



COGNITION & LEARNING

L1-6

Outcomes

Early Stimulation	
Level 1	<ul style="list-style-type: none"> ▪ Early Reading - Notices stimuli ▪ Early Reading - Responds to very obvious stimulus ▪ Early Reading - Responds to a range of stimuli ▪ Early Reading - Responds consistently to one stimulus ▪ Early Reading - Looks with interest at a stimulus ▪ Early Reading - Responds with support or prompt to a reactive environment ▪ Early Reading - Explores the environment with assistance ▪ Redirects attention to a second object ▪ Looks briefly after a disappearing object ▪ Early Reading - Responds differently to different stimuli + ▪ Early Reading - Random activities cause effect ▪ Briefly follows a moving stimulus ▪ Shows behaviour which can be interpreted as rejection of some stimuli
Level 2	<ul style="list-style-type: none"> ▪ Early Reading - Displays an intentional response to a familiar stimuli ▪ Shows contingency responding (understands that a particular actions causes a particular effect but does not know how) ▪ Shows an awareness of the effect of their action by repeating ▪ Makes intentional movement towards a desired stimuli ▪ Purposeful action in everyday environment ▪ Shows interest in having a turn with the stimulus ▪ Repeats an action when the first attempt is unsuccessful ▪ Early Reading - Intentionally explores the environment ▪ 'Looks' backwards/forwards between two objects ▪ Looks for a favoured object when it has been hidden in front of them ▪ Pre-maths - Know object permanence (knows than an object continues to exist even when out of sight) ▪ 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. ▪ Early Reading - Briefly focuses attention onto a stimulus of their choosing – single channelled attention
Level 3	<ul style="list-style-type: none"> ▪ Pre-writing - Shows awareness that a mark has been left by self or others ▪ Pre-writing - Uses a body part to manipulate IT software that leaves a mark ▪ Pre-writing - Uses a body part or object to manipulate sensory materials that leave a mark ▪ Early Reading - Shows awareness of own ability to make noise and movements ▪ Shows some response to their own reflection ▪ Pre-reading - Selects from two or more items (looks backwards and forwards between two objects, knows that there are two present) ▪ Early problem solving – tries new strategies when old one fails ▪ Modifies action when repeating action does not work ▪ Exerts autonomy in a variety of contexts ▪ Explores a range of objects by touching and looking
Level 4	<ul style="list-style-type: none"> ▪ Pre-reading - Glances momentarily at picture/photo in book pointed out by adult ▪ Varies the objects they explore – up to 5 ▪ Pre-maths - Places objects into a container and empty a container ▪ Looks for an object to appear when it cannot be seen e.g. when posting a ball through a tube ▪ Makes a simple toy work having watched an adult model its use e.g. winds up/pushes a button/uses a pullback car ▪ Intentionally posts objects and shapes ▪ Intentionally stacks a variety of objects ▪ Manipulates objects using trial and error in order to fit them together, e.g. inset puzzle pieces ▪ Pre-reading - Sustains interest in book, looking for several seconds at picture/photo pointed out by adult
Level 5	<ul style="list-style-type: none"> ▪ Settles to task of own choosing with minimal support ▪ Varies the objects they explore up to 10 ▪ Pre - reading - Picks up easily available book and opens it to see picture/photo content, but book may be upside down ▪ Pre-reading - Turns pages of a book two or three of a book at a time ▪ Operates toys that require more than one action to complete ▪ Operates toys that need to be pulled apart and put back together ▪ Follows objects that move within a toy ▪ Refocuses attention back to task with adult support
Level 6	<ul style="list-style-type: none"> ▪ Expresses preference for items not present via symbolic means ▪ Pre- Writing - Uses hand or finger to scribble in a variety of materials such as finger paint/sand/mud ▪ Pre writing - Uses a given surface on which to create a mark ▪ Pre-Writing - Copies manner or mark when modelled by adult e.g. fast/slow ▪ Chooses appropriate equipment for an event ▪ Pre-maths - Solves simple problems ▪ Pre-reading - Join in with repetitive story/song refrains ▪ Early -Reading - Chooses between instruments to engage with (Phase 1) ▪ Pre-Reading - Participates in a key moment in a frequently told story (likely to include props)
Auditory/Vocal skills and Memory Recall	
Level 1	<ul style="list-style-type: none"> ▪ Demonstrates brief memory for previously presented stimulus ▪ Anticipates repetitively presented stimulus
Level 2	<ul style="list-style-type: none"> ▪ Shows excitement in anticipation of a favoured activity/object/environment ▪ Early Reading - Intermittently shows the same response to a familiar stimuli

	<ul style="list-style-type: none"> Shows contingency awareness (understands how to make something happen, knows how they did it and can do it again) Shows a consistent response to a familiar, favoured stimulus Makes link between familiar object/sound/smell and routine Attempts to get a favoured object/item even when it cannot be seen
Level 3	<ul style="list-style-type: none"> Does two different actions in sequence to get a response/make things happen
Level 4	<ul style="list-style-type: none"> Pre - reading - Shows attention to adult in story telling session (likely to include props) Early Reading - Shows attention when music starts Early Reading - Shows attention when music stops Early Reading - Begins to move when music starts Early Reading - Make noises on different surfaces using hands or drumsticks Early Reading - Join in with action songs Early Reading - Sing at different volumes Early Reading - Shows awareness of sounds heard inside/outside Early Reading - Move in time with a beat
Level 5	<ul style="list-style-type: none"> Pre - reading - Shows recognition of key moment in a frequently told story (likely to include props) Early Reading - Move their body in response to music/sounds Early Reading - Copy body sounds such as a clap Early Reading - Makes voice sounds such as "weeee" Early Reading - Experiments with their voice sounds e.g. shouting, whispering and squeaking Early Reading - Responds to prompt to be noisy or quiet Pre - reading - Shows anticipation of next picture/photo in a book
Level 6	<ul style="list-style-type: none"> Early reading - Play an instrument or louder or quieter Early reading - stop and start playing an instrument at a signal Early reading - Shows a range of movements that change with different sounds, tempos and beats Pre - reading - Participates in number songs/rhymes by repeating the same action every time Early reading - Experiments with different animal sounds Early reading - Identifies some sounds that they prefer from a choice Early reading - Adds appropriate sound effects to stories and songs, with support Early Reading - Plays an instrument in front of others, alone or as part of a group Early reading - Chooses instruments to compliment animal sounds Early reading - Copies exaggerated sounds such as 'sssss' Early reading - Practices correct mouth movements for simple sounds
Categorising and Sequencing	
Level 2	<ul style="list-style-type: none"> Early Reading - Shows awareness of a stimulus starting and stopping Pre-maths - Relates two objects together, randomly Selects an identical object to the one held by an adult
Level 3	<ul style="list-style-type: none"> Pre-maths - Having watched an adult line up objects, adds one to the line Scans 2 objects Scans 4 objects Pre-maths - Selects an identical object to the one held by an adult, from a choice of 2 Pre-maths - Selects an identical object to the one held by an adult, from a choice of 3
Level 4	<ul style="list-style-type: none"> Pre maths -Matches pairs of objects that are identical Pre-maths - Completes an inset puzzle Completes a familiar activity in the same order every time Pre-maths - Anticipates routine events, using the contextual/sensory cues around them Pre-maths - Lines up objects Pre - maths - Matches photos/pictures that are all the same Pre - Maths - Shows understanding that a specific object/photo/symbol represents a particular, familiar event
Level 5	<ul style="list-style-type: none"> Pre-maths - Categorises objects based on belonging e.g. 'mine' or 'mummy's' Pre-maths - Explores sorting objects Pre-maths - Completes a basic sorting activity, with adult support e.g. put all the cars in the tray and all the paper in the basket Pre-maths - Groups similar objects together independently, where the difference is significant Pre-maths - Matches familiar objects to their photo/symbol, from a choice of 2 Pre-maths - Matches familiar objects to their photo/symbol, from a choice of 3 Pre-maths - Completes a three or four piece puzzle Pre-maths - Categorises objects by one criteria e.g. colour Pre-maths - Anticipates next step in sequence of routine events
Level 6	<ul style="list-style-type: none"> Pre-maths - Completes one to one object matching e.g. give each bear a hat, independently Pre-maths - Categorises objects by a variety of given criteria e.g. by colour or type or size Pre-maths - Completes a puzzle of at least 12 pieces) Pre-maths - key events in a day (e.g. swimming is on a Tuesday) Pre-writing - Match simple shapes from a choice that look similar Pre-Writing - Copy a sequence of 3 pictures left to right
Symbolic Play	
Level 4	<ul style="list-style-type: none"> Plays with one toy/used one material functionally e.g. pushes cars along, or rotates jigsaw puzzle 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. Plays with three toys/uses the materials functionally e.g. pushes cars along, or relates jigsaw piece 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.
Level 5	<ul style="list-style-type: none"> Independently uses a variety of real objects in pretend/symbolic play e.g. holds a phone to ear/mouth Independently uses one or two real objects in pretend/symbolic play e.g. holds a phone to ear/mouth 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.

Level 6	<ul style="list-style-type: none">▪ Imitates adult using one or two objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc▪ Imitates adult using a variety of objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.▪ Independently uses one or two objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.▪ Independently uses several objects with toys e.g. gives teddy a drink, brushes dolls hair, feeds teddy etc.
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