

Group 1	Group 2	Group 3
Life Long Learning		
<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will look at myself in the mirror, showing awareness that I identify with the reflection - I will clap, tap and pat with an adult - I will locate parts of my body I can reach when prompted <p>EYFS Objective: I will learn about my body: how it works and my body part’s names.</p> <p>Challenge: Can I identify the major body parts of a familiar adult?</p>	<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will experience a familiar and enjoyed activity and take part in it. - I will experience an unfamiliar activity, communicating tolerance or liking or disliking the activity - I will communicate through my preferred means when I enjoy something - I will communicate through my preferred means when I don’t enjoy something <p>EYFS Objective: I will learn to assert my preferences including the importance of saying no.</p> <p>Challenge: I will sign yes or no to indicate my preference</p>	<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will understand when I am being asked to go to the bathroom - I will sit on the Rifton toilet - I will undress my lower part to sit on the toilet - I will wash my hands after using the toilet <p>EYFS Objective: I will develop co-operation and independence within my self-care routines including dressing, intimate care and personal hygiene</p> <p>Challenge: I will ask to use the toilet</p>
<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will understand that some rooms in school are for particular purposes - I will stay at the table during snack and lunchtime while others are still eating - I will use the outdoor play equipment with support, showing enjoyment 	<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will feel secure in my classroom and know that my need for attention will be met - I will choose an activity in the classroom to do independently for a short period of time - I will experience an adult modelling that another student needs attention or to be comforted (many times) - I will identify the emotions of others, with help from adults - I will share 1;1 and then in a small group <p>KS1/2 Objective: I will learn how to consider the needs and feelings of those around me.</p>	

<p>EYFS Objective: I will develop an understanding of appropriate behaviour wherever I am</p> <p>Challenge: I will behave appropriately around school with less support</p>	<p>Challenge: Challenge; I will recognize simple emotions happy/sad via symbols and pictures.</p>
<p>Week 3</p> <ul style="list-style-type: none"> - I will see the Makaton symbol for toilet when I am going to the bathroom - The language of toileting will be simple and repetitive - I will be given opportunities to lift myself, wash my own hands etc during toileting <p>EYFS I will develop co-operation and independence within my self-care routines including dressing, intimate care and personal hygiene.</p>	
<p>Week 4</p> <ul style="list-style-type: none"> - I will take turns during a social game - I will share with support - I will wait my turn during social comm. times <p>EYFS I will learn social skills with my peers and adults including turn taking, sharing and waiting</p>	<p>Week 4</p> <ul style="list-style-type: none"> - I will learn about a simple range of emotions using symbol cards - I will recognize when I feel angry - I will tolerate an adult near me to help me to de-escalate my anger - <p>EYFS I will be able to recognise how I feel and learn appropriate ways to regulate my emotions and express myself.</p>
<p>Communication and Language</p>	
<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will show awareness of familiar songs signaling times of the day. - I will alert to sound of songs and sound effects associated with our class story - I will look intently at the props and the teller or the story - I will respond to our story by taking part in the actions <p>PF4 Objective: Starts to understand contextual clues, e.g. familiar gestures, words and sounds</p> <p>Challenge: I will look for the props when I see our book</p>	<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will listen to rhymes with a familiar adult - I will request the rhyme I want by naming it or showing a prop to prompt it - I will join in with actions from the rhyme - I will join in with the rhyme vocally <p>SF1 Objective: Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p>

	<p>Challenge: I will learn a new rhyme weekly</p>
<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will hear the word and see the sign and see a switch used to indicate more in situations where I may want more - I will have time to respond through my posture, movements, eye movement and vocalisations that I would like more of a food or drink - I will have time to respond through the methods above that I would like more of an activity or song, such as in circle times. - I will experience hand over hand help to produce the sign for more - I will experience a very clear and exaggerated enunciation of the word more - I will experience hand over hand support to press a switch to indicate more <p>PF3 Objective: Communicates more to an attentive adult</p> <p>Challenge: I will communicate more in a variety of contexts.</p>	<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will experience activities to help me hear the beginning sound in familiar words - I will identify when a rhyme is said wrong for humour - I will experience pictures and ICT versions of rhymes to enable me to choose a rhyme I want to hear <p>SF2 Objective: Shows interest in play with sounds, songs and rhymes.</p> <p>Challenge: I will select a rhyme by its picture and begin to say it.</p>
<p><u>Week 3</u></p> <ul style="list-style-type: none"> - Give opportunities for chn to concentrate on a new item or experience - Name the item and play with the child, demonstrating its features and functions <p>PF3 Concentrates intently on an object or activity of own choosing for short periods.</p>	<p><u>Week 3</u></p> <ul style="list-style-type: none"> - Offer the opportunity to use resources with adult support - Use a timer to help engage attention for short periods <p>SF2 Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</p>

<p><u>Week 4</u></p> <ul style="list-style-type: none"> - Use names at morning song, snack time etc - Say name loudly to get attention - Say name quietly in small group situation <p>PF4 Steps and looks when hears own name or familiar moniker</p>		<p><u>Week 4</u></p> <ul style="list-style-type: none"> - Use photographs of people and animals not present to prompt discussion of people and animals not present <p>SF2 Beginning to talk about people and things that are not present.</p>
<p>Reading</p>		
<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - To show awareness by changes in the environment that we will do the sensory story - To interact with the sensory and interactive elements of the story when guided and prompted - To be attentive and respond to the sensory and interactive elements of the story without prompting <p>Objective: PF2 To respond consistently to a favourite story, rhyme, song or poem</p> <p>Challenge: Do they respond to the story in the same way in a different setting or at a different time of day?</p>	<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - To interact with the sensory and interactive elements of the story when guided and prompted - To be attentive and respond to the sensory and interactive elements of the story without prompting - To make appropriate vocalisations and actions during the story <p>Objective: PF3 Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Challenge: Can they make the action or vocalization when presented with the story prop out of the context of the story?</p>	<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - To be familiar with objects, knowing their name - To see the pictures/symbols and learn that they are linked to the objects - To take part in a matching activity with an adult, being guided to match the objects to their picture/symbol - To have the opportunity to match with less or no adult guidance <p>Objective: SF1 They match objects to pictures and symbols</p> <p>Challenge: Can they match the object to the picture/symbol independently?</p>

<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - Can press a switch in other contexts ie food tech to operate a blender - Has several experiences of the switch being used by adult reading story - Has experience of other children pressing switch in story - Responds positively when asked to press the switch <p>PF4 Objective: Initiates actions to gain reward e.g. presses switch to activate toy linked to story, rhyme, song, poem, jingle or prop</p> <p>Challenge: Seeks out the switch at other times and is aware what action it will create.</p>	<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - They are familiar with the story - They interact with and concentrate during the story - Simple questions about who is in the story <p>SF1 Objective: They show curiosity about content at a simple level, for example they may answer basic questions about a story, showing understanding of two key words.</p> <p>Challenge: Child can answer more complex questions like 'why does he eat so much food?'</p> <p>Continue with questioning</p>
<p><u>Week 3</u></p> <ul style="list-style-type: none"> - Use rhyme cards at least once a day for chn. to select one out of two - Choose from 2 different books and join in reading with an adult <p>PF3 Interested in books and rhymes and may have favourites</p>	<p><u>Week 3</u></p> <ul style="list-style-type: none"> - Us name on name cards - Contrast with alternative names to choose own name <p>SF1 Recognise their own name</p>
<p><u>Week 4</u></p> <p><u>As communication objs</u></p> <p>PF2 Concentrates intently on an object or activity of own choosing for short periods</p>	<p><u>Week 4</u></p> <ul style="list-style-type: none"> - Use 3 objects from the story in a line and name them from left to right. - Extend to 4, 5, 6 objects <p>SF1 Name objects in a line – left to right</p>

Writing		
<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - Objects are presented often - Objects have purpose within the story - Objects are named and offered <p>PF2 Objective: Reaching out for, touching and beginning to hold objects</p> <p>Challenge: Child looks for object when it is named or it makes a sound</p>	<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - Objects are placed within reach - Objects are safe to be explored orally - Children are encouraged to pick them up and not discouraged if they are mouthed - Adult comments on how the objects might feel <p>PF4 Objective: Exploring objects with mouth, often picking up an object and holding it to the mouth</p> <p>Challenge: Variety of objects and contexts for oral exploration</p>	<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - A variety of scribbling/ mark making tools are regularly made available - The adult demonstrates using the tool appropriately to mark make, write and scribble - The child is guided to mark make with the adult supporting and praising - The adult gives a task for the mark making and demonstrated drawing or writing <p>SF1 Objective: Scribbling: Scribbles are very purposeful</p> <p>Challenge: Can you draw me a caterpillar?</p>
<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - The child can sit with an adult near a bowl or tray of water - The adult can put own open hands in water and splashes - The adult puts child's hands in water and splashes, opening the palms if needed - The child is given access to water to splash and less guidance or support from the adult <p>PF3 Objective: Splashing open palms in water</p> <p>Challenge: The child can finger trail and isolate fingers with support</p>	<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - Aural discrimination of individual initial phoneme - Identifies objects that have that initial phoneme - With adult support can identify the grapheme - Repeat until SATPIN is achieved <p>SF1 Objective: Begin Letters and Sounds Phase 2</p>	

		Challenge: Can the child hear the phoneme at the end of the word?
<p>Week 3</p> <ul style="list-style-type: none"> - During story and social comm. times to encourage arm and leg movements such as reaching up to reach for a toy or shake a set of bells <p>PF4 Making movements with arms and legs which gradually become more controlled</p>		<p>Week 3</p> <ul style="list-style-type: none"> - Encourage to copy his own name or letters from it - Use photos to encourage him to write his own name <p>SF1 Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events</p>
<p>Week 4</p> <ul style="list-style-type: none"> - During all sessions encourage a response to sights and sounds - Introduce new stimuli to encourage new responses <p>PF4 Turning head or looking in response to sounds and sights</p>		<p>Week 4</p> <ul style="list-style-type: none"> - Encourage to give meaning to his marks - Ask 'is this a XXX ?' - Draw one or write its name, encourage K to copy <p>SF1 Sometimes gives meaning to marks as they draw and paint</p>
Mathematics		
<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will focus on one stimulus at a time - I will track the stimulus as it moves slowly - I will grasp the stimulus when it is offered - I will release the stimulus when another stimulus is offered 	<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will look at the dominant stimulus during adult led sessions - I will experience counting activities and handle tactile numbers - I will look from one number to the next that is presented 	<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will explore a range of real world objects - I will show understanding of the terms big and small - I will collect one big item and one small item when asked - I will group real items into sets based on size

<ul style="list-style-type: none"> - I will anticipate when a stimulus will be offered; I am ready to grasp or release <p>Objective: PF2, releasing and grasping an object or by tracking movement briefly Changes focus from one stimuli to another; through tracking</p> <p>Challenge: I enjoy exploring the stimulus independently</p>	<ul style="list-style-type: none"> - I will look from the maths prop to the number as it is presented in an interactive session <p>PF3 Objective: Tracks between two stimuli such as a maths prop and large tactile number</p> <p>Challenge: I will track between two stimuli in different contexts</p>	<p>SF1 Objective: I will group big items and small items</p> <p>Challenge: Can the child do this in a variety of locations and contexts. Can the child understand the idea of middle sized/ in between?</p>
<p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I am happy to be touched by a familiar adult - I observe the game being played by someone else - I am supported by a familiar adult to take part in the game - I can play the game with little support <p>PF3 Objective: Responds to a social game</p> <p>Challenge: Initiates the game by making an action</p>	<p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will show recognition of the routine of social interaction time by being alert and giving eye contact to adult leading to indicate my intentions - I will make a positive choice in soc. Com. times, choosing and playing with a toy, choosing own photograph - I will sit at the table during snack and lunchtimes for the time required <p>Objective:PF3 Responds and anticipates common routines eg morning song, break times, social communication routine of drum, toy selection, photo selection</p> <p>Challenge: I will respond to a photograph or smbol of an activity to cue what is going to happen next</p>	<p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - Learning environment where number of objects is frequently modelled and demonstrated in many contexts - Adult sets out 1 object and counts by pointing and saying number names as they count - Repeat for 1 object then 2 objects - Repeat for 1, 2, 3 objects <p>SF1 Objective: Can recognise the total amount of objects up to 3</p> <p>Challenge: Can match numeral to each set Can go on above 3</p>
<p>Week 3</p> <ul style="list-style-type: none"> - Use feely bag to allow chn to select a toy or a story prop from the bag - Repeat this several times 	<p>Week 3</p> <p>Role play shop and money activities esp through rhymes like 5 currant buns song.</p>	

PF2 Feels and explores shapes of different objects or toys		SF1 Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) (S1)
<p>Week 4</p> <ul style="list-style-type: none"> - Use songs and Widget cue cards to indicate changes in activities - Give time for the chn to respond to the song and card <p>PF3 Responds and anticipates common routines e.g., bath times, bed times, meal times, etc.</p>		<p>Week 4</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - Learning environment where number of objects is frequently modelled and demonstrated in many contexts - Adult sets out 1 object and counts by pointing and saying number names as they count - Repeat for 1 object then 2 objects - Repeat for 1, 2, 3,4,5objects <p>SF1 Objective: Can recognise the total amount of objects up to 5</p> <p>Challenge: Can match numeral to each set Can go on above 6</p>
Understanding of the world (Science, Geography, History, RE, Technology)		
<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will experience a range of tactile and sensory media over the course of the week - I will explore the media through my preferred method 	<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will participate with an adult to explore the feel of clay/ corn flour/ shaving foam - I will try a variety of ways to touch the media with adult support 	<p>Week 1</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will explore the media with support - I will be offered a medium to add to the original one - I will mix the media together, vocalising and touching

<ul style="list-style-type: none"> - I will be supported to explore the media through my less tolerated method - My responses will be named and referred to consistently <p>PF3 Objective: I will communicate consistent preferences and affective responses.</p> <p>Challenge: I will start to tolerate a media I have previously resisted touching</p>	<ul style="list-style-type: none"> - I will hear terms for the variety of ways to touch such as 'squeeze', 'roll' 'poke' 'bend' 'squash' <p>PF4 Objective: I will explore materials in increasingly complex ways for example pressing my fingers or hand into a soft texture.</p> <p>Challenge: I will explore the media in a variety of ways independently.</p>	<ul style="list-style-type: none"> - I will talk about the changes I can see <p>SF1 Objective: I will explore objects and materials by changing some materials by physical means and observing the outcomes for example mixing water and custard powder.</p> <p>Challenge: 'What would happen if we add more water?'</p>
<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will tolerate a familiar adult to touch my hands or feet - I will look at the media or experience being offered, indicating interest or lack of interest - I will tolerate a small experience with the new media or experience - I will tolerate longer periods of time taking part in the new experience or media <p>PF4 Objective: I will cooperate with shared exploration and supported participation</p> <p>Challenge: I will anticipate the new experience and show interest or otherwise</p>	<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will give eye contact when greeted by name - I will touch known people who greet me and ask for a hand touch or high 5 - I will indicate my interest in an activity/experiment by looking - I may vocalize or give a physical indication that want to greet or take part in an activity <p>PF4 Objective: I will greet known people and may initiate interactions and activities for example pointing to an item during an experiment.</p> <p>Challenge: I will greet and touch for hello and goodbye consistently</p>	<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will comment on changes in light display or lighting in the room - I will make loud sounds and quiet sounds - I will make big movements and small movements <p>SF1 Objective: I will communicate my awareness of changes in light, sound or movement through my preferred communication style.</p> <p>Challenge: I will be able to make these observations in a variety of contexts and locations</p>
<p><u>Week 3</u></p>	<p><u>Week 3</u></p>	

<p><u>PF2</u></p> <ul style="list-style-type: none"> - A range of familiar experiences and opportunities to show likes and dislikes <p>I will communicate my likes and dislikes consistently when exploring familiar actions and activities, events and objects</p>	<p><u>SF1</u></p> <ul style="list-style-type: none"> - <p>I will make sounds using my body such as clapping, tapping my fingers, and <i>may</i> imitate or copy sounds</p>
<p><u>Week 4</u></p> <p><u>PF3</u> I will seek attention using my communication preferences</p>	<p><u>Week 4</u></p> <p><u>SF1</u> I will cause movement by a pushing or pulling action</p>
<p>PSED/SRE</p>	
<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will see an adult depict an emotion shown on a card - Repeat with a second card, showing great contrast between the emotions - Show card and see if child looks for the emotion to be displayed by the adult <p>PF2 Objective: Respond with curiosity to stimuli which depicts facial expressions representing different emotions/feelings</p> <p>Challenge: Does the child show the emotion when seeing the card?</p>	<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will show awareness of the songs that cue activity changes - I will attend to the now/next display as we change activity - I will use symbols or objects of reference to choose my snack - I will observe the Makaton symbol for toilet being used <p>PF3 Objective: Respond to stimuli about some of the different ways we can communicate our needs to others.</p>
<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - When the child is happy draw attention to this 'xxx looks happy' - Talk in simple terms about what is making him happy - Use the now and next display to talk about activities that make him happy <p>SF1 Objective: Identify things that make us feel happy.</p> <p>Challenge: Can he identify anything that makes him happy outside school?</p>	

	<p>Challenge: I will consistently choose my own snack using symbols or objects of reference</p>	
<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - Provide opportunities for each child to choose their own belonging from 2 alternatives, encourage the children to feel and look at smell the different items - As above with 3 alternatives - Repeat with photographs of the child, then the photographs of the child’s belongings <p>PF3 Objective: Respond to stimuli about things that belong to us.</p> <p>Challenge: Can you find your coat from a range of alternatives</p>		<p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> - When the child is happy draw attention to this ‘Kaylum looks sad’ - Talk in simple terms about what is making him sad, angry - Use the now and next display to talk about activities that make him sad, angry <p>SF2 Objective: Identify things that make us feel sad, cry, angry</p> <p>Challenge: When you are sad what could make you feel happy instead.</p>
<p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will see an adult depict an emotion shown on a card - Repeat with a second card, showing great contrast between the emotions - Show card and see if child looks for the emotion to be displayed by the adult <p>PF2 Objective: Respond with curiosity to stimuli which depicts facial expressions representing different emotions/feelings</p> <p>Challenge: Does the child show the emotion when seeing the card?</p>		<p><u>Week 3</u> Steps to objective:</p> <ul style="list-style-type: none"> - When the child is happy draw attention to this ‘xxx looks happy’ - Talk in simple terms about what is making him happy - Use the now and next display to talk about activities that make him happy <p>SF1 Objective: Identify things that make us feel happy.</p>

		<p>Challenge: Can he identify anything that makes him happy outside school?</p>
<p>Week 4 Steps to objective:</p> <ul style="list-style-type: none"> - Provide opportunities for each child to choose their own belonging from 2 alternatives, encourage the children to feel and look at smell the different items - As above with 3 alternatives - Repeat with photographs of the child, then the photographs of the child's belongings <p>PF3 Objective: Respond to stimuli about things that belong to us.</p> <p>Challenge: Can you find your coat from a range of alternatives</p>	<p>Week 4 Steps to objective:</p> <ul style="list-style-type: none"> - When the child is happy draw attention to this 'xxx looks sad' - Talk in simple terms about what is making him sad, angry - Use the now and next display to talk about activities that make him sad, angry <p>SF2 Objective: Identify things that make us feel sad, cry, angry</p> <p>Challenge: When you are sad what could make you feel happy instead.</p>	
<p>Expressive Art and Design (Art and DT)</p>		
<p>Week 1 Steps to objective:</p> <ul style="list-style-type: none"> - I will tolerate a familiar adult to touch my hands or feet - I will look at the media or experience being offered, indicating interest or lack of interest - I will tolerate a small experience with the new media or experience 	<p>Week 1 Steps to objective:</p> <ul style="list-style-type: none"> - I will be attentive to people entering the room, giving eye contact if greeted - I will be attentive when we go to the hall for PE or the Food tech room - I will use equipment with support and modelling by an adult 	<p>Week 1 Steps to objective:</p> <ul style="list-style-type: none"> - I will see a range of options - I will have opportunity to think about choice before starting the activity - I will choose verbally or by pointing

<p>- I will tolerate longer periods of time taking part in the new experience or media</p> <p>PF3 Objective: I will react to new activities and experiences</p> <p>Challenge: I will give a positive or negative reaction when the experience is presented over time.</p>	<p>PF4 Objective: I will recognise familiar people, events and objects eg. grasping a painting sponge.</p> <p>Challenge: I will use equipment more independently, showing awareness of what it is for</p>	<p>SF1 Objective: I may respond to options or choices with actions or gestures such as indicating a preferred colour choice from 2 options.</p> <p>Challenge: I will use the term favourite to explain my choice.</p>
<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will experience a very consistent range of activities with music cues to indicate a change of activities - I will have a consistent range of activities around school, visiting different locations - I will experience a range of story based objects that I can interact with during story time <p>PF3 Objective: I will begin to respond consistently to familiar people, events and objects.</p> <p>Challenge: I will look for events and people and objects in the context I usually see them</p>	<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will tolerate a familiar media with adult support - I will tolerate a new media with adult support - I will listen to the adult and watch what they are showing about the media - I will follow the adult lead in how to explore the media <p>PF4 Objective: I will cooperate with shared exploration and supported participation</p> <p>eg. working with an adult to manipulate clay.</p> <p>Challenge: I anticipate how to use the media on following occasions</p>	<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will observe what is being offered for me to do - I will follow instructions about the task - I will engage with the task for the length of time appropriate - I will use tools appropriately <p>SF1 Objective: I will use communication with intention, initiating interactions and activities such as putting a roller or paint brush into the paint.</p> <p>Challenge: I will look at my product and talk about its features</p>
<p><u>Week 3</u></p>	<p><u>Week 3</u></p>	<p><u>Week 3</u></p>

<p>Steps to objective:</p> <ul style="list-style-type: none"> - I will tolerate a familiar adult to touch my hands or feet - I will look at the media or experience being offered, indicating interest or lack of interest - I will tolerate a small experience with the new media or experience - I will tolerate longer periods of time taking part in the new experience or media <p>PF3 Objective: I will react to new activities and experiences</p> <p>Challenge: I will give a positive or negative reaction when the experience is presented over time.</p>	<p>Steps to objective:</p> <ul style="list-style-type: none"> - I will be attentive to people entering the room, giving eye contact if greeted - I will be attentive when we go to the hall for PE or the Food tech room - I will use equipment with support and modelling by an adult <p>PF4 Objective: I will recognise familiar people, events and objects eg. grasping a painting sponge.</p> <p>Challenge: I will use equipment more independently, showing awareness of what it is for</p>	<p>Steps to objective:</p> <ul style="list-style-type: none"> - I will see a range of options - I will have opportunity to think about choice before starting the activity - I will choose verbally or by pointing <p>SF1 Objective: I may respond to options or choices with actions or gestures such as indicating a preferred colour choice from 2 options.</p> <p>Challenge: I will use the term favourite to explain my choice.</p>
<p><u>Week 4</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will experience a very consistent range of activities with music cues to indicate a change of activities - I will have a consistent range of activities around school, visiting different locations - I will experience a range of story based objects that I can interact with during story time 	<p><u>Week 4</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will tolerate a familiar media with adult support - I will tolerate a new media with adult support - I will listen to the adult and watch what they are showing about the media - I will follow the adult lead in how to explore the media 	<p><u>Week 4</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will observe what is being offered for me to do - I will follow instructions about the task - I will engage with the task for the length of time appropriate - I will use tools appropriately <p>SF1 Objective: I will use communication with intention, initiating interactions and activities</p>

<p>PF3 Objective: I will begin to respond consistently to familiar people, events and objects.</p> <p>Challenge: I will look for events and people and objects in the context I usually see them</p>	<p>PF4 Objective: I will cooperate with shared exploration and supported participation</p> <p>eg. working with an adult to manipulate clay.</p> <p>Challenge: I anticipate how to use the media on following occasions</p>	<p>such as putting a roller or paint brush into the paint.</p> <p>Challenge: I will look at my product and talk about its features</p>
<p>Physical Development</p>		
<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will link the PE song with going to the hall - I will tolerate going to the hall in a group - I will take part in the activities, showing enjoyment some of the time <p>PF2 Objective: I will recognise different areas of school and show this in my responses (showing excitement when moving to the pool/hall/soft play room)</p> <p>Challenge: I will show enjoyment and anticipation for other activities outside my classroom</p>	<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will hold a ball for a few seconds - I will release the ball when asked to do so - I will collect the ball with assistance and hold for duration required in the game - I will send the ball with intention in a given direction <p>PF3 Objective: I will explore resources in different ways; ball skills</p> <p>Challenge: I will develop more skill at sending the ball or receiving the ball</p>	<p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will explore one piece of equipment and respond to it by its name - I will collect the equipment and use appropriately for some of the time - I will use two pieces of named equipment in a game - I will collect a range of equipment when asked <p>Objective: I can recognise familiar equipment such as a mat, bench, ball, bat, hoop</p> <p>Challenge: I can play with the equipment in an appropriate way</p>
<p><u>Week 2</u></p> <p>Steps to objective:</p>	<p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will track the progress of a ball towards me 	<p><u>Week 2</u></p> <p>Steps to objective:</p>

<ul style="list-style-type: none"> - I will see and hear the song with actions being done by adults - I will tolerate my participating being given by an adult moving me gently - I will understand the exaggerated pause is my opportunity to take part with support - I will participate independently at the exaggerated pause <p>PF3 Objective: I will start to participate in actions with support (movements to an action song)</p> <p>Challenge: I initiate the action song by smiling, moving, looking</p>	<ul style="list-style-type: none"> - I will understand the purpose is to stop the ball - I will participate with an adult to stop the ball with either hands, feet or a piece of equipment - I will begin to move to stop the ball myself <p>PF4 Objective: I will apply potential solutions systematically to problems [for example, reaching out a foot or a hand to intercept a moving ball].</p> <p>Challenge: I move independently to trap the ball</p>	<ul style="list-style-type: none"> - I can give attention to the adult leading a physical movement session fleetingly - I can give attention to the adult more of the time - I can participate in group activities during PE - I can follow the instruction stop or go in games designed to focus on this skill <p>SF2 Objective: I can respond to a simple command such as stop, go</p> <p>Challenge: I can participate in a stop /go game or race showing understanding and compliance</p>
<p><u>Week 3</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will link the PE song with going to the hall - I will tolerate going to the hall in a group - I will take part in the activities, showing enjoyment some of the time <p>PF2 Objective: I will recognise different areas of school and show this in my responses (showing excitement when moving to the pool/hall/soft play room)</p>	<p><u>Week 3</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will hold a ball for a few seconds - I will release the ball when asked to do so - I will collect the ball with assistance and hold for duration required in the game - I will send the ball with intention in a given direction <p>PF3 Objective: I will explore resources in different ways; ball skills</p>	<p><u>Week 3</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - I will explore one piece of equipment and respond to it by its name - I will collect the equipment and use appropriately for some of the time - I will use two pieces of named equipment in a game - I will collect a range of equipment when asked <p>Objective: I can recognise familiar equipment such as a mat, bench, ball, bat, hoop</p>

<p>Challenge: I will show enjoyment and anticipation for other activities outside my classroom</p>	<p>Challenge: I will develop more skill at sending the ball or receiving the ball</p>	<p>Challenge: I can play with the equipment in an appropriate way</p>
<p><u>Week 4</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will see and hear the song with actions being done by adults - I will tolerate my participating being given by an adult moving me gently - I will understand the exaggerated pause is my opportunity to take part with support - I will participate independently at the exaggerated pause <p>PF3 Objective: I will start to participate in actions with support (movements to an action song)</p> <p>Challenge: I initiate the action song by smiling, moving, looking</p>	<p><u>Week 4</u> Steps to objective:</p> <ul style="list-style-type: none"> - I will track the progress of a ball towards me - I will understand the purpose is to stop the ball - I will participate with an adult to stop the ball with either hands, feet or a piece of equipment - I will begin to move to stop the ball myself <p>PF4 Objective: I will apply potential solutions systematically to problems [for example, reaching out a foot or a hand to intercept a moving ball].</p> <p>Challenge: I move independently to trap the ball</p>	<p><u>Week 4</u> Steps to objective:</p> <ul style="list-style-type: none"> - I can give attention to the adult leading a physical movement session fleetingly - I can give attention to the adult more of the time - I can participate in group activities during PE - I can follow the instruction stop or go in games designed to focus on this skill <p>SF2 Objective: I can respond to a simple command such as stop, go</p> <p>Challenge: I can participate in a stop /go game or race showing understanding and compliance</p>