck my thumb/fingers/lips intermittently• I can indicate when I've had enough food• I can co-ordinate my sucking, swallowing and breathing <p>Step 2 Required Skills:</p> <ul style="list-style-type: none">• I can show pleasure towards enjoyable smells• I can anticipate being fed by opening my mouth• I can bring food to my mouth with support• I can show unhappiness when food is withdrawn/finished• I can show a gag reflex• I can show consistent likes and dislikes• I can move my tongue against my cheek• I can place my hands on a cup or spoon whilst being fed• I can swallow semi solid food• I can search for a stimuli when the smell alerts me <p>Step 3 Required Skills:</p> <ul style="list-style-type: none">• I can accept a variety of new tastes• I can show some taste preference• I can explore small objects/food• I can show pleasure when presented with familiar foods• I can indicate a preference for textures• I can move my tongue and jaw together• I can reach for desired foods <p>Step 4 Required Skills:</p> <ul style="list-style-type: none">• I can anticipate meal times• I can chew soft smooth and more lumpy foods• I can co-ordinate my mouth movements• I can copy simple facial expressions• I can show increased hand and eye function• I can show enjoyment when eating and drinking• I can drink from a closed cup• I can eat a variety of foods including new foods• I can explore a range of foods (textures)• I can show my likes and dislikes <p>Step 5 Required Skills:</p> <ul style="list-style-type: none">• I can accept a larger range of food• I can categorise smells and tastes into nice and nasty• I can show clear likes and dislikes• I can drink through a straw• I can feed myself (spoon & finger feeding)

	<ul style="list-style-type: none"> • I can hold a cup • I can recognise food by sight, smell and taste • I can stir with a spoon • I can recognise edible and non-edible items
Vestibular Operation	Visual Operation
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> • I can accept being in different positions and moved • I can react to movement with a minor physiological change <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> • I can show motion based pleasure • I can react to stimuli • I can move my arms, legs and head independently • I can show some head control • I can play with my own hands • I can show a stable gaze <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> • I can kick and push through my legs • I can react to intense movement • I can roll over • I can explore my own limbs • I can grab my feet • I can maintain the equilibrium of my head and body during movement • I can self-stimulate through movement <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> • I can acknowledge my name • I can bounce up and down • I can move around my environment • I can stand alone momentarily • I can copy simple actions with my lower and upper body • I can show growing eye and hand co-ordination • I can move an object placed in front of me • I can move from sitting to lying <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> • I can jump, bend, kick, kneel, move, stand, step, walk, climb and crawl • I can run unsteadily • I can show awareness of obstacles • I can use ride on toys 	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> • I can give momentary attention to visual stimuli • I can glance at people up to 2 metres away • I can show reflex responses • I can open my eyes for brief periods • I can react to changes in light and movement • I can move my gaze <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> • I can show visual pleasure • I can focus on stationary and moving objects/people • I can reach for visually appealing objects • I can react to social interactions • I can look up and down • I can show a stable gaze for a brief moment <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> • I can attempt to copy facial expressions • I can change my facial expression when faces/objects disappear from view • I can follow objects past my midline • I can hold my head steady when looking at objects/people • I can localise light sources and moving objects • I can focus my attention on an adults face when they are interacting with me • I can track left to right and up and down <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> • I can show anticipation with a visual cue • I can show developing hand and eye coordination • I can recognise familiar people • I can imitate expressions of others • I can initiate communication • I can point to objects/people • I can scribble • I can search for objects/people when they are out of sight • I can track an object/event/people until they move out of my range • I can watch people <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> • I can act on visual indications that signal events • I can show an awareness of light or dark • I can explore pages in books • I can follow a falling object • I can shift my gaze • I can look at an object/person when named • I can notice environmental changes • I can point to pictures • I can pull faces with peers • I can search for stimuli when they are out of sight

Proprioceptive Operation	Fine Motor Skills
<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> I can accept and cooperate with physical support I can accept my hands being guided I can calm after physical contact I can clap with support I can show reflex responses I can move my arms and legs with jerky movements I can react to different movements with minor physiological changes <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> I can bring my hands to my midline I can move my arms and legs independently I can seek proprioceptive input I can hold my head steady / show head control I can turn my head to search for stimuli I can reach, swipe and grasp at objects I can show motion based pleasure I can stretch my legs when lying on my back <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> I can explore an object with my hands and mouth up to 10 seconds I can use a raking motion to grab objects I can calm with sensory attention I can show contentment when textures please me I can gesture for physical contact I can grab and explore my own limbs I can react with excitement I can maintain the equilibrium of my body <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> I can save myself when losing my balance I can show growing eye and hand co-ordination I can explore objects in different ways I can imitate actions / expressions / sounds of others I can move an object with my arm and foot I can change / move my position I can pick up small objects <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> I can explore objects and toys in increasingly complex ways I can drink with a straw and with no spillage I can feed myself I can change my position I can identify my main body parts I can walk with my hands and arms lowered 	<p>Step 1 Required Skills:</p> <ul style="list-style-type: none"> I can accept my fingers and toes being moved I can blink defensively I can show reflex responses I can glance at a face, light, object and people within 2 metres I can play with my mouth muscles I can suck my thumb / fingers / lips I can vocalise cooing / gurgling / raspberry noises I can move my tongue up / down / in / out <p>Step 2 Required Skills:</p> <ul style="list-style-type: none"> I can babble intermittently I can attend briefly to my hands / fingers / items in my mouth I can follow an object briefly past my midline I can grasp objects intentionally I can open and shut my hand I can vocalise to self-stimulate I can react when my fingers and toes are touched I can hold a small object <p>Step 3 Required Skills:</p> <ul style="list-style-type: none"> I can attempt to copy facial expressions I can attempt to move food from one hand to another I can babble in a speech like way I can change my facial expression when an object / face disappears from view I can follow moving objects I can imitate sounds I can imitate vocal play I can smile with enjoyment I can move food side-to-side in my mouth I can transfer from hand-to-hand using a palmar grasp <p>Step 4 Required Skills:</p> <ul style="list-style-type: none"> I can babble using longer strings I can vocalise 'mama' & 'dada' I can mimic others I can show growing hand and eye co-ordination I can explore objects in more complex ways I can show a pincer grip I can imitate sounds and actions I can show an interest in a visual timetable and can move symbols on it I can scribble on paper I can show a preferred hand <p>Step 5 Required Skills:</p> <ul style="list-style-type: none"> I can explore and play with objects in complex ways I can show the emerging skills linked to a tripod grip I can use pitch / volume / tone / rhythm in my voice I can drink through a straw with little spillage I can feed myself with a spoon I can imitate words / signs / symbols of up to 50 words I can point to body parts when named I can scribble on paper

Gross Motor Skills

Step 1

Required Skills:

- I can accept and co-operate with physical support
- I can bring my hands to my mouth
- I can clap with hand-over-hand assistance
- I can show awareness of sound
- I can move my arms and legs in a jerky manner
- I can accept movement of my limbs
- I can clench my hands

Step 2

Required Skills:

- I can bring my hands together at my midline
- I can hold my head steady
- I can move my arms and legs independently of each other
- I can turn my head
- I can stretch and bend my legs
- I can grasp objects briefly
- I can open and shut my hands

Step 3

Required Skills:

- I can direct my body movements
- I can explore my own limbs
- I can gesture for physical contact
- I can grab my feet
- I can hold my head steady
- I can hold large objects
- I can reach for a desired object
- I can roll from my back – stomach – back

Step 4

Required Skills:

- I can rock and bounce
- I can steady myself
- I can explore my environment by climbing and crawling
- I can explore objects in different ways
- I can initiate communication
- I can change my position
- I can move rhythmically to music
- I can pick up objects from the floor

Step 5

Required Skills:

- I can jump / walk backwards / kneel / climb / crawl / squat
- I can explore objects in complex ways
- I can feed myself with little spillage
- I can push pedals
- I can take off unfastened coat / trousers
- I can throw objects
- I can walk with my feet apart and with hands / arms lowered