

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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