



## Learning Pathway

### Goals in stages for Engagement Model

Each goal has a corresponding activity plan

#### Cognition

#### Emergent Maths

#### Stages 1 & 2

Co-actively feel items of different sizes.	Anticipate stimuli that occur over and over repeatedly.	Co-actively explore one thing.
Listen to or watch items related to number songs, counting to three.	Co-actively explore some landmarks on a route.	Release items to give them to an adult when asked.
Experience cues for activities.	Co-actively explore groups of things.	Move one out of a group of items with support.
Experience items of different weights on body parts.	Respond to the start and the end of a stimuli.	Fix attention on an object.
Respond when a second item is presented to them.	Experience different body positions.	Fix attention on a stimulus.

Tolerate feeling items co-actively one at a time with adult.

Join in activities that involve moving in different directions.

## Emergent Maths

### Stage 3

Experience things altering in size or weight.

Explore creating structures of different sizes with one: one support.

Explore different sized items.

Exchange items with an adult i.e. giving and receiving games.

Experience now and next board with one: one support.

Show anticipation of favoured activity when given cue.

Take part in turn taking games in small group of up to four with one: one support.

Handle range of containers in play situations.

Actively explore two things.

Shift attention from adult to object with verbal or physical prompts.

Persist at a task beyond first attempt.

Shift attention to each object as it is highlighted.

Shift attention to each object in counting song as adult identifies it.

Experience listening to number names in song and rhyme.

Anticipate vanished item will reappear e.g. Jack in box.

Explore sets of items that are the same.

Shift attention from one item to another, moving head.

Maintain a hold on two items simultaneously.

Explore cutting or tearing with variety materials with support.

Use 'gone', 'all gone'.

Show anticipation on identification of landmark on way to activity.

Show awareness of items or people to the side of them.

Non-specific joining of things in play/ art.

Use fingers to feel edges of shapes or items with one: one support.

Explore properties of shapes in play.

Explore sets of different items.

Make simple toy work.

Move objects to create groups or bundles.

Move in response to strong sound beat but may not be in time.

## Communication

### Expressive Communication

#### Stages 1 & 2

After pause in favoured activity non symbolically shows they would like more.	Discriminate sensory properties to show consistent likes/dislikes.	Explore own ways of making needs known.
React when basic needs met.	Respond to own name with prompt.	Anticipate they will have a turn at routine turn taking time.
Participate in greetings with encouragement.	Make fleeting eye contact during a close interaction.	Respond differently to familiar people.
Communicate simple choices using intentional non symbolic communication.	Participate in vocalisations with encouragement.	Non-verbally/ non symbolically communicate refusal.
Communicate needs in variety of ways.	Experience changes in voice of adult.	React to peers sounds/ movements/ touch/ closeness.
Understand some gesture in context.		

## Expressive Communication

### Stage 3

Engage in social interaction games.	Initiate social interactions.	Intentional non-symbolic communication to show likes.
Respond to adult pointing in a direction.	Use 'gone' and 'all gone'.	Use some conventional gestures.
Imitate two vocalisations.	Intentional communication to make choice from two items presented simultaneously.	Intentional act to gain adults attention.
Share attention.	Use 5+ symbolic communication system words expressively.	Use symbolic communication to ask for familiar items not present from a choice of two.
Imitate slight variations to own vocalisations after adult modelling.	Intentional communication to make clear choice from three options.	Interest in making vocalisations.
Simple negation e.g. rejects some things.	Use own way of communication to express themselves.	Indicate key people when asked to.
Intentional non-symbolic communication to ask for things.	Give brief eye contact or attention.	Spontaneous greetings using own style of communication.
Use reaching and pointing to convey needs.		

## Communication

### Receptive Communication

#### Stages 1 & 2

React to speech/song/touch of adult.	Respond to two + very familiar cues to favoured activities.	Understand some phrases in context.
Respond to familiar language.	Responds to Stop.	

### Receptive Communication

#### Stage 3

Understand and respond to 5+ familiar nouns in routines.	Anticipation of favoured activity when given cue.	Show recognition of 5 familiar words.
Attend to an interaction with another person.	Take turn in one: one turn taking game with an adult prompt.	Recognise own photograph/identifier from choice of two.
Understand and responds to three to five familiar verbs in routines.		

## Communication

### Enjoyment of Books

#### Stages 1 & 2

React to vibrations.	With one: one support add a picture/texture to a page on a homemade book.	Respond to a sensory story.
Attend more to rhyme/alliteration than everyday speech.	Engage with story teller.	Relax when hears a familiar story.
React when familiar voice/song STOPS.	Respond to a sensory rhyme.	Enjoy peers reactions to stories.
Show wonder as fantasy story media presented.	Explore sounds with adults.	Show reactions to different types of music.
Joint attention on story telling media with storyteller.	React to sounds.	Show a reaction to pictures/sound on computer/ iPad.

## Enjoyment of Books

### Stage 3

Attend to a few familiar phonic or alliteration rhymes.	Select item to add to image in personalised book from two relevant options.	Maintain concentration on a story in a small group of children.
Joint partnership with storyteller to add some sounds or actions to the story.	Show interest for a short time e.g. 30 seconds, when stories are told to them.	Listen to own vocalisations.
Recognise own photograph-identifier from choice of two.	Maintain attention on a book for approximately two minutes in one: one situation.	Use an auditory input on cue in a story with a prompt.
Request a familiar book by gesture, signing or vocalisation.	Share attention on book, one: one with adult.	Recognise a familiar story as it is told.
Respond to own name.		



## Communication

### Mark Making

#### Stages 1 & 2

Bang mark maker on surface.

Co-active mark making on different surfaces.

Co-active mark making using different materials.

### Mark Making

#### Stage 3

Scribble spontaneously in a circular direction.

Enjoy mark making on different surfaces.

Scribble spontaneously in a horizontal direction.

Maintain grasp on mark maker.

Scribble spontaneously in a vertical direction.

Make random marks.

Watch the mark maker make marks.

## Communication

### Dexterity Skills

#### Stage 3

Maintain grasp on mark maker.

Watch the mark maker make marks.

Maintain Make random marks on mark maker.

## Social and Emotional

### Confidence and Responsibility

#### Stages 1 & 2

Anticipate some steps in very familiar routine.

Respond to two + cues for familiar activities or routines.

Show emotions in response to favoured stimuli stopping or starting.

Respond to stimuli with facial or body movements.

Use non symbolic communicate desire for activity to begin.

Show interest in faces and facial expressions.

### Confidence and Responsibility

#### Stage 3

Clearly communicate a need and stops when need is met.

Recognise that they are the centre of attention e.g. singing happy birthday to them.

Recognise clear photo/ item related to self when presented with choice of two.

## Social and Emotional Healthy, Safe Lifestyle

### Stages 1 & 2

Calms in response to own security item e.g. specific music, place or toy.

Tolerate and aware of intimate care needs.

Attend a special celebration.

Recognise and responds to familiar people.

## Healthy, Safe Lifestyle

### Stage 3

Actively seek or ask for own security items when needs them.

Recognise the word/sign/symbols for toilet in context.

Identify next step in very familiar care routines.

Can identify some of own belongings when given a choice of two.

Know functional use of two very familiar objects and responds when shown them.

Know function of some familiar areas in school when taken there.

Respond to familiar landmarks in school or local environment.

## Social and Emotional

### Good Relationships

#### Stages 1 & 2

Respond to peers.	Positively respond to being physically close to a familiar peer.	React to own name called/identifier shown in familiar one: one activity.
Make action or sounds to actively encourage a peer's attention.	Indicate they want to remain in close contact with a peer.	Follow body movements of an adult when in close contact e.g. rocking together.
Show anticipation when waiting for activity.	Focus on a story of a significant event to the pupil.	Attend intermittently to whole school appropriate and familiar celebration.

### Good Relationships

#### Stage 3

Enjoy joining in some group story telling or play activities with.	Attempt to get close or indicates a desire to get physically close to a peer.	Show recognition of a few familiar adults.
Sometimes show reaction when joining a group activity alongside peers.	Will respond with gesture or vocalisation to simple questions.	Maintain interaction with an adult and shows they would like it to continue when it breaks down.
Co-operative in joint working with adult in familiar situations.	Share object with another with verbal prompt.	Pass item or indicates need to pass item in Circle game when cue given.

## Social and Emotional

### Play

#### Stages 1 & 2

Explore items with hands  
(or mouth).

Co-operate with shared  
exploration.

Change attention when  
reward is activated.

Happy to be alone with a  
toy or activity for one  
minute.

Happy to play with others  
close for three+ minutes.

### Play

#### Stage 3

Show response/  
awareness to others  
playing close to them.

Explore toys alone.

Act with intention.

Like simple interactive  
games e.g. peek a boo.

Attempt to copy others.

Contingency awareness-  
aware that own action  
can cause an effect.

## Sensory

### Living Things and Their Habitats

#### Stages 1 & 2

Experience mini beasts on or close to them using senses.	Encounter and touch, stroke or smell animals.	Experience a range of plants through the senses.
Meet different age people & listens to their voices.	Experience different environments.	

### Living Things and Their Habitats

#### Stage 3

Experience making some mini beast movements or body shapes, with support.	Experience a variety of voices from different people.	Explore roots and corms.
Explore pet care equipment.	Explore seeds.	Imitate animal sounds with voice or switch.
Explore bulbs.	Use parts of body for different actions e.g. hands to touch, feet to kick.	Explore leaves.

## Sensory

### Materials and Processes

#### Stages 1 & 2

Encounter and reacts to processes happening to different materials.

Respond differently to tactile sensory input from different materials.

### Materials and Processes

#### Stage 3

Attend jointly to adult and object.

Actively explore materials with interest e.g. scrunch foil.

Participate with 1-1 in experiences that cause things to change.

## Sensory

### Earth, Space and Weather

#### Stages 1 & 2

Experience a range of different weather.

Explore a variety of rocks, stones and pebbles with support.

Show an awareness of dark changing to light and vice versa.

### Earth, Space and Weather

#### Stage 3

Experience the weather changing during a day.

## Sensory

### States of Matter

#### Stages 1 & 2

Encounter and respond to solids changing to liquids or vice-versa.

Experience properties of water.

### States of Matter

#### Stage 3

Explore solids and liquids actively.

## Sensory

### Investigating

#### Stages 1 & 2

Use two hands to hold and explore things.

Co-actively reach out to make things move.



## Sensory

### Forces

#### Stages 1 & 2

Briefly track motivating moving stimulus.

### Forces

#### Stage 3

Know action on object can make it move.

Reach out to touch or move things.

Press hard objects into soft textures with support.

## Light, Sound and Electricity

#### Stage 3

Briefly track motivating auditory stimulus.

Experience operating electrical equipment using a single switch.

Briefly track motivating visual stimulus.

Move in response to strong sound beat, may not be in time.

## Sensory

### Working Scientifically

#### Stage 3

Experience using a 'now' and 'next' board with 1 to 1 support.

Show anticipation of favoured activity when given a cue.