



<p>Progression of skills- pre progression</p> <p>Subject areas: PSHE (SCERTS), ART, DT, FT, PE, RE, History, Geography, MFL</p>	<p style="text-align: center;"><u>Maple pathway</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Engagement Steps</p>
<p>Curriculum cycle - Year 1 (2024-2025)</p> <p>Grasshopper Class KS1</p> <p>Rose Class KS2</p>	<p><u>5 areas of the Engagement Model:</u></p> <p>Pupils in the maple pathway are working on the Engagement Model, this is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.</p> <p>They use the 5 areas of the Engagement Model to assess their level of engagements. The 5 key areas for observations are: Exploration, Realisation, Anticipation, Persistence and Initiation. The 5 key areas allow teachers to assess pupil's engagement in gaining skills and understanding of concepts within the curriculum. Pupils must fully engage to reach their potential. These are not hierarchal however once a pupil is consistently showing high levels of engagement in all 5 areas and is working above a step 6 on engagement steps Bsquared then we would look to move the pupil off the engagement model. The engagement model does not replace any assessment system and at Green Lane we implement the 5 key areas through observations on Evidence For Learning but use Bsquared as the method for assessment. All pupils in the maple pathway will have an engagement profile, engagement observations and use engagement steps as their assessment system. The Engagement Model</p>

Squirrel Class KS3	<p>does not provide the curriculum for pupils who are not engaged in subject specific study. At Green Lane, pupils will still access an adapted version of the curriculum through topics.</p> <p>Pupils in the maple pathway are also assessed on the SCERTS framework which includes targets to support their social communication (joint attention & symbol use) and emotional regulation (mutual & self regulation).</p>				
Engagement steps (Step 1-6) -Communication -Functional Movement -Making Connections -Self and emotions -Sensory	Exploration -Can a pupil build on their initial reaction to a new stimulus or activity? -Which stimulus or activity interest the pupils to investigate further?	Realisation -How does the pupil interact with the stimulus? -Pupils will show behaviours that they want more control of the stimuli - Can pupils use new skills in different contexts and environments?	Anticipation - How much do pupils predict? - Can pupils interpret cues that an activity is about to start/finish? - Does the pupil have an understanding of cause and effect?	Persistence - Can pupils sustain their attention on a stimuli? - Do pupils show a determined effort to interact with a stimuli/activity?	Initiation - How much and the different ways that a pupil investigates an activity/stimulus to bring about a desired outcome?
Pre-progression Points					
Topic (Art, RE, PE, History, Geography, MFL, DT, PSHE/SCERTS)					
ES1	To encounter activities and experiences. To show simple reflex responses. To accept adult physical prompting during an activity. To show emerging awareness of activities and experiences.				
ES2					

	<p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p> <p>To give reactions to the facial expressions of a familiar person during intensive interactive experiences</p> <p>To demonstrate displeasure when attention is withdrawn</p> <p>To demonstrate a positive reaction when receiving attention</p> <p>To show awareness of others</p> <p>To show awareness of familiar faces/ people</p> <p>To engage with a familiar person for a short amount of time (could be seconds)</p> <p>To focus on a moving face</p> <p>To react to physical touch (e.g. massage/ physiotherapy)/ so react to unknown, sudden noise</p> <p>To show pleasure</p> <p>To show enjoyment of vocal play</p> <p>To watch faces</p> <p>To acknowledge motion-based / auditory/ tactile/ visual pleasure</p> <p>To show recognition of a familiar person</p> <p>To show a dislike of a regular event</p> <p>To demonstrate an awareness of a familiar face</p>
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	<p>To show a preference for an object in different situations</p> <p>To react negatively when something happens which is unexpected</p>			
ES3	<p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> <p>To babble using consonant sounds.</p> <p>To demonstrate a brief interest in lights, sounds, objects when encouraged by staff.</p> <p>To demonstrate contentment,</p>	<p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p>		<p>To demonstrate anger/ contentment/ excitement, /happiness/ sadness/ surprise through expressions and body language</p> <p>To explore a desired object with their hand/ mouth for up to 10 seconds when provided with a variety of objects</p> <p>To express eagerness - vocally/ physically when presented with a familiar person</p> <p>To indicate a preference for a specific texture</p> <p>To initiate communication with a familiar member of staff</p> <p>To reach for a desired objects with their hands when put of reach/ given a choice</p> <p>To react consistently to familiar stimuli</p>

	<p>excitement, happiness, sadness, surprise through expressions.</p> <p>To engage in tactile activities.</p> <p>To imitate environmental sounds.</p> <p>To localise a light source, music, object consistently.</p> <p>To look for familiar people To recognise own name.</p> <p>To initiate vocal play</p>			<p>To react excitedly to a change of environment/ familiar voice/ activity/ music/ texture</p> <p>To show a preference by pointing/ gesturing when provided with a favoured and disliked option</p> <p>To smile at a familiar person/ with enjoyment</p> <p>To babble in a speech-like way</p> <p>To engage in coactive exploration proactively with support</p> <p>To hold their head steady when looking at a familiar person</p> <p>To imitate sounds in their own manner when interacting with a familiar member of staff</p> <p>To initiate communication with a familiar member of staff</p> <p>To initiate vocal play</p>
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				<p>To make sounds to a member of staff when engaging on an activity</p> <p>To notice a peer briefly working alongside them</p> <p>To begin to respond to their own name</p>
ES4	<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p>	<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time. To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects. To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p>		<p>To acknowledge own name by stopping and facing the sound as they hear it spoken</p> <p>To anticipate outcomes e.g. playing peek a boo</p> <p>To babble using strings of repeated consonant -vowel sounds</p> <p>To babble repetitive sounds</p> <p>To babble tunefully</p> <p>To communicate consistent preferences</p> <p>To begin to use verbal or physical exclamations 'uh-oh'</p> <p>To turn take in conversations , greet familiar members of staff using own vocal sounds</p>

	<p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> <p>To anticipate a preferred activity.</p> <p>To babble using long strings of repeated consonant-vowel combinations.</p> <p>To communicate with a member of staff.</p> <p>To mimic hand gestures and mouth patterns of others.</p> <p>To initiate communication by eye contact To react to the question 'more?'.</p> <p>To request a favoured activity</p>			<p>To co-operate when being changed/ eating (passively or co-actively)</p> <p>To initiate conversation by visual contact</p> <p>To look at people by pushing up on their stomach when lying down</p> <p>To imitate others during II</p> <p>To begin to use acquired skills to get their own needs met</p> <p>To communicate with staff using vocal sounds/ gestures to get something they desire</p> <p>To smile/ laugh when working with a familiar person</p>
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	<p>through their chosen method of communication</p> <p>To vocalise to gain attention To acknowledge their own name - stop and turn towards speaker</p> <p>To anticipate a familiar routine</p> <p>To anticipate familiar outcomes e.g. peek a boo</p> <p>To move to music rhythmically</p> <p>To respond to different environmental sounds appropriately</p> <p>To respond to members of staff / peers</p> <p>To begin to use words such as 'all gone' 'bye bye' appropriately</p>			
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	<p>To track objects/stimuli until they are out of range</p> <p>To pat a picture in a book when asked to find the</p> <p>To understand the meaning of the word 'no' by showing a response</p>			
ES5	<p>To complete a simple task</p> <p>To imitate signs/symbols of up to 50 words</p> <p>To join in rhymes/jingles with babble</p> <p>To join in with a repetitive story</p> <p>To make noises in response to a picture</p> <p>To identify letters and symbols</p>	<p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p>		<p>To accept assistance</p> <p>To overcome frustration</p> <p>To accept the word 'no'</p> <p>To develop an attachment to a toy/ object</p> <p>To calm down and return to an activity once a problem is solved</p> <p>To cheer or clap others</p> <p>To communicate me and mine</p> <p>To indicate possession</p> <p>To communicate about an issue that affects them</p>

	<p>To nod to agree</p> <p>To repeat a known phrase</p> <p>To respond to choice</p> <p>To understand up to 50 spoken words</p> <p>To imitate words/ signs/ symbols of up to 50 words</p> <p>To ask questions using gestures/ signs/ words</p> <p>To answer yes/ no questions To use yes/ no appropriately</p> <p>To communicate 10 single words clearly</p> <p>To say bye bye consistently</p> <p>To express anger/ happiness/pleasure</p>	<p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p>		<p>To communicate what is special/ important to them</p> <p>To demonstrate an awareness of others feelings - shows concern / sympathy for a peer</p> <p>To demonstrate an understanding of their own individuality</p> <p>To express anger/ happiness</p> <p>To make their feelings known</p> <p>To respond to criticism, distraction, music, praise</p> <p>To show when they are finished</p> <p>To wipe their face and hands</p> <p>To accept help</p> <p>To brush their own teeth with support</p> <p>To communicate 'hello' in own manner</p>
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	<p>To begin to draw lines, circles and patterns</p> <p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through</p>			<p>To look at a person when they are talking to them</p> <p>To indicate a need for the toilet (if appropriate)</p> <p>To nod/ sign/ use symbols to agree</p> <p>To begin to share</p>
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	<p>intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p> <p>To associate word they hear to objects.</p>			
ES6	<p>To match objects to object.</p> <p>To enjoy stories, books, objects, pictures.</p> <p>To turn pages</p> <p>To share stories To match object to picture</p>	<p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p>	<p>To ask for specific help to locate a person or object.</p> <p>To attend to a member of staff when their own name is called</p> <p>To blow bubbles in water</p> <p>To bring a specific object from another room when asked</p>	<p>To begin to accept boundaries</p> <p>To ask for help when hurt/ with a personal problem</p> <p>To communicate please/ thank you when prompted</p> <p>To express emotions towards others using words</p>

	<p>To answer "What is it?"</p> <p>To name pictures</p> <p>To turn pages correctly</p> <p>To remember what happens next</p> <p>To enjoy joining in and responding when listening to familiar stories</p> <p>To recognise own name</p> <p>To be aware of photo's, pictures, symbols and stories</p> <p>To be able to express needs and emotions</p> <p>To develop pencil control - hand preference established, pincer grip emerging, makes a variety of marks, colours all</p>	<p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p> <p>To develop an awareness of difference and change.</p> <p>To show an awareness of number activities.</p> <p>To show an awareness of counting.</p> <p>To follow sequences of pictures or numbers.</p> <p>To be able to show an interest in position of objects.</p> <p>To be able to show an interest in relationship between objects.</p> <p>To demonstrate an awareness of cause and effect. To consistently demonstrate an</p>	<p>To demonstrate confusion when an expected event does not occur, e.g. bell does not make a noise when rug</p> <p>To demonstrate curiosity in the outside world Demonstrates obvious enthusiasm when with favourite peer or member of staff</p> <p>To demonstrate pleasure in finding objects in picture books which relate to questions</p> <p>To drop a ball to watch it bounce</p> <p>To drop items into water to see if they float/sink</p> <p>To explore a new environment, away from members of staff</p>		<p>To express likes/ dislikes - giving reasons</p> <p>To express an opinion</p> <p>To be able to handle an animal gently</p> <p>To start to verbalise feelings of anger, fear, happiness, love, sadness</p> <p>To begin to brush their own teeth thoroughly To begin to dress themselves - arms in sleeves, pulls pants up, put socks on To begin to undress themselves - unfastened clothes</p>
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	<p>the shape in a single direction, follows a route with finger, overwrites letters from own name</p> <p>To discriminate between visual stimuli - draw some features of a pre-drawn shape, can draw arms and legs but not in relation to head, attempts</p> <p>To 'write' under letters, copies single line shapes e.g. ball, snake</p> <p>To ask/answer simple who, what, when questions</p> <p>To begin to use plurals</p> <p>To carry on a simple 2 way conversation To combine 2 signs/ words/ symbols</p>	<p>awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p>			
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	<p>To say please/ thank you when prompted</p> <p>To say sorry when prompted</p> <p>To communicate yes and no using preferred communication</p> <p>To communicate with known and unknown people in a range of settings</p> <p>To answer questions about characters, plot, action, settings, expression, movement, feelings</p> <p>To begin to develop phonic awareness such as can write some letters of own name</p>				
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	<p>To communicate basic needs - hunger/ thirst</p> <p>To begin to use descriptive language 'I want the red car'</p> <p>To use positional language</p> <p>To use functional language</p> <p>To express what they are doing and give a reason</p> <p>To express likes/ dislikes and give simple reasons</p> <p>To express feelings simply</p> <p>To express emotions using words</p> <p>To use a second word/ symbol to define a concept e.g. MORE paint</p> <p>To show they need</p>				
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	<p>more information and do not understand</p> <p>To give a simple 2 word answer when asked 'what might happen if...'</p> <p>To use intonation, change pitch and volume when communicating</p> <p>To use single pronouns 'me' 'you' 'him' 'they' etc.</p> <p>To use some expression when speaking</p> <p>To use simple 2 word combinations (adjective-noun)</p> <p>To ask for specific help with a work related problem</p> <p>To communicate possession through the use of terms 'yours' and 'mine'</p>				
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	<p>To make it clear that they agree/ do not agree with a suggestion</p> <p>To express phrases with 3 key words</p>				
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