

Curriculum Pathway Progression Map

Foundations for Learning

Pride Passion Partnership Professionalism Positivity



The Bridge London
The Bridge School

The skills outlined below are not progressive and do not need to be worked through in a specific order.
However, each skill is broken down into four progressive steps (A,B,C,D).



Progression of skill

Skill	A	B	C	D
1. Pupils consistently react to familiar people in a range of contexts and settings	Notices the presence of others	Responds to close physical contact with a familiar person	Responds to familiar voice or other personal identifier	Responds to a range of people consistently
2. Pupils consistently respond to familiar stimuli (activities and objects)	Notices stimuli	Responds to familiar stimuli	Responds to a single stimuli consistently	Responds to a range of stimuli consistently
3. Pupils respond differently to different stimuli – demonstrate preference for different activities or objects	Responds to familiar stimuli for extended period	Demonstrates brief memory of previously presented stimuli	Responds to some stimuli in a way that could be interpreted as enjoyment or pleasure	Responds to some stimuli in a way that could be interpreted as rejection
4. Pupils repeat an action with the intention to cause an effect	Explores immediate environment	Indicates an awareness of having had an incidental impact on their environment	Attempts to recreate previous impact on their environment	Realises how to impact on their environment through a successful attempt

The skills outlined below are not progressive and do not need to be worked through in a specific order.
However, each skill is broken down into four progressive steps (A,B,C,D).



Progression of skill

Skill	A	B	C	D
5. Pupils communicate “more” or “no more” through two different consistent actions	Demonstrates actions that indicate a desire to terminate an interaction or activity	Follows a desired item as it is removed	Seeks a desired item where it was last seen	Consistently demonstrates actions that could be interpreted as wanting more
6. Pupils communicate need through consistent strategy	Repeats an action in a social scenario to achieve a desired outcome	Deliberately attracts the attention of a familiar communication partner	Deliberately attracts the attention of an inattentive communication partner	Communicates a need in a specific context with a familiar communication partner
7. Pupils persist in efforts to communicate need	Completes two or more actions in a social scenario to achieve a desired outcome	Communicates a change in preference or decision when a choice is available	Changes or adapts strategy when communication partner fails to respond as desired	Deliberately attracts attention of an alternative communication partner to ensure needs are met
8. Pupils selectively initiate and share joint attention	Shows fleeting response to the gaze or point of communication partner	Shows sustained response to the gaze or point of communication partner	Fleetingly attempts to initiate joint attention through gaze or point	Shows sustained effort to initiate joint attention through gaze or point