

**Learning Pathway** 

# **Goals in stages for Co Curriculum**

Each goal has a corresponding activity plan

# **Dexterity and Manipulation**

#### **Early Mark Making**

**Stages 1 & 2** 

Reflex grasp of item when pressed in hand.

Maintains grasp on mark maker.

Bangs mark maker on surface.

Watches mark maker make marks. Make random marks.

Makes long, straight downward marks.

Makes horizontal marks.

Makes vertical marks.

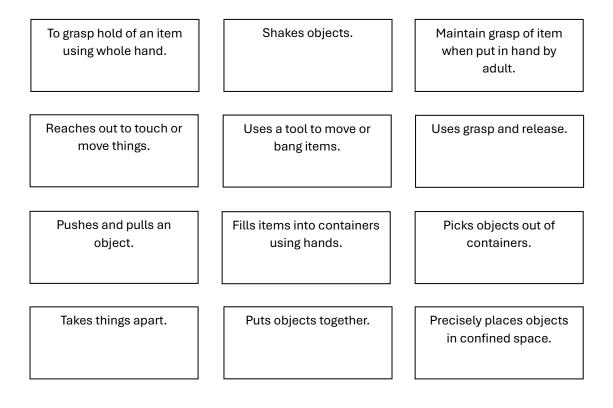
Makes circular marks.

Makes travelling or roving marks across a page.

# **Dexterity and Manipulation**

## **Manipulating Objects**

## **Stages 1 & 2**



# **Dexterity and Manipulation**

#### **Scissor Skills**

#### Stages 1 & 2

Snipping: opening and closing the scissor blades.

Cuts a line with one change of direction.

Fringing- makes short snips along the edge.

Cuts a line with more than one change of direction. Cuts in a straight line.

Cuts curved and wavy lines.

Cuts circles.

Cuts out shapes.

# **Dexterity and Manipulation**

# **Using Two Hands**

## **Stages 1 & 2**

Use two hands asymmetrically.

# **Exploring Through Tough**

## **Exploration with Adult Support**

# **Stages 1 & 2**

Allows hands to be moved.	Allows hands to be stroked.	Allows hands to be opened out with fingers extended.
Passive touch of item placed on palm.	Allows hands to co- actively hold items in clasped hand.	Hands opened out to co- actively feel using finger tips.
Hands opened out to co- actively feel using extended fingers.	Hands open and close to squeeze co-actively.	Notices own hands with adult physical prompts.
Strokes a surface with open fingers.	Passive touch of item placed on back of the hand.	Allows hands to be touched.

Locate things inside items.

# Exploring Through Touch

## Independent Exploration

## Stages 1 & 2



# **Exploring Through Touch**

#### Locating an Item

#### **Stages 1 & 2**

Sweeps outward and back to middle with one hand to explore.

Sweeps outwards and back to middle with two hands together.

Locates things inside items.

Put items inside different things.

## Listening

#### Attention

#### Stages 1 & 2

Identify familiar rhyme or song from hearing the first line.

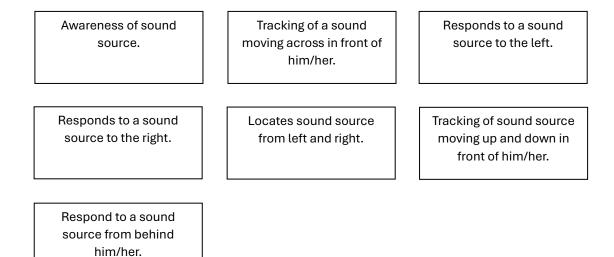
Identify high and low sounds.

Identify loud and quiet sounds.

# Listening

## Finding and Tracking a sound

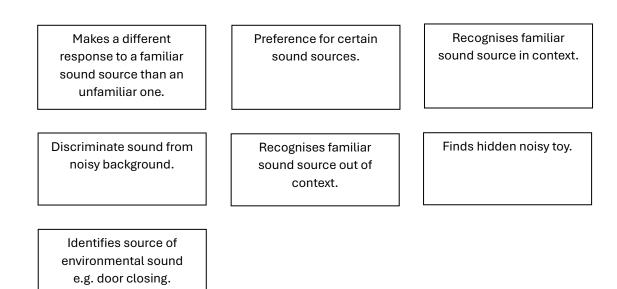
# Stages 1 & 2



## Listening

## **Identifying Sounds**

Stages 1 & 2



## Listening

#### Memory

## Stages 1 & 2

Uses auditory memory in different situations.

Follow a list of 2+ instructions.

Listens to a recorded story and then answers questions about it.

Recall order of 3+ sounds heard.

## Listening

#### **Phonological Awareness**

#### Stages 1 & 2

Responds to different rhythms.

Identifies rhyming words.

Identify initial sound of words.

Identify number of syllables in one or two or three syllable words. Identify number of syllables in one or two syllable words.

# Listening

# Listening and Responding to Speech

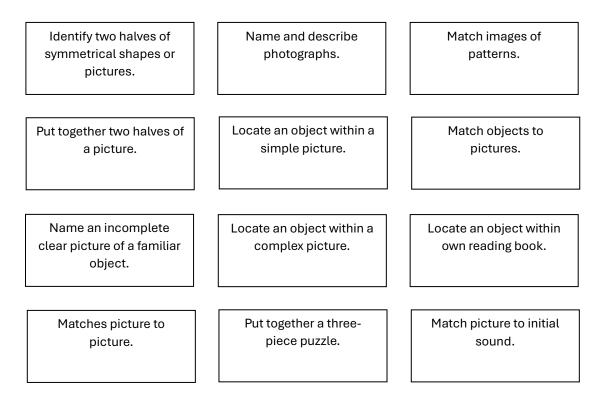
# **Stages 1 & 2**

Listens to a sentence said with exaggerated tone of voice to demonstrate emotion and matches to emotion e.g. sad, happy, cross.	When asked, waits for a signal to join in or start an activity.	Joins in as listener in ready steady go games in a small group.
Joins in as leader in ready steady go games in a small group.	Finds a common object from a group of 3 familiar objects when it is named.	Given a set of 3+ short auditory clues can identify the object from a group of objects.

Given a set of 3 short auditory clues identify object from a group.

#### **Attends to Detail**

#### Stages 1 & 2



#### Visual Skills

## Attends to Objects

#### Stages 1 & 2

Match and copy simple shape or colour patterns.

Identify objects partially hidden in pictures.

Locate an object from a patterned background.

Match familiar objects or shapes.

Locate a specific object from a group of similar ones.

Match and copy simple shape or colour patterns.

#### Attends to Simple Images

#### Stages 1 & 2

Attend to a bold black and white image of a human face. Attend to bold high contrast images.

Attend to images with differing colour contrasts.

Match a coloured picture to a black and white outline.

#### **Visual Skills**

#### **Hnad Eye Co Ordination**

#### Stages 1 & 2

Reach for and grasp objects accurately.

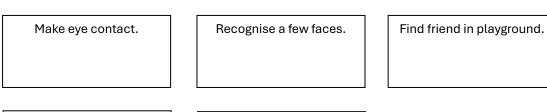
Cut between lines and on a broad line.

Copy drawn shapes and lines.

Accurately draw line between two parallel lines.

#### **Facial and Social Skills**

#### Stages 1 & 2



Pass object to another person.

Pass object to another person.

## **Visual Skills**

#### **Locating Visual Sources**

#### Stages 1 & 2

Awareness of moving item.

Awareness of static item.

Location of and focus on static item.

## Scanning

# Stages 1 & 2

Scan printed materials left to right.

Visually and tactually tracing.

## **Visual Skills**

#### **Tracking of Visual Sources**

# Stages 1 & 2

Track horizontally moving item across midline.

Track vertically moving item across midline.

Track diagonally moving item.

Track circular moving items.

## Hand Control and Strength

## **Finger Control**

#### Stages 1 & 2

Uses push-pull of fingers.

Uses finger opposition.

Points index finger.

Puts finger to mouth.

Finger isolation: from a fist straighten one finger at a time.

Thumb isolation: from a fist put the thumb up.

# Hand Control and Strength

Grip

# Stages 1 & 2

Improve pincer grip strength.

Improve tripod grip.

## Hand Control and Strength

Hand Control

#### Stages 1 & 2

Hands crossing mid-line.

Increase shoulder stability and strength.

Using transverse arches in hand.

Release and transfer of objects between hands.

# Hand Control and Strength

# **Increasing Hand Strength**

## Stages 1 & 2

Increases pinch strength and control.

Increase general hand strength.

Increase wrist strength.