



# COGNITION AND LEARNING PROGRESSION PATHWAY (L1-6)

Reading

Writing

Maths

1	<p>Shows behaviour which can be interpreted as rejection of some stimuli</p> <p>Briefly follows a moving stimulus</p> <p>Random activities cause effect</p> <p>Responds differently to different stimuli</p> <p>Looks briefly after a disappearing object</p> <p>Redirects attention to a second object</p> <p>Explores the environment with assistance</p> <p>Responds with support or prompt to a reactive environment</p> <p>Looks with interest at a stimulus</p> <p>Responds consistently to one stimulus</p> <p>Responds to a range of stimuli</p> <p>Responds to very obvious stimulus</p> <p>Notices stimuli</p>		<p>Anticipates repetitively presented stimulus</p> <p>Demonstrates brief memory for previously presented stimulus</p>	
	<b>Early Stimulation</b>	<b>Categorising and Sequencing</b>	<b>Auditory Skills and Memory Recall</b>	<b>Play</b>

<p><b>2</b></p>	<p>Briefly focuses attention onto a stimulus of their choosing – single channelled attention</p> <p>Having watched an adult model the action performs an action that produces an effect e.g. drops a marble into a marble run, makes a choice on the IWB between songs etc.</p> <p>Know object permanence (knows than an object continues to exist even when out of sight) Looks for a favoured object when it has been hidden in front of them</p> <p>'Looks' backwards/forwards between two objects</p> <p>Intentionally explores the environment</p> <p>Repeats an action when the first attempt is unsuccessful</p> <p>Shows interest in having a turn with the stimulus</p> <p>Purposeful action in everyday environment</p> <p>Makes intentional movement towards a desired stimuli</p> <p>Shows an awareness of the effect of their action by repeating</p> <p>Shows contingency responding (understands that a particular actions causes a particular effect but does not know how)</p> <p>Displays an intentional response to a familiar stimuli</p>	<p>Selects an identical object to the one held by an adult</p> <p>Relates two objects together, randomly</p> <p>Shows awareness of a stimulus starting and stopping</p>	<p>Attempts to get a favoured object/item even when it cannot be seen</p> <p>Makes link between familiar object/sound/smell and routine</p> <p>Shows a consistent response to a familiar, favoured stimulus</p> <p>Shows contingency awareness (understands how to make something happen, knows how they did it and can do it again)</p> <p>Intermittently shows the same response to a familiar stimuli</p> <p>Shows excitement in anticipation of a favoured activity/object/environment</p>	
	<p><b>Early Stimulation</b></p>	<p><b>Categorising and Sequencing</b></p>	<p><b>Auditory/Vocal Skills and Memory Recall</b></p>	<p><b>Play</b></p>

<p><b>3</b></p>	<p>Exerts autonomy in a variety of contexts</p> <p>Modifies action when repeating action does not work</p> <p>Early problem solving – tries new strategies when old one fails</p> <p>Selects from two or more items (looks backwards and forwards between two objects, knows that there are two present)</p> <p>Shows some response to their own reflection</p> <p>Shows awareness of own ability to make noise and movements</p> <p>Uses a body part or object to manipulate sensory materials that leave a mark</p> <p>Rolls, pounds, squeezes and pulls a variety of malleable materials</p> <p>Uses a body part to manipulate IT software that leaves a mark</p> <p>Shows awareness that a mark has been left by self or others</p>	<p>Selects an identical object to the one held by an adult, from a choice of 3</p> <p>Selects an identical object to the one held by an adult, from a choice of 2</p> <p>Scans 4 objects</p> <p>Scans 2 objects</p> <p>Having watched an adult line up objects, adds one to the line</p>	<p>Does two different actions in sequence to get a response/make things happen</p>	
	<p><b>Early Stimulation</b></p>	<p><b>Categorising and Sequencing</b></p>	<p><b>Auditory/Vocal Skills and Memory Recall</b></p>	<p><b>Play</b></p>

<p><b>4</b></p>	<p>Sustains interest in book, looking for several seconds at picture/photo pointed out by adult</p> <p>Fits objects together e.g. Duplo/stickle bricks/magnetics etc. using trial and error</p> <p>Stacks cups/post shapes</p> <p>Makes a simple toy work having watched an adult model its use e.g. winds up/pushes a button/uses a pullback car</p> <p>Looks for an object to appear when it cannot be seen e.g. when posting a ball through a tube</p> <p>Places objects into a container and empty a container</p> <p>Varies the objects they explore – up to 5</p> <p>Glances momentarily at picture/photo in book pointed out by adult</p>	<p>Shows understanding that a specific object/photo/symbol represents a particular, familiar event</p> <p>Matches photos/pictures that are all the same</p> <p>Lines up objects</p> <p>Anticipates routine events, using the contextual/sensory cues around them</p> <p>Completes a familiar activity in the same order every time</p> <p>Completes an inset puzzle</p> <p>Matches pairs of objects that are identical</p>	<p>Move in time with a beat</p> <p>Shows awareness of sounds heard inside/outside</p> <p>Sing at different volumes</p> <p>Join in with action songs</p> <p>Make noises on different surfaces using hands or drumsticks</p> <p>Begins to move when music starts</p> <p>Shows attention when music stops</p> <p>Shows attention when music starts</p> <p>Shows attention to adult in story telling session (likely to include props)</p>	<p>Imitates actions of adult using a familiar variety of objects in pretend/symbolic play e.g. pretends to drink from empty cup/stirs a toy saucepan etc.</p> <p>Plays with three toys/uses the materials functionally e.g. pushes cars along, or relates jigsaw piece</p> <p>Imitates actions of adult using one to two familiar objects in pretend/symbolic play e.g. pretends to drink from empty cup/stirs a toy saucepan etc.</p> <p>Plays with one toy/used one material functionally e.g. pushes cars along, or rotates jigsaw puzzle</p>
<p><b>Early Stimulation</b></p>	<p><b>Categorising and Sequencing</b></p>	<p><b>Auditory/Vocal Skills and Memory Recall</b></p>	<p><b>Play</b></p>	

<p><b>5</b></p>	<p>Refocuses attention back to task with adult support</p> <p>Follows objects that move within a toy</p> <p>Operates toys that need to be pulled apart and put back together</p> <p>Operates toys that require more than one action to complete</p> <p>Turns pages of a book two or three of a book at a time</p> <p>Picks up easily available book and opens it to see picture/photo content, but book may be upside down</p> <p>Varies the objects they explore up to 10</p> <p>Settles to task of own choosing with minimal support</p> <p>Explores a range of objects by touching and looking</p>	<p>Anticipates next step in sequence of routine events</p> <p>Categorises objects by one criteria e.g. colour</p> <p>Completes a three or four piece puzzle</p> <p>Matches familiar objects to their photo/symbol, from a choice of 3</p> <p>Matches familiar objects to their photo/symbol, from a choice of 2</p> <p>Groups similar objects together independently, where the difference is significant</p> <p>Completes a basic sorting activity, with adult support e.g. put all the cars in the tray and all the paper in the basket</p> <p>Explores sorting objects</p> <p>Categorises objects based on belonging e.g. 'mine' or 'mummy's'</p>	<p>Shows anticipation of next picture/photo in a book</p> <p>Responds to prompt to be noisy or quiet</p> <p>Experiments with their voice sounds e.g. shouting, whispering and squeaking</p> <p>Makes voice sounds such as "weeee"</p> <p>Copy a body sound such as a clap</p> <p>Move their body in response to music/sounds</p> <p>Shows recognition of key moment in a frequently told story (likely to include props)</p>	<p>Independently uses a variety of real objects in pretend/symbolic play e.g. holds a phone to ear/mouth</p> <p>Independently uses one or two real objects in pretend/symbolic play e.g. holds a phone to ear/mouth</p> <p>Plays with/uses a variety of toys/materials functionally e.g. pushes cars along or relates jigsaw piece to puzzle, marble on a marble run etc.</p>
	<p><b>Early Stimulation</b></p>	<p><b>Categorising and Sequencing</b></p>	<p><b>Auditory/Vocal Skills and Memory Recall</b></p>	<p><b>Play</b></p>

<p>6</p>	<p>Participates in a key moment in a frequently told story (likely to include props)</p> <p>Chooses between instruments to engage with</p> <p>Join in with repetitive story/song refrains</p> <p>Solves simple problems</p> <p>Chooses appropriate equipment for an event</p> <p>Copies manner or mark when modelled by adult e.g. fast/slow</p> <p>Uses a given surface on which to create a mark</p> <p>Uses index finger to scribble in a variety of materials such as finger paint/sand</p> <p>Expresses preference for items not present via symbolic means</p>	<p>Copy a sequence of 3 pictures left to right</p> <p>Match simple shapes from a choice that look similar</p> <p>Recognises key events in a day (e.g. swimming is on a Tuesday)</p> <p>Completes a puzzle (up to 12 pieces)</p> <p>Categorises objects by a variety of given criteria e.g. by colour or type or size</p> <p>Completes one to one object matching e.g. give each bear a hat, independently</p> <p>Engages in adult chosen task to completion followed by a chosen task or motivator (now and next)</p>	<p>Practices correct mouth movements for simple sounds</p> <p>Copies exaggerated sounds such as 'sssss'</p> <p>Chooses instruments to compliment animal sounds</p> <p>Plays an instrument in front of others, alone or as part of a group</p> <p>Adds appropriate sound effects to stories and songs, with support</p> <p>Identifies some sounds that they prefer from a choice</p> <p>Experiments with different animal sounds</p> <p>Participates in number songs/rhymes by repeating the same action every time</p> <p>Shows a range of movements that change with different sounds, tempos and beats</p> <p>Stop and start playing an instrument at a signal</p> <p>Play an instrument or louder or quieter</p>	<p>Independently uses several objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.</p> <p>Independently uses one or two objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.</p> <p>Imitates adult using a variety of objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.</p> <p>Imitates adult using one or two objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.</p>
	<p><b>Early Stimulation</b></p>	<p><b>Categorising and Sequencing</b></p>	<p><b>Auditory/Vocal Skills and Memory Recall</b></p>	<p><b>Play</b></p>