**Northern Counties School – Curriculum Map A**

|  |
| --- |
| **Coverage A - Personal and Social Development** |
| **Behaviour to learning** | **Personal Independence** | **Relationships and social skills** |
| **Pupils are given opportunities to:**Have fleeting awareness of myself, (e.g. rubbing hands) (BL1)Still in response to sound, voice or surrounding. (e.g. is startled by a sudden noise) (BL2)Show a response to light by blinking or turning (BL3)Briefly focus their attention towards familiar people, events, and objects in their immediate environment. (e.g. stills, turns, eyes widen when noticing someone doing something) (BL4)Follow a sound by turning eyes (BL5)Respond consistently to various textures, tastes, temperatures and/or other sensations (e.g. shows consistent preference to a soft, fluffy material) (BL6)Respond to a familiar routine through increased attention, vocalisation or facial expression (BL7)Share exploration of an object with an adult (BL8)Carry out simple activities independently (can hit and kick out at a sensory tactile frame) (BL9)Respond to their name (BL10)Consistently show responses to various sensory stimuli (e.g. looks towards a favoured colour or seeks to touch a favourite toy) (BL11)Begin to respond to very basic cause and effect (e.g. interactive whiteboard or big mac switch) (BL12)Communicate their likes and dislikes through vocalisation or gesture (e.g. turns away from a certain food) (BL13)Watch and attempt to imitate an adult in order to solve a problem (e.g. can activate a favourite toy or activity) (BL14)Co-operate when sharing objects during give and take activities with physical or verbal prompt (BL15)Communicate their basic needs (BL16)Make simple choices (BL17)Learn through trial and error (e.g. can hit a rattle or shake a switch) (BL18)Watch and attempt to imitate an adult in order to solve a problem (e.g. can activate a toy after watching how to do so) (BL19)Vocalise to gain attention or can reach out making eye contact (BL20)Consistently respond to their name , looking at the person talking to them (BL21)Sustain attention for an extended period (e.g. over ten seconds) (BL22)Modify behaviour in response to stimuli, showing anticipation (e.g. feeling an ice cube) (BL23)Participate in group activities demonstrating increased attention/ vocalisation/ movement/ facial expression (BL24)On occasions, can respond appropriately to instructions (e.g. clap hands, wave bye bye) (BL25)Request events or activities (e.g. will point towards a favourite toy or the food cupboard) (BL26)Recognise familiar adults (e.g. looks for teacher and anticipates greeting) (BL27)Look at and listen to adults as they lead activities maintaining attention for more than five minutes (BL28)Greet known people and sometimes initiates interaction with them (e.g. can smile and reach out) (BL29)Focus on and engage with objects during an activity (BL30)Can follow a sequence of familiar daily routine such as washing hands before lunchtime (BL31)Remember and repeat a solution to a problem repetitively during lesson (e.g. complete a simple shape sorter puzzle) (BL32)Offer an object to an adult for continued interaction (e.g. points towards a book for a story) (BL33)Understand context cues (e.g. swim bag for swimming) (BL34)Respond to praise when they do well (BL35)Repeat activities, using trial and improvement, to develop their skills (BL36)Demonstrate an understanding of their name and those of their friends, familiar people and favoured objects (BL37)Demonstrate an awareness of other children and what they are playing with (BL38)Respond to simple requests using key words, pictures and sign (BL39)Listen to song and rhymes and may participate or join in by banging or clapping and vocalising (BL40)Within the school day, they are aware of the routines and can now come to the table or carpet for activities (BL41)Respond appropriately to simple requests containing one key word, sign or symbol in familiar situations, e.g. “stop!” (BL42)Accept help from adults in a familiar setting (BL43)Play independently, for short periods, in familiar situations, activities or with a familiar toy (BL44)Wait for a favoured activity with adult support (e.g. waiting in a queue for dinner or slide at playtime) (BL45)Notice when something is ‘wrong’ or ‘different’ during a familiar routine (e.g. notices when a friend is missing from school) (BL46)Engage in trial and improvement by trying to solve simple problems themselves before asking for help (e.g. looks for another chair if there is not one at the table already) (BL47) | **Pupils are given opportunities to:** Reacts to contact (e.g. Involuntary movements) (PI1)Can turn head (e.g. Towards a familiar sound or light). (PI2)Stops crying when needs are met (PI3)Explores objects through mouthing (PI4)Tolerates contact with familiar people (Eg. accepts hands being washed) (PI5)Accepts changes of position (PI6)Can be calmed by a gentle, familiar voice (PI7)Accepts exploration of familiar activities (e.g. When a motion toy is activated) (PI8)Indicates when they are uncomfortable (e.g. cries when wet). (PI9)Accepts and engages in exploration of objects relating to classroom routines (e.g. Sensory story objects) (PI10)Builds relationships with main carers. (e.g. Smiling when the adult approaches them) (PI11)Shows a positive response to an object of reference (e.g. Pupil vocalises, smiles, gives eye contact, reaches for object) (PI12)Remembers learned responses over short periods of time, for some aspects of familiar activities (e.g. Pupil places an object into a sack (PI13)Explores objects and surroundings with more intent (e.g. Pupil can handle objects for increasing periods) (PI14)Sometimes uses trial and improvement to complete activities (PI15)Changes behaviour in response to a familiar comforting experience (e.g. Pupil calms and listens when being sung to) (PI16)Co-operates with adults with support. (e.g. Toileting, dressing, feeding programmes with a familiar adult). (PI17)Co-operates with support (e.g. Hand over hand, class activities with a familiar adult) (PI18)Begins to communicate intentionally with others (e.g. Initiating interactions through eye contact, gesture, actions) (PI19)Communicates simple choices to familiar adults (e.g. For fruit at snack time) (PI20)Explores or manipulates objects, toys or equipment in more complex ways (E.g. Pupil can pass objects from hand to hand) (PI21)Shows some anticipation to favourite people and routines (E.g. Stories, snack time (PI22)Remembers learned responses over increasing periods of time and may anticipate known self-help routines.(E.g. By collecting own coat from a cue(verbal/visual)).(PI23)Recognises and greets known people – initiating greetings and expecting a response back. (PI24)Demonstrates some awareness of location (E.g. Where the drinks are kept in the classroom) (PI25)Engages with familiar person. (Responds to 1 to 1 interaction) (PI26)Actively engages in their toileting programme (PI27)Actively engages in their feeding programme (PI28)Actively engages in their dressing programme (PI29)Moves with increasing independence around familiar environments to complete routines with verbal support (e.g. In the classroom) (PI30)Demonstrates an understanding of yes/no (PI31)Communicates their choices to an adult (e.g. Refusal, pointing) (PI32)Plays with their equipment – focussing on their resources/ activities (PI33)With prompts, can select appropriate resources for familiar routines from a selection (e.g. Selecting the cups at snack time). (PI34)Responds to praise/criticism (PI35)Responds either yes or no to an adult question (e.g. Pupil can respond yes or no to “Do you want a biscuit?”) (PI36) | **Pupils are given opportunities to:** Accept others around them (RSS1)Demonstrate an awareness of others (e.g. stop crying) (RSS2)Tolerate contact with familiar people (RSS3)Stop crying or still at the sound of a familiar voice (RSS4)Communicate if they are unhappy (RSS5)Explore their environment with intention (e.g. repeating an action or watching their hands as they hit a toy) (RSS6)Pay attention to their surroundings (e.g. turn towards someone talking) (RSS7)Respond more consistently to basic needs (e.g. through expression) (RSS8)Respond to unfamiliar people (e.g. accepting presence but not always responding) (RSS9)Respond to familiar people (e.g. accept interactions and respond when spoken to) (RSS10)Show awareness of likes and dislikes (e.g. by smiling or turning away) (RSS11)Cry in response to, or clearly notice, less familiar stimulus (e.g. a peer crying) (RSS12)Accept support with self-help (e.g. when feeding or dressing) (RSS13)Respond to familiar people or social activity (e.g. through smiling or eye-contact) (RSS14)Respond to unfamiliar people (e.g. if unsure of person, might turn away) (RSS15)Communicate with other people to express my immediate needs and wants (e.g. using facial expressions to enhance meaning) (RSS16)Attract attention deliberately (RSS17)Change their behaviour in response to a familiar comforting experience (e.g. being rocked or sung to) (RSS18)Co-operate with self-help skills (e.g. hold their foot out ready for shoes to be put on) (RSS19)Co-operate with support from a familiar adult (e.g. hand over hand when mark making) (RSS20)Show an interest in others (e.g. imitating by clapping hands) (RSS21)Begin to communicate intentionally with others (e.g. initiating through eye-contact, gesture, action) (RSS22)Request objects or activities (e.g. pointing to familiar objects) (RSS23)Indicate when they are uncomfortable (e.g. crying when tired or dirty) (RSS24)Co-operate more consistently with self-help skills (e.g. helping to push arm through sleeve) (RSS25)Engage with a familiar person (e.g. maintaining eye contact with a familiar adult) (RSS26)Respond to peers (e.g. laughs when another child shouts) (RSS27)Show anticipation in response to familiar routines and activities (RSS28)Recognise and greet known people (e.g. initiate a greeting and expect a response back) (RSS29)Develop learned responses to get attention (these behaviours may be appropriate or inappropriate) (RSS30)Recognise and respond to my own name in a group (RSS31)Respond positively to praise (RSS32)Begin to play although this may be mostly on their own (e.g. digging in sand or rolling a ball across the ground) (RSS33)Work or play within own space but tolerate being alongside peers (RSS34)Show some interest in peers activity (RSS35)Separate willingly from carer with support of a familiar person (RSS36)Initiate engagement one-to-one with a familiar person (RSS37)Consistently express their basic needs through gestures or vocalisations (RSS38)Engage with familiar people but they might show unwillingness to interact with unfamiliar people (RSS39) |