

Foundations for Learning Progression Map

Cognition & Problem Solving

Pride Passion Partnership Professionalism Positivity



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

Progression of skills & knowledge

Skills & knowledge	A	B	C	D
1. Pupils use familiar objects appropriately, recognising their function and using them accordingly (e.g. eats from a spoon, uses brush to spread paint)	Initiates random activity on objects (e.g. slapping hand on a resonant surface)	Initiates intentional action on objects (e.g. squeezing a squeaky toy instead of banging it). Known as contingency responding .	Initiates intentional action on objects and demonstrates awareness of action (e.g. stops pressing switch one desired effect is produced, rather than repeating). Known as contingency awareness .	Manipulates objects purposefully (e.g. stacking cups, putting objects into containers, shaking a tambourine).
2. Pupils initiate and take part in new or untried tasks and activities when presented	Engages with a chosen activity for a short period of time	Chooses an activity and stays with it (rather than flitting from one activity to another)	Moves on to new activity, switching from one task to another (self-chosen or directed)	Will demonstrate brief interest or attempt to participate briefly in new activities or tasks
3. Pupils demonstrate an awareness of familiar routines and activities (e.g follow a series of steps of a visual schedule/timetable)	Associates an Object of Reference, sign, symbol or word with a specific activity	Follows an Object of Reference, sign, symbol or word to a specific activity	Associates multiple Objects of Reference, signs, symbols or words with specific activities	Anticipates the next step on a two-part schedule (e.g. Now & Next) to engage in successive activities

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Progression of skills & knowledge



Skills & knowledge	A	B	C	D
4. Pupils are able to follow multi-step instructions which do not conform to the usual routine (e.g. “take your coat off and go to the hall” when usually they would go to class)	Follows a single-step instruction relating to objects or activities in the immediate environment	Follows multi-step instruction relating to objects or activities in the immediate environment (e.g. get the ball and give it to...)	Follows instructions which refer beyond the immediate environment but are familiar/known (e.g go to the minibus)	Follows an instruction which does not conform to usual routine (e.g. “go to the hall” at the end of an activity where they have previously <i>always</i> returned to class)
5. Pupils demonstrate an awareness of their environment and sort objects within it by association (e.g. returning balls to PE cupboard)	Shifts attention from one object or area to another (e.g. moves away from water table to play with musical instrument)	Shifts attention from one object or area to another and back again	Negotiates their immediate environment, knowing where different objects or areas are within a familiar space (e.g. preferred toys/objects, water table in the classroom)	Negotiates a range of familiar environments, knowing where different rooms are located in a familiar building (e.g. classroom, hall, playground etc)
6. Pupils participate in small group activities	Engages in solitary activities	Plays or engages in activities alongside others, in parallel (aware of and tolerates presence of others, but no attempt is made to join)	Watches others playing or engaging in activities	Takes part in activities with at least one other person

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Skills & knowledge	A	B	C	D
<p>7. Pupils can perform two different actions in a sequence that can lead to a desired outcome, and can adapt if these are unsuccessful</p>	<p>Consistently performs an action to achieve a desired outcome (e.g. pressing a switch to activate it)</p>	<p>Repeats an action when the first attempt is unsuccessful</p>	<p>Modifies an action when repeating it does not work (e.g. pressing a switch for longer if not activated)</p>	<p>Tries a new strategy when old one fails (e.g. taps symbol for “music” when switch-operated instrument is not activated)</p>