

Pathways	Environment	Learning Outcomes
<p>Communication and interaction</p>	<p><i>Children experience an environment where:</i></p> <p>They are confident to interact with people, objects and family. (Interaction)</p> <p>Their methods of communication are recognised and valued. (Expressive communication)</p> <p>They have opportunities to see and hear different types of communication. (Receptive communication)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I react in anticipation of familiar play or interactions.</p> <p>I demonstrate distress when left alone.</p> <p>I seek interaction through movements or vocalisations.</p> <p>I show excitement during one-to-one turn taking games.</p> <p>I can imitate the communication of others.</p> <p>I can complete a back-and-forth interaction using my method of communication.</p> <p>I can request more during a highly motivating activity.</p> <p>I respond to interactions initiated by others.</p> <p>I can attract attention to express a want or dislike.</p> <p>I can make some non-speech sounds.</p> <p>I can communicate my choice between two options.</p> <p>I can use my method of communication to demonstrate a need or want.</p> <p>I can request support or communicate my need for help safely.</p> <p>I am learning new words/ visuals or signs regularly.</p> <p>I can combine two or three words when communicating, this may include signs or symbols.</p> <p>I commentate on things I see around me using gestures/ visuals/ signs/ verbal.</p> <p>I respond to sounds made near me.</p> <p>I attempt to copy actions or sounds to familiar rhymes/ songs or books.</p> <p>I can follow a simple instruction involving my method of communication.</p> <p>I can join in with familiar rhymes/ songs or books using my method of communication.</p> <p>I can wait for "Go" during ready, steady, go games.</p> <p>I can look between two objects when shown them (recognises two objects are present)</p> <p>I can follow an instruction involving two parts.</p> <p>I can focus on a directed activity for up to 1 minute.</p>

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Cognition and learning	<p><i>Children experience an environment where:</i></p> <p>Their play is valued as meaningful and in the moment opportunities for learning are recognised and encouraged. (Play skills)</p> <p>They feel comfortable with the routines, customs and regular events. (Exploratory skills)</p> <p>They create links between experiences and investigate new challenges for themselves. (Problem solving)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <ul style="list-style-type: none"> I recognise familiar objects and the joy they bring. I explore new objects with interest. I can repeat actions of others. I can cooperate with a familiar person to play, such as rolling a ball back and forth. I repeat actions demonstrating cause and effect. I can choose items to play with in different ways. I link ideas during play such as putting tedding in a car and pushing it along. I can focus on an activity of my own choosing for up to 2 minutes. <ul style="list-style-type: none"> I use my different senses to explore new objects and environments. I can look for object's places near or around me. I can remember where preferred objects are and seek these out. I show awareness of routines through reaction to visual and audio stimuli. I correctly understand use of objects, such as phone to ear. I can re-enact/ imitate everyday routines during play. I can transition to a new task using a visual or audio prompt. I can use a visual routine to support my understanding of the day. <ul style="list-style-type: none"> I can notice change as I interact with my environment. I try to complete tasks independently, using trial and error. I can balance objects on top of each other. I can search for hidden objects. I demonstrate pride in my accomplishments. I can group or organise objects in a way which is meaningful to me. I show awareness of counting objects during play. I can adjust my approach to achieve my desired outcome.

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<p>Social and emotional</p>	<p><i>Children experience an environment where:</i></p> <p>They can safely explore social boundaries, expectations, and interactions. (Social skills)</p> <p>They are encouraged to recognise and develop skills to emotionally regulate themselves. (Regulation)</p> <p>They can celebrate being a unique individual. (Awareness of self)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I show awareness of familiar people.</p> <p>I look in the direction of the person or object I am interacting with (not necessarily making eye contact)</p> <p>I can initiate interaction with a familiar adult.</p> <p>I recognise when others are engaging with the same experience as me.</p> <p>I can approach an activity where others are already playing.</p> <p>I can play alongside others or allow others in my space.</p> <p>I am comfortable engaging in a group of more than 2.</p> <p>I can initiate interaction with other children.</p> <p>I react to the emotions of those around me.</p> <p>I demonstrate my emotions through my behaviour and actions.</p> <p>I seek comfort when emotionally dysregulated.</p> <p>I can recognise strategies which support my emotional regulation.</p> <p>I can be encouraged to change activities using now & next approach.</p> <p>I can wait my turn with a familiar adult.</p> <p>I can recognise some consistent boundaries.</p> <p>I can use strategies to wait my turn with peers.</p> <p>I show enjoyment when looking in a mirror.</p> <p>I can copy facial expressions of others.</p> <p>I can show preference for people or tasks.</p> <p>I can play contently on my own.</p> <p>I demonstrate a want to do things independently.</p> <p>I can recognise when an adult it is sharing language about emotions with me.</p> <p>I can label some of my own emotions using visuals/ signs or verbal.</p> <p>I can wear personalised aids and equipment that support me accessing the environment.</p>

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<p>Sensory and physical</p>	<p><i>Children experience an environment where:</i></p> <p>They can access and explore the same opportunities as their peers. (Mobility)</p> <p>Their health and independence are promoted. (Life skills)</p> <p>They can explore, discover, and understand the sensory information that surrounds them. (Sensory)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I can move parts of my body in response to stimuli.</p> <p>I can grasp objects within my reach.</p> <p>I can move my arms/ legs across my body, crossing my midline.</p> <p>I can crawl/ shuffle/ roll from one place to another.</p> <p>I can sit using an appropriate support.</p> <p>I can put weight through my feet, this may be using an appropriate support aid.</p> <p>I can move around a room by cruising/ using an adult for support.</p> <p>I can move in a variety of ways on two feet with or without a support aid.</p> <p>I can open my mouth for feeding/ drinking.</p> <p>I try new foods during mealtimes.</p> <p>I can feed myself with some success using hands or cutlery.</p> <p>I can drink from an open top cup without support.</p> <p>I can brush my gums/teeth appropriately.</p> <p>I can sleep for period of two hours or longer.</p> <p>I cooperate with dressing.</p> <p>I can navigate fastenings to aid me to dress myself, such as zips, buttons, and clips.</p> <p>I can close my fist around given objects.</p> <p>I respond positively to games involving physical touch or movement.</p> <p>I repeat actions which achieve a familiar outcome.</p> <p>I will engage with new textures with interest.</p> <p>I am interested in exploring new experiences.</p> <p>I can respond in different ways to different sensory opportunities.</p> <p>I can express discomfort towards a sensory experience.</p> <p>I can adjust my environment to meet my sensory needs, such as switching off lights, putting on ear defenders, removing uncomfortable clothing.</p>