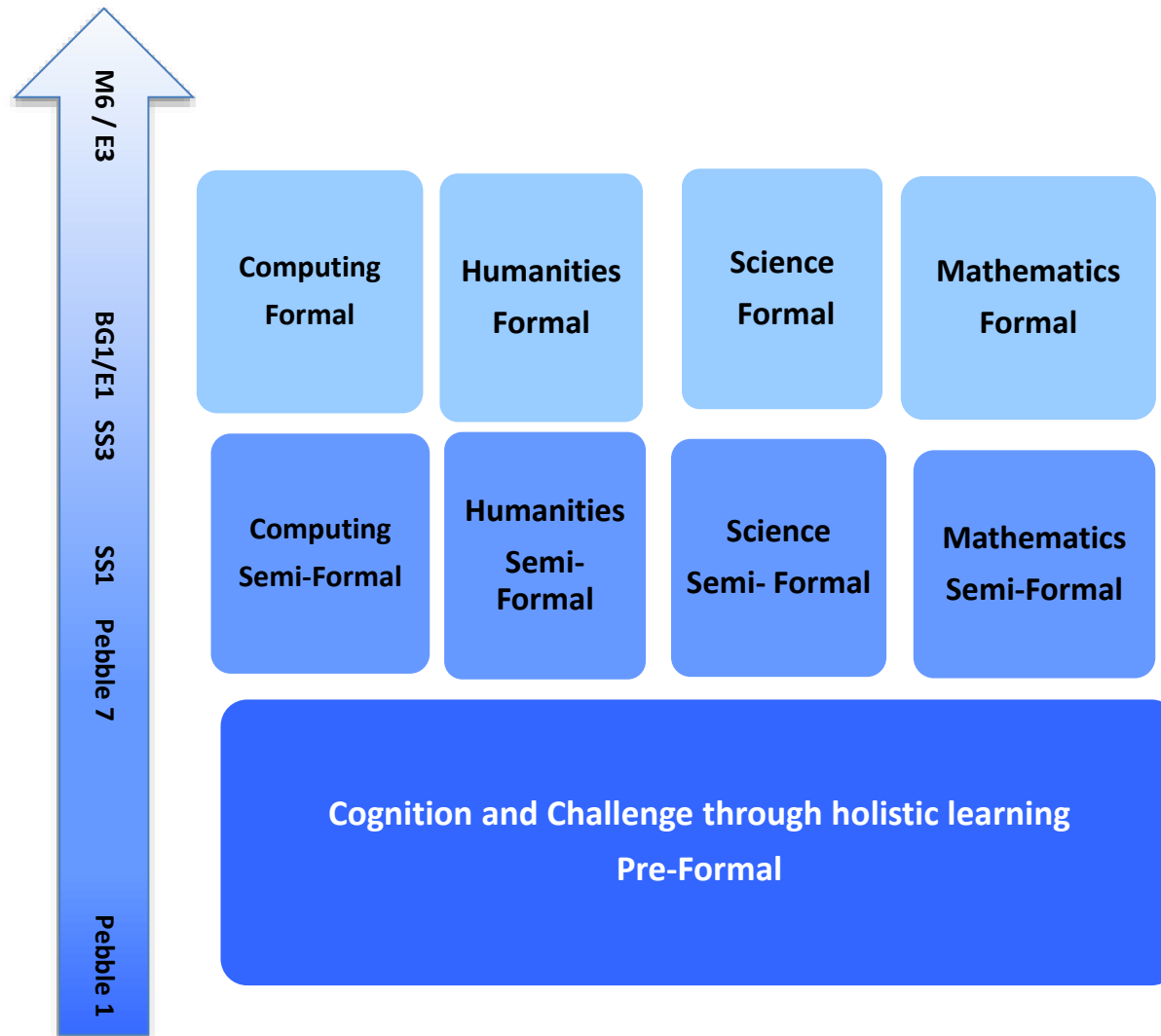


Cognition and Challenge – Pre-formal Curriculum

Cognition and Challenge



Cognition and Challenge

Pre-Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

The Pre-Formal Pathway curriculum for Cognition and Challenge recognises that learners with Profound and Multiple Learning Difficulties (PMLD) have unique ways of learning and that learning is unlikely to follow a straight, linear pathway because of the nature of PMLD learners' individual needs and strengths.

Learners following the Pre-Formal Pathway curriculum for Cognition and Challenge:

- Receive immediate and consistent feedback in their responses
- Receive opportunities to interact and to respond to the actions of others.
- Learn holistically following a curriculum that is interconnected.
- Learn in a responsive and immersive environment that develops social, communicative and cognitive skills.
- Have the opportunity to build on prior learning, repeating, practising and consolidating skills in a consistent way.
- Will be supported to generalise and transfer skills.
- Have access to personalised learning, using specialised teaching approaches.
- Receive a curriculum that is adapted to reflect their interests and motivations to engage them.
- Need different levels of sensory stimulation.

Curriculum Design;

All pre-formal learners throughout the school will focus on the EYFS Prime areas of development:

- Communication and Language,
- Personal, Social and Emotional Development
- Physical Development.

A broad and balanced curriculum is achieved through accessing content from the full pre-formal curriculum including Cognition and Challenge, and also through the School Department cycles of termly classroom cross-curricular topics.

Implementation - How is our curriculum being delivered?

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Encounter (Pebble 1) Pupils encounter activities and experiences. They may;</p> <ul style="list-style-type: none"> • be passive or resistant • show simple reflex responses, [for example, startling at sudden noises or movements] <p>Any participation is fully prompted.</p> <p>RfL; 1 - Notices stimuli</p>	<p>Pupils are supported to encounter activities and experiences and to develop changes in behaviour that are not reflex responses, for example;</p> <ul style="list-style-type: none"> • stilling (a momentary pause) • turning (head, eyes, or body) • lip/tongue movement • an eye flicker • a change in breathing, tensing or relaxing (you may need to be in close physical contact in order to perceive this). • a change in facial expression • making sounds /vocalisations 	<p>For any stimulus, try an on/off pattern. When no response is observed, make the stimulus more obvious, increasing the contrast between stimulus and background (e.g. may need to use a dark sensory room for VI students, a quiet room for children with hearing impairment, different tactile materials for children with hyperesthesia or hypoesthesia). If there is no obvious response, try videoing the activity. Try to find out which are the strongest senses (sight, smell, touch, hearing, taste, balance, proprioception (personal space)) Use these first in future activities, but continue to offer other sensory experiences too. Learners may respond to a familiar face or gentle movement. Start with a very obvious stimulus on or close to the body -</p> <ul style="list-style-type: none"> • Work on the back of the body. • Start and finish at the top of the spine. • Apply firm and lingering pressure when you finish at the top of the spine. • Roll the ball in the same direction and apply equal pressure throughout. • Roll the ball slowly. <ul style="list-style-type: none"> • Talk your partner through the massage – naming body parts in simple clear language helps to reinforce body awareness. Using a ball Try different parts of the body (soles of feet, or back of neck may be more sensitive areas). Try moving the learner’s hand (especially the fingertips) in sheepskin, gel, warm water, etc. 	<p>Exposure to:</p> <p>Intensive Interaction Musical Interaction Communication Aids E.g. Big Mack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps. Sensory Cooking Sensory Exploration – Tac Pac, Handy Pac Sensory Art Massage Tasters</p>

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		<ul style="list-style-type: none"> • Present vibration, e.g. massager or vibrating cushion. • Smear a small amount of a taste on the learner's lips. • Provide the learner with different smelling experiences. • Place the learner's hand on a fur-covered water bottle. • Rock or swing the learner gently, then pause - Using two staff, one supporting the learner in a sitting position and one at the front, try gently pulling the learner backwards and forwards, and then pausing. • Play music or a familiar song; musical instruments - Try sounds of different frequencies, timbre, duration. • Present a torch reflected on a shiny surface. If there's no response, try moving it slightly - In a darkened corner, present a repeated pattern of 'stimulus: no-stimulus', i.e. light: no light. 	<p>Bucket time Story Massage including simple nursery rhymes Sensory Rooms Sensory Gardens Sound Beam Trips to parks</p> <p>Resonance board Body awareness activities, e.g. wheelchair swing and roundabout</p>
<p>Awareness (Pebble 2) Pupils show emerging awareness of activities and experiences. They may;</p> <ul style="list-style-type: none"> • have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person] 	<p>Develop learner's emerging awareness of activities and experiences. Continue to look for any changes in behaviour which are not reflex responses, for example:</p> <ul style="list-style-type: none"> • stilling (a momentary pause) • turning (head, eyes, or body) • lip/tongue movement • an eye flicker • a change in breathing • tensing or relaxing (you may need to be in close physical 	<p>Present an obvious stimulus to the learner in a similar way to P1i above, taking care not to startle and remaining calm. Use the information you have gathered about preferred sense modalities and record outcomes which should be more pronounced than those which occurred in P1ii.</p> <ul style="list-style-type: none"> • If the learner responds best to auditory stimuli, try talking and singing close-in to the learner, with pauses for close observation of possible responses. • Hold the learner and talk or sing, leaving pauses for any response. • Try new tastes in the form of a lipstick smear. • Try a vibrating cushion, resonance board, or a water bed. 	<p>Experiences to develop awareness of: Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>

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<ul style="list-style-type: none"> give intermittent reactions [for example, sometimes becoming excited in the midst of social activity]. RfL; 2 - Reacts to close contact with familiar adult 3 - Responds to very close obvious stimulus	contact in order to perceive this). Work towards developing learner's memory for previously presented stimulus. Look for: <ul style="list-style-type: none"> a change in activity level vocalising open mouth/tongue movement response to own name moving fingers, e.g. in sheepskin a kick. 	<ul style="list-style-type: none"> Present different textures, such as warm sand, with which learners can engage. Apply them to different parts of the body. Try using musical instruments, tapes, musical toys. Use peep-boo, puppets, pop-up toys. Increase the range, complexity and variety of stimuli used in P1i above. The level of prompting/exaggeration used should be gradually reduced to a more natural level. If the learner has only shown a response in one sense modality up to this point, then you should seek to extend this to other available senses. Consider your positioning in relation to the learner's visual field/auditory ability etc. Take care when presenting an 'unexpected' stimulus not to cause a startle reaction – good practice would usually be to warn the learner of forthcoming events by touch or voice. Care must be taken with regard to placement/positioning of visual stimuli. Consider the learner's visual field, etc. Avoid the learner having to look up as this may cause stiffening and/or backwards movement. (Seek advice from physio).	Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps. Sensory Cooking Sensory Exploration – Tac Pac Sensory Rooms Sensory Gardens Sound Beam Tasters Bucket Time Story Massage including simple nursery rhymes Resonance board Body awareness activities, e.g. wheelchair swing and roundabout
Attention and response (Pebble 3) Pupils begin to respond consistently to familiar people, events and objects by; <ul style="list-style-type: none"> reacting to new activities and 	Develop learner's consistent response to familiar people, events and objects. Look for: <ul style="list-style-type: none"> stilling/tensing or relaxing smiling or a change in facial expression turning of the head 	Sit close to the learner – hug/touch. Move towards the learner, speaking or singing. Draw attention to particular features; for example, exaggeration of a facial expression, the feel of long hair, a perfume smell, but can be a specific associated item, e.g. a wristband. Ensure that all staff who are in regular contact with the learner have a personal identifier or action. This should ideally be an integral part of each person, for example, long hair, a beard, etc.	Support learner to pay attention to: <ul style="list-style-type: none"> Intensive Interaction Musical Interaction Communication Aids e.g. BigMack

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<p>experiences [for example, withholding their attention]</p> <ul style="list-style-type: none"> beginning to show interest in people, events and objects accepting and engaging in coactive exploration. Follows a moving stimulus. <p>RfL 4 - Demonstrates brief memory for previously presented stimuli 5- Responds to familiar voice or other personal identifier 6 -Responds to a range of stimuli</p>	<ul style="list-style-type: none"> fleeting eye contact reaching out/touching. <p>Develop learner's response and reaction to range of stimuli. Look for:</p> <ul style="list-style-type: none"> a change in activity level or facial expression movement of eyes, lips, tongue vocalisation tensing/relaxing movement of arms/legs/fingers starting to smile/laugh pushing 	<p>Encourage voice recognition – use the learner's name on approach and talk using consistent language. For learners with VI/HI, a personal, tactile sign may be used. If the learner is tactile defensive, try other senses.</p> <p>Develop activities in P1ii, increasing the range, complexity and variety of stimuli. Gradually reduce prompting and level of stimulation to a more natural level. If the learner has only shown a response in one sense modality up to this point, then you should seek to extend this to other available senses. Consider your positioning in relation to the learner's visual field/auditory ability, etc.</p>	<p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps. Sensory Cooking Sensory Exploration – Tac Pac Tasters Bucket time Story Massage including simple nursery rhymes Resonance board Body awareness activities, e.g. wheelchair swing and roundabout Different textures Vibrating children's toys</p>

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<p>Engagement (Pebble 4) Pupils begin to be proactive in their interactions by;</p> <ul style="list-style-type: none"> • communicating consistent preferences and affective responses • recognising familiar people, events and objects • performing actions, often by trial and improvement, and remembering learned 	<p>Develop learner's ability to begin to be proactive in their interactions.</p> <p>Develop learner's ability to show behaviour that can be interpreted as rejection to some stimuli.</p> <p>Develop learner's ability to respond differently to different stimuli</p> <p>Develop learner's ability to explore the environment with assistance</p>	<p>Present a range of stimuli (those not preferred by the learner). Watch for signs from the learner such as: turning away, averting the eyes, changing facial expression, movement of arms or legs. To demonstrate this behaviour, the learner must be able to show a positive response to some stimuli. This 'rejection' response is negative and therefore difficult to teach. At first it may be very subtle. At every opportunity reinforce or 'shape' the behaviour, responding consistently to confirm the meaning.</p> <p>Present stimuli believed to be strongly liked or disliked and note the learner's reactions. Do stimuli believed to be liked get different consistent reactions to those believed to be disliked? Try additional strong stimuli in a variety of modalities. Repeat on a number of occasions. (After consulting the physio / care plan):</p> <ul style="list-style-type: none"> • Place the learner on a thick blanket with the head supported and sweep and swirl the blanket along a slippery floor, building in pauses for a response. • Give the learner a taste/lipstick smear of marmite, lemon juice, rhubarb, chocolate, strawberry. • Present eucalyptus or another strong smell from a smell bank <p>Note: Do not repeatedly present stimuli which get a 'dislike' reaction on the same occasion; instead, acknowledge the learner's communication and remove the stimulus.</p> <p>Continue to ensure that all staff who are in regular contact with the learner have a personal identifier or action.</p> <p>Try:</p> <ul style="list-style-type: none"> • placing a vibrating brush, massager, etc., on two different parts of the learner's body alternately 	<p>Support learner to pay attention and interact through:</p> <p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Switch toys Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps. Sensory Cooking Sensory Exploration – Tac Pac Tasters, Bucket time</p>

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<p>responses over short periods of time.</p> <ul style="list-style-type: none"> cooperating with shared exploration and supported participation. <p>RfL</p> <p>7. Turn takes in a one-to-one situation with an adult</p> <p>8 Responds to own name</p> <p>9 Responds consistently to one stimulus Key milestone</p> <p>10 Briefly follows a moving stimuli</p> <p>11 Shows behaviour which can be interpreted as rejection of some stimuli</p> <p>12 Responds differently to different stimuli</p> <p>13 Terminates interaction with adult</p>	<p>Developing learner's ability to anticipate repetitively presented stimulus</p>	<ul style="list-style-type: none"> presenting a single sound in a regular repetitive pulse pattern presenting a visual stimulus alternately in two different positions. presenting a particular puppet character appears in a poem dramatised with sensory cues <p>After repeated alternate presentations, look for the learner turning his/her eyes and/or head to the next position before the stimulus appears there. When sound, vibration or light, etc., is presented in a pulse pattern, look for the learner anticipating the next presentation; for example, the body may stiffen or the eyes widen before the next presentation of a sound.</p> <p>If there is no response, try sparkly/twinkly items such as fibre-optics, lights or fluorescent rods under UV light. Blow on alternate sides of the learner's face; blow a raspberry on different parts of body. If the learner has VI and is slow to develop anticipation, emphasise tactile sense.</p> <p>Take turns in interactions with a familiar person, imitating actions and facial expressions.</p>	<p>Story Massage including simple nursery rhymes</p> <p>Resonance board</p> <p>Body awareness activities, e.g. wheelchair swing and roundabout</p>

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14 Anticipates repetitively presented stimuli 15 Objects to the end of an interaction			
<p>Participation (Pebble 5) Pupils begin to communicate intentionally by;</p> <ul style="list-style-type: none"> • seeking attention through eye contact, gesture or action • requesting events or activities [for example, pointing to key objects or people] • participating in shared activities with less support. They sustain concentration for short periods. • exploring materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events] 	<p>Response to pupils who are beginning to communicate intentionally. Develop learner's participation in aided exploration of the environment. Look for the learner:</p> <ul style="list-style-type: none"> • moving his/her fingers or hand • smelling or trying to lick/mouth objects • actively exploring objects in turn. <p>Develop ability to anticipate social routine.</p>	<p>Place the learner's hand on an interesting object and assist to feel and pause. Place the learner's hand or foot in warm water; agitate the water. Pour sand over the learner's hand or foot. Bury the learner's foot in sand, shaving foam, jelly, or slime. Use a ball pool, feely bags, etc.</p> <p>Ensure that consistent routines are used for personal hygiene, drinks, etc. Cue or exaggerate a particular part of the routine to turn it into a game; Try regular and frequent games such as 'Round and Round the Garden', or other, personally devised games. Use objects of references, songs, symbols to suggest a new activity. Wait for reaction. Children to anticipate what activity is next e.g. sensory room, toilet, lunchtime, learning, home time)</p> <p>Look for the learner losing interest in the first object and focusing attention on a new item.</p>	<p>Engages with: Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Switch toys Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Cooking A range of ingredients with strong smells, e.g. garlic, Marmite, strawberries Sensory Exploration – Tac Pac Story Massage including simple nursery rhymes Resonance board</p>

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<ul style="list-style-type: none"> • observing the results of their own actions with interest [for example, listening to their own vocalisations] • remembering learned responses over more extended periods [for example, following the sequence of a familiar daily routine and responding appropriately]. <p>RfL</p> <p>16 Explores the environment with assistance</p> <p>17 Anticipates familiar social routines</p> <p>18 Redirects attention to a second object</p> <p>19 Random activities cause effect</p> <p>20 Looks briefly after a disappearing object</p> <p>21 Responds with support or prompt to a reactive environment</p>	<p>Develop ability of learner to redirects attention to a second object.</p> <p>Opportunities for random activities cause effect</p> <p>Develop learner's response to a disappearing object</p> <p>Develop learner's response with support or prompt to a reactive environment</p>	<p>Place the learner on a reactive surface (e.g. a space blanket or resonance board). Use a range of surfaces or toys which react to touch (e.g. a survival blanket, an interactive floor mat, a sound beam. You could also use a 'little room' or 'Be-Active Box'). Provide opportunities for the learner to have an effect 'by chance' on the immediate environment, for example, by knocking a noisy toy. Reinforce these actions, prompting a repeat and ensuring a consistent result.</p> <p>When the learner is focused on an attractive object, move it slowly and deliberately out of sight and watch for any reaction. Use a variety of situations or places to encourage the learner to 'look after' an object which has disappeared from view.</p> <p>Hold a non-attractive object in front of a child and wait for (if any) reaction. Introduce motivating object alongside and wait to see reaction (is attention diverted?)</p> <p>Place the learner on an interesting reactive surface and note the response. Look for the learner making attempts to create an action or effect. Use physical or verbal prompts to initiate exploration, then reduce the frequency of the prompts. Draw the learner's attention to the effects created.</p> <p>Engage the learner in an enjoyable activity. Break the activity at a critical point, pause, and await the learner's response. For example:</p>	<p>Body awareness activities, e.g. wheelchair swing and roundabout</p> <p>Box of familiar and engaging objects. Mixed with a few objects to engage choice and exploration</p> <p>Tasters,</p> <p>Bucket time</p>

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22 Communicates 'more' 23 Contingency responding (Key milestone)	<p>Develop learner's ability to communicate "more".</p> <p>Develop learner's ability to make something happen independently (Contingency Responding).</p>	<ul style="list-style-type: none"> • during eating, pause, holding the food in front of mouth • during singing, pause in an action song • pause whilst beating on a resonance board <p>Look for the learner vocalising/moving/changing facial expression, for example:</p> <ul style="list-style-type: none"> • widening the eyes, staring at an object • moving the arms • mouth opening, vocalisation • reaching towards an object, which may be interpreted as a request for more <p>Bucket time type activity. Show children a toy/object with an exciting action. Pause and wait for child to request more (vocalisation, reaching out, signing etc.). When it is requested, repeat the action with the same toy. Do this a few times before moving onto another object.</p> <p>Use an action which you have established that the learner can do (e.g. kicking, pressing a switch), use a reward and observe the rate of response.</p> <p>Look for:</p> <ul style="list-style-type: none"> • the learner making something happen independently • the rate of action increasing when it has an effect; for example, kicking increases when it causes a mobile to move • whether the learner waits for a reward before pressing a switch again, etc. <p>At this stage the learner may not fully understand the connection between his/her action and the outcome. Ensure the action obtains a consistent result for the learner to establish the link.</p>	

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		Using a string attached to the learner’s ankle to produce movement of a mobile may be a particularly effective technique: the more the learner kicks, the more the mobile moves. It is important that the learner receives good feedback.	
<p>Involvement (Pebble 6) Pupils use emerging conventional communication by;</p> <ul style="list-style-type: none"> greeting known people and possibly initiating interactions and activities [for example, prompting another person to join in with an interactive sequence]. remembering learned responses over increasing periods of time and possibly anticipating known events [for example, pre-empting sounds or actions in familiar poems] responding to options and choices with actions or gestures 	<p>Develop learner’s purposeful action on everyday environment</p> <p>Develop learner’s ability to changes behaviour in response to interesting event nearby.</p> <p>Develop learner’s Contingency awareness e.g. the learner acts with intent – and more consistently. Look for the learner;</p> <ul style="list-style-type: none"> waiting for a reward to end before trying again, linking a particular action with its consequence 	<p>Try a range of everyday play activities (e.g. sand, water) which require the learner to interact repeatedly to gain an effect. Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment.</p> <p>Introduce a second toy/stimulus/adult/peer nearby while the learner is engaged in an activity. Draw the learner’s attention to it (e.g. an adult or peer entering the room). Look for the learner ‘noticing’ a second event/stimulus and reacting or changing behaviour; for example, by turning, attending or vocalising.</p> <p>Provide a switch for a toy or provide a wobbly toy, wind chimes, etc., which can be operated by an action that the learner has already acquired.</p> <p>Encourage the same action to obtain a variety of effects. Ensure that every repeat of the action is successful.</p> <p>Singing familiar maths songs. Pause at a familiar point and children to vocalise/press switch/give action to say the next part of the song.</p>	<p>Active involvement in: Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Switch toys and equipment, eg fan, whisk...</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps. Sensory Cooking</p>

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<p>[for example, by nodding or shaking their heads]</p> <ul style="list-style-type: none"> actively exploring objects and events for more extended periods [for example, turning the pages in a book shared with another person] applying potential solutions systematically to problems [for example, bringing an object to an adult in order to request a new activity]. <p>RfL 24 Purposeful action in everyday environment 25 Changes behaviour in response to an interesting even nearby 26 Contingency awareness Key milestone 27 Intentionally explores the environment</p>	<p>The learner may show;</p> <ul style="list-style-type: none"> a change in facial expression or concentration increasing accuracy <p>Develop learner's Intentional exploration of the environment. Look for any form of exploration; for example, the learner looking around, reaching out, or a body movement if on the floor.</p> <p>Develop learner's ability to 'look' backwards/forwards between two objects (knows two objects are present). Look for the learner attending to, or feeling each of two objects in turn and redirecting his/her attention.</p> <p>Develop learner's ability to repeat action when first attempt unsuccessful.</p>	<p>Provide interesting visual/tactile experiences in a controlled way by regularly introducing new stimuli and drawing attention to them.</p> <p>Observe reactions to a less familiar environment, when accompanied by a familiar adult.</p> <p>Place two attractive objects on the learner's tray to be explored visually or by touch; bring both to the learner's attention and wait. Try prompting exploration of each object in turn, allowing time to refocus attention. Both objects need to be in the learner's visual/spatial field.</p> <p>Try:</p> <ul style="list-style-type: none"> moving the learner's switch slightly changing the surface to make the toy harder to move using an adjustable pressure switch, increasing the pressure of the switch slightly. <p>You may wish to encourage problem solving by moving the position of the switch slightly. However, beware of confusing or frustrating the learner. This step can be taught in a range of situations (i.e. not IT based).</p> <p>Sensory trays with different textures and objects that react e.g. bouncing ball, light up toy, children to explore this tray intentionally.</p> <p>Bucket time type activity. Show children a toy/object with an exciting action. Pause and wait for child to request more (using an action consistent to them). When it is requested, repeat the</p>	<p>A range of ingredients with strong smells, e.g. garlic, Marmite, strawberries</p> <p>Sensory Exploration – Tac Pac</p> <p>Story Massage including simple nursery rhymes</p> <p>Resonance board</p> <p>Body awareness activities, e.g. wheelchair swing and roundabout</p> <p>Floor Projector</p> <p>Hide and Seek games</p> <p>Cause and Effect Toys</p> <p>Building anticipation</p> <p>Bucket Time</p> <p>Box of familiar and engaging objects. Mixed with a few objects to engage choice and exploration</p> <p>Tasters,</p> <p>Switch operated toy/ technology.</p>

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<p>28 Communicates ‘more’ and ‘no more’ through two different consistent actions</p> <p>29 ‘Looks’ backwards/forwards between two objects (knows two objects are present)</p> <p>30 Perseveres by repeating action for reward in social game</p> <p>31 Repeats an action when the first attempt is unsuccessful</p> <p>32 Attracts attention</p> <p>33 Initiates a social interaction/game</p> <p>34 Object permanence Key milestone</p> <p>35 Does two different actions in sequence to get a reward</p> <p>36 Selects from two or more items Key milestone</p> <p>37 Communicates choice to attentive adult</p>	<p>Develop learner’s understanding of object permanence.</p> <p>Look for:</p> <ul style="list-style-type: none"> • the eyes looking towards the point of disappearance for a brief time • stilling, head turning, a facial expression when a noise stops • searching briefly by feeling a tray for an item removed from grasp • increased duration of searching. If the learner has a significant visual impairment, object permanence may not appear until later. <p>Develop learner’s ability to do two different actions in sequence to get reward.</p>	<p>action with the same toy. Do this a few times before moving onto another object.</p> <p>Engage the learner’s attention to a shiny, noisy or furry object. Either move the item out of sight, keep it quiet or move it just out of reach. Does the learner ‘search’?</p> <p>If there is no response to the object being removed from the field of attention:</p> <ul style="list-style-type: none"> • try partially covering the object, or use a see-through cloth • use a moving object under the cloth. <p>Ensure that the learner’s attention is focused on the place from where the object disappeared (e.g. make a noise with it from just outside the learner’s field of vision); then bring the object back into sight for a short time from this direction. Prompt the learner’s hand to reach for the object in the direction in which it was moved away.</p> <p>Have a motivating and non-motivating object. Children to choose between them.</p> <p>Build on an established routine to use two responses to gain a reward; for example, the learner pressing a first and then a second switch in sequence in order to get a reward on a computer programme. The actions used here should be established responses. Support the learner to build a new routine by giving a reward only after the second action has been completed. Reduce the strength and frequency of prompts. Look for a decrease in time between the two actions. These should be done in sequence rather than pausing after the first action.</p>	

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<p>38 Modifies action when repeating action does not work</p> <p>39 Deliberately gains the attention of another person to satisfy need</p> <p>40 Shares attention</p>	<p>Develop learner's ability to select from two or more items. Look for:</p> <ul style="list-style-type: none"> • increased eye contact with one item • a greater change in facial expression in response to one noise when two are presented in an alternating pattern. Leave enough time for any responses • an increased level of activity (e.g. arm or leg movements) during a pause following a taste of one particular food. <p>Develop learner's ability to modify action when repeating action does not work.</p> <p>Develop learner's shared attention. Look for the learner gaining attention of an adult, for example:</p>	<p>Present two items in a variety of situations to which the learner will respond; for example, brightly coloured or noisy toys, a smell, a taste of drink, etc.</p> <p>Prompt/scaffold a new (but similar) action and ensure that the learner gains the response. Try a different switch or toy that requires a similar input from the learner; for example; use a mobile attached to a wrist, but slackened so that the learner needs to make larger movements to get the mobile to work. Look for the learner repeating an action then trying a new or modified action in an attempt to get a response.</p> <p>Teach shared attention by prompting the learner (verbally or with touch) to look at, listen to, or feel an item of adult choice, then to attend to the adult and the item in turn. Take the opportunity to share a stimulus to which the learner is attending. Encourage attention to the stimulus and then the adult in turn. Point to an item in the distance. Does the learner look towards the item then back at the adult? Move to music. Does the learner join in with similar movement? Stroke a dog. Does the learner also touch the dog and smile at the adult? The learner should join the adult in attending to a stimulus, confirming the attention of the adult visually throughout.</p>	

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
	<ul style="list-style-type: none"> • looking towards or indicating a stimulus and then looking back to the adult • stilling to a sound, or moving to music, and then looking back to the adult • touching an item and then feeling for the adult's hand. Look for the learner showing pleasure in sharing, or trying to 'comment' on the item		

When learners progress beyond involvement and gain and develop skills, the curriculum begins to be organised into more traditional subject areas.

Maths

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment
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			Learning Opportunities / What is provided
<p>Gaining Skills Pre-Formal (Pebble 7) Show an awareness of number activities and counting</p> <p>Pupils are aware of cause and effect in familiar mathematical activities.</p> <p>Show awareness in changes of: Shape Position Quantity</p> <p>Anticipate, follow and join in with familiar activities when given a contextual clue.</p> <p>Search for objects out of sight, hearing or touch.</p> <p>Match big and small objects.</p> <p>Demonstrate interest in position and the</p>	<p>Develop early problem solving – e.g. ability to try a new strategy when old one fails. Learn to copy number rhymes and join in with number rhymes songs and games. This includes an awareness of number names.</p> <p>Learn actions that have cause of and effect e.g exchanging symbols/coins for items, hitting switches)</p> <p>Learn to group objects according to similarities/differences e.g all triangles together, all red shapes.</p> <p>Able to recall an object that has gone out of sight/hearing/touch. (beginning of object permanence)</p> <p>Notice changes to quantities</p> <p>Notice changes to shapes</p> <p>Notice changes to position</p> <p>Change positions of objects.</p> <p>Understand object permanence.</p>	<p>Number: Join in with familiar number rhymes e.g. Caught a fish alive, 5 speckled frogs, 10 green bottles. Complete actions for these number rhymes e.g. push bottles over, put frogs into water.</p> <p>Follow a sequence of pictures or numbers as indicated by a known person during number rhymes and song, anticipating the next chorus or action in songs and rhymes;</p> <p>Use numbers in everyday occurrences and games e.g. 1,2,3 GO! 10, 9....1 BLAST OFF encouraging the children to join in.</p> <p>Explore changes in quantities in everyday experiences eg. offering a plate of one raisin and a plate of lots of raisin. Expectation that the child will choose the play with the most food.</p> <p>matching cakes to plates</p> <p>Use a shape sorter/puzzle to place the correct shapes into holes. Use knowledge of the shapes over time but trial and error initially. What will fit in?</p> <p>Grouping objects that have similar key features such as shape</p> <p>Create very simple sequences of light and sound using switched equipment</p> <p>Finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car.</p>	<p>Sensory Cooking Intensive Interaction Musical Interaction Communication Aids e.g. BigMac. Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensory Exploration – Tac Pac Box of familiar and engaging objects. Mixed with a few objects to engage choice and exploration Tasters, Bucket time Switch operated toy/ technology. Different textures Sensory stories</p>

<p>relationship between objects.</p> <p>RfL 41 Expresses preference for items not present via symbolic means 42 Early problem solving – tries new strategies when old one fails 43 Exerts autonomy in a variety of contexts.</p>	<p>Understand and recognise differences in size.</p> <p>Group objects according to size. (matches big objects and small objects)</p> <p>Anticipates, follows and joins in familiar contextual familiar activities when given a contextual clue. (start of following routines)</p> <p>Demonstrate an interest in position and the relationship between objects (e.g. stacking or joining objects)</p> <p>Look for a reduction in the time during which the learner tries the original action in order to gain a reward. When failure of the original strategy is recognised, and as soon as an attempt at a new action is made, a reward should be given. As the learner becomes aware that the increased original action will not work, a new strategy will be attempted more quickly.</p>	<p>Using construction materials, stacking etc.</p> <p>Start looking at basic properties of shape e.g. rolling a ball to them or a push car toy</p> <p>How shapes can change shape (squeeze a sponge)</p> <p>Hide a familiar object from sight and allow the child to look for it.</p> <p>Look for a familiar object in its usual place.</p> <p>Place counters/bells/coins to place/post into a covered jar (you can't see inside). Children to shake the jar to understand that the object/s are still there even though they cannot be seen.</p> <p>Encourage/shape a second, different action when the learner repeatedly tries the first. Try:</p> <ul style="list-style-type: none"> • prompting the learner to use another action which is in his/her repertoire – then giving the reward • using computer programmes which require alternate pressing of two switches – reward on the second switch • using single switch programmes where the timing of switch-pressing <p>Use an established routine where the learner's action results in a particular reward. Delay the reward to see if the learner then uses a different action in order to get the reward. For example:</p> <ul style="list-style-type: none"> • where knocking a toy causes it to make a noise, alter the routine so that the toy makes a noise after a knock and a vocalisation. Repetition of the first action does not get a reward. 	
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	<p>Develop learner's ability to exert autonomy in a variety of contexts. Look for:</p> <ul style="list-style-type: none"> • attempts to gain adult attention (as above) and make a request; for example, vocalising for attention and then touching a symbol on a tray. • the learner timing switch-presses to get a desired result in a computer programme. 	<p>Increase the variety of situations where demands are put on the learner to gain attention and make requests. Ensure that responses from adults are quick and consistent. Do not anticipate the learner's wants – create opportunities for communication.</p> <p>Stand or sit in view of the learner, but do not pay attention to him/her. Does the learner then try to gain your attention? Does he/she then go on to request an item which is out of sight or reach?</p>	
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Humanities, computing and science

Assessment Framework Level	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<p>Pre-Formal Pebble 7 - Gaining Skills</p> <p>RfL</p> <p>41 Expresses preference for items not present via symbolic means</p> <p>42 Early problem solving – tries new strategies when old one fails</p> <p>43 Exerts autonomy in a variety of contexts.</p>	<p>Develop early problem solving – e.g. ability to try a new strategy when old one fails.</p> <p>Look for a reduction in the time during which the learner tries the original action in order to gain a reward. When failure of the original strategy is recognised, and as soon as an attempt at a new action is made, a reward should be given. As the learner becomes aware that the increased original action will</p>	<p>Encourage/shape a second, different action when the learner repeatedly tries the first.</p> <p>Try:</p> <ul style="list-style-type: none"> • prompting the learner to use another action which is in his/her repertoire – then giving the reward • using computer programmes which require alternate pressing of two switches – reward on the second switch • using single switch programmes where the timing of switch-pressing <p>Use an established routine where the learner's action results in a particular reward. Delay the reward to see if the learner then uses a different action in order to get the reward. For example:</p>	<p>Gain skills in:</p> <p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Switch toys and equipment, eg fan, whisk...</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p> <p>Natural environments, e.g. park, playground, beach with opportunities to hear environmental sounds, e.g. birdsong, wind, voices, traffic, waves, footsteps.</p> <p>Sensory Cooking</p>

	<p>not work, a new strategy will be attempted more quickly.</p> <p>Develop learner's ability to exert autonomy in a variety of contexts. Look for:</p> <ul style="list-style-type: none"> • attempts to gain adult attention (as above) and make a request; for example, vocalising for attention and then touching a symbol on a tray. • the learner timing switch-presses to get a desired result in a computer programme. 	<ul style="list-style-type: none"> • where knocking a toy causes it to make a noise, alter the routine so that the toy makes a noise after a knock and a vocalisation. Repetition of the first action does not get a reward. • use a computer program that is operated by the alternate pressing of two switches. <p>Increase the variety of situations where demands are put on the learner to gain attention and make requests. Ensure that responses from adults are quick and consistent. Do not anticipate the learner's wants – create opportunities for communication.</p> <p>Stand or sit in view of the learner, but do not pay attention to him/her. Does the learner then try to gain your attention? Does he/she then go on to request an item which is out of sight or reach?</p>	<p>A range of ingredients with strong smells, e.g. garlic, Marmite, strawberries</p> <p>Sensory Exploration – Tac Pac</p> <p>Massage</p> <p>Story Massage including simple nursery rhymes</p> <p>Resonance board</p> <p>Body awareness activities, e.g. wheelchair swing and roundabout</p> <p>Floor Projector</p> <p>Hide and Seek games</p> <p>Cause and Effect Toys</p> <p>Building anticipation</p> <p>Bucket Time</p> <p>Computer programs</p>
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Impact - What difference is our curriculum making?

Progress for all learners following the pre-formal curriculum pathway at St Giles is tracked and assessed using St Giles Pebble levels and through formative assessment of progress towards individual EHCP Cognition and learning outcomes.

Progress is reported in Nursery and Reception using Early Learning Goals.

The Engagement Model is to:

- assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
- report to DfE which pupils are assessed using the engagement model for KS1 and KS2.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards physical and sensory outcomes:

- Key stage 4 AQA Unit Awards
- Post 16 ASDAN Transition Challenge.