

Northern Counties School – Curriculum Map Strand A of iASEND

Exploration, Realisation, Anticipation, Persistence, **Initiation**

Coverage Strand A					
	English		Maths		Science
	Pupils are given opportunities to:		Pupils are given opportunities to:		Pupils are given opportunities to:
R	Respond at an early reflex level to auditory / tactile / visual / kinaesthetic / olfactory / taste stimuli. (E1)	R	Respond at an early reflex level to auditory / tactile / visual / kinaesthetic / olfactory / taste stimuli. (M1)	R	Show simple reflex responses to sudden unfamiliar stimuli.(S1)
R	Can cry loudly when hungry or uncomfortable (E2)	R	Stop crying in response to physical contact or familiar voice (M2)	R	Show simple reflex response to familiar events.(S2)
R	Can stop crying in response to physical contact or familiar voice. (E3)	R	Show simple reflex responses. (M3)	R	Accept and be comforted by appropriate physical contact. (S3)
R	'Freeze' momentarily on hearing repeated sound sequence; e.g. small bell rung for few seconds. (E4)	R	Touch a range of textures with support (M4)	R	Show an increase in tolerance to a repeated sensory stimulus. (S4)
R	React to light; e.g. I blink at a light. (E5)	A	Make sounds or gesture to communicate wants and needs. (M5)	R	"Still" in response to a sound, voice or environment. (S5)
R	Grip object placed in hand where finger gripping is an instinctive reflex.(E6)	A	Give intermittent reactions (M6)	R	Communicate basic needs by making sounds / gestures. (S6)
R	Show signs of an emerging awareness of familiar stimuli through my reactions to visual / auditory / kinaesthetic / tactile / smell / taste. (E7)	A	Show recognition of familiar people and objects. (M7)	R	Show signs of emerging awareness of familiar stimuli through my reactions to visual/auditory/kinaesthetic/tactile/smell/taste. (S7)
R	Show signs of an emerging awareness of familiar stimuli through my reactions to visual / auditory / kinaesthetic / tactile / smell / taste. (E7)	A	Begin to react to familiar situations / people (M8)	R	Look / smile at familiar adult and interact with others, tuning into voices. (S8)
A	Show recognition of familiar people and objects and may turn my head towards person speaking. (E8)	E	Show an interest in people, events and objects (M9)	R	Interact with people and objects; e.g. I may turn my head towards person speaking or reach towards a toy. (S9)
A	Begin to react to familiar situations / people by smiling / vocalising. (E9)	P	Accept and engage in coactive exploration (M10)	I	Communicate simple needs, wants or feelings with intent using facial expressions / gestures. (S10)
A	Turn my eyes and head towards sound source or person speaking. (E10)	P	Communicate consistent preferences and affective responses (M11)	E	Turn my eyes and head towards sound source or person speaking and may establish brief eye contact. (S11)
E	Establish fleeting eye contact. (E11)	P	Recognise familiar people, events and objects. (M12)	P	Discriminate and give a consistent response between
A	Demonstrate emerging awareness of sound of familiar voices and sounds within regular routines; e.g. music before specific activity. (E12)	P	Perform actions, often by trial and improvement, and I remember learned responses over short periods of time (M13)		
E	Stare for prolonged periods at brightly coloured objects.	R	Cooperate with shared exploration and supported participation (M14)		
		I	Seek attention through eye contact, gesture or action (M15)		
			Request events or activities (M16)		
			Participate in shared activities with less support (M17)		

<p>(E13)</p> <p>A Attend and watch the speaker's face.(E14)</p> <p>P Vocalisations are becoming consistent. (E15)</p> <p>E Follow familiar adult movement with my eyes and I may move head deliberately to see visual stimuli. (E16)</p> <p>R Attend to familiar objects linked to routines of the day by fixating visually; e.g. drink time / cup. (E17)</p> <p>R Show growing sensitivity to a range of emotional tones of familiar people's voices. (E18)</p> <p>R Make noises when spoken to. (E19)</p> <p>E Reach to grasp using a palmar grip (whole hand). (E20)</p> <p>E When prompted, I can reach for object and explore before releasing. (E21)</p> <p>P Recognise and engage with familiar sensory stimuli (E22)</p> <p>P Engage in sustained visual attention for one or two minutes.(E23)</p> <p>Acquiring a growing understanding of language. (E24)</p> <p>I Begin to vocalise deliberately as a means of interpersonal communication. (E25)</p> <p>R Begin to imitate actions such as clapping hands or banging on a table and imitate playful sounds; e.g. 'baba', 'mamama' (E26)</p> <p>E Release object from grasp by dropping but may not yet be able to place an object on a surface voluntarily.(E27)</p> <p>E Use thumbs and index finger (inferior pincer grip) to pick up objects. (E28)</p> <p>E Use thumbs and index finger to transfer objects from one hand to another. (E29)</p> <p>E Knock over an object with intent. (E30)</p>	<p>A Hold out hands to request items (M18)</p> <p>Sustain concentration for short periods of time (M19)</p> <p>R Explore materials in increasingly complex ways (M20)</p> <p>E Track objects as they are counted. (M21)</p> <p>R Show awareness that objects still exist when out of sight. (M22)</p> <p>E Watch moving objects with interest. (M23)</p> <p>Observe the results of their own actions with interest (M24)</p> <p>E Show interests in a tower built in front of me and then knock it down. (M25)</p> <p>E Search under a cloth to find a hidden object that I have seen hidden. (M26)</p> <p>P Operate simple switch toys using trial and error (M27)</p> <p>E Copy simple actions or sounds (M28)</p> <p>I Reach towards any object by making a small movement (M29)</p> <p>I Greet known people and may initiate interactions and activities (M30)</p> <p>P Remember learned responses over increasing periods of time and may anticipate known events (M31)</p> <p>A Respond to options and choices with actions or gestures (M32)</p> <p>R Actively explore objects and events for more extended periods (M33)</p> <p>A Can anticipate turn taking (M34)</p> <p>P Apply potential solutions systematically to problems (M35)</p> <p>R Put objects into a container and take them out one-by-one (M36)</p> <p>A Participate in simple games and take turns. (M37)</p> <p>Match objects. (M38)</p> <p>Match big objects and small objects (M39)</p>	<p>pleasant and unpleasant stimulus. (S12)</p> <p>I Use vocalisation / gesture with intent to attract attention.(S13)</p> <p>A Respond to familiar people, routines, objects activities and actions; e.g. I look from one object to another. (S14)</p> <p>I Request activities or objects, verbally or with gesture; e.g. by reaching towards a toy just out of reach, or vocalising. (S15)</p> <p>I Observe own actions, objects and events with interest (S16)</p> <p>Explore and interact with objects spontaneously.(S17)</p> <p>P Remember learned responses. (S18)</p> <p>A Show anticipation in response to familiar people, routines and actions.(S19)</p> <p>I Communicate with purposeful intent.(S20)</p> <p>I Communicate simple choices.(S21)</p> <p>E Explore objects.(S22)</p> <p>E Begin to repeat actions purposefully. (S23)</p> <p>Reject items when offered a choice of objects. (S24)</p> <p>Anticipate by association to objects of reference; e.g. put an empty spoon to my mouth. (S25)</p> <p>R Communicate an awareness of changes in light, sound or movement; e.g. I watch a spider moving across a table. (S26)</p> <p>I Demand a desired object or event by reaching or pointing; e.g. reach for picture of an animal or a soft toy. (S27)</p> <p>E Copy simple actions; e.g. brushing hair, blowing bubbles. (S28)</p>
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<p>E</p> <p>I</p> <p>I</p> <p>A</p> <p>A</p> <p>E</p> <p>E</p> <p>P</p> <p>I</p> <p>E</p> <p>E</p> <p>R</p> <p>R</p>	<p>Use a repetitive smearing or spreading action with paint or food.(E31)</p> <p>Communicate intentionally, seeking attention through eye contact, gesture or action. (E32)</p> <p>Request events or activities (E33)</p> <p>Participate in shared activities with less support. (E34)</p> <p>Sustain concentration for more than 2 minutes. (E35)</p> <p>Seek to explore objects in increasingly complex ways. (E36)</p> <p>Observe the results of my actions with interest; e.g. I listen to my vocalisations. (E37)</p> <p>Remember learned responses over more extended periods; e.g. following the sequence of a familiar daily routine and responding appropriately. (E38)</p> <p>Greet known people and respond; e.g. by nodding, shaking my head or saying / signing thank you. (E39)</p> <p>Pick up smaller items using a pincer grip. (E40)</p> <p>Point to people or objects. (E41)</p> <p>Use both hands but show a preference for one. (E42)</p> <p>Hold a pencil or similar using a palmar grasp to make marks. (E43)</p> <p>Understand that marks and symbols convey meaning; e.g. scribble marks alongside a picture communicate meaning.(E44)</p> <p>Make marks or symbols in my preferred method of communication. (E45)</p> <p>Convey simple meaning from my symbols or marks (I know what I have 'written') (E46)</p> <p>Use a tripod grip to make marks drawing lines, circles and patterns using gross motor movements, possibly with support.(E47)</p>	<p>R</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>E</p>	<p>Demonstrate interest in position and the relationship between objects (M40)</p> <p>Show awareness of a significant change in quantity; e.g. if I see one sweet placed in an empty box, I show surprise if, when the lid is removed, it is full of sweets. (M41)</p> <p>Copy some actions and anticipate the ending or key elements of familiar rhymes and songs. (M42)</p> <p>Follow the sequence of pictures or numbers as indicated by an adult during rhymes and songs. (M43)</p> <p>During rhymes, songs and number games, can indicate, through sign, speech or gesture, the next action following a prompt; e.g. when singing 5 green bottles can indicate the next bottle to be removed. (M44)</p> <p>Identify my counter and anticipate my turn in a number game. (M45)</p> <p>Say, sign or identify the number 1 and use my finger to indicate 1. (M46)</p> <p>Demonstrate the series of actions during the singing of familiar songs (M47)</p> <p>Understand the terms on and under (M48)</p> <p>Match identical pairs of objects (M49)</p> <p>Roll a dice and look at the outcome with support. (M50)</p>	<p>P</p> <p>E</p> <p>I</p> <p>A</p> <p>A</p> <p>E</p> <p>E</p> <p>I</p>	<p>Show understanding of objects, materials and events; e.g. holding shaker close to ear, smelling a flower.(S29)</p> <p>Change some materials by physical means and observe the outcome; e.g. I squash cotton wool and feel the difference.(S30)</p> <p>Demand a familiar desired object; e.g. by loud, urgent vocalisation – ask for doll when shown. (S31)</p> <p>Cause movement by pushing or pulling action; e.g. push a seed into soil in a pot. (S32)</p> <p>Request events or activities; e.g. pointing to key objects or people. (S33)</p> <p>Participate in shared activities with less support. (S34)</p> <p>Sustain concentration for more than 2 minutes. (S35)</p> <p>Explore objects in increasingly complex ways. (S36)</p> <p>Observe the results of my actions with interest; e.g. I listen to my vocalisations, I observe the consequences of my actions. (S37)</p> <p>Remember learned responses over more extended periods; e.g. I follow the sequence of a familiar daily routine and respond appropriately. (S38)</p> <p>Initiate interactions and activities. (S39)</p> <p>Distinguish one sound from another. (S40)</p>
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R	<p>Distinguish one sound from another.(E48)</p> <p>Listen to others demonstrating engagement. (E49)</p> <p>Answer simple yes/no questions. (E50)</p> <p>Look at pictures in a book with support to turn the pages (E51)</p> <p>Express simple phrases spontaneously. (E52)</p> <p>Recognise repeating phrases from well-known stories and rhymes. (E53)</p>				
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On iASEND

Curiosity (light blue) and Investigation (purple) = Exploration (purple)

Discovery (dark blue) and responsiveness (orange) = Realisation (orange)

Anticipation (green)

Persistence (grey)

Initiation (yellow)