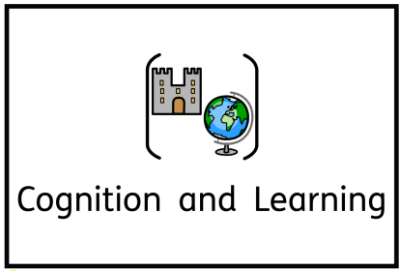
Cognition and Learning Progression Map SCERTS Curriculum Pathway Non-Subject Specific



Key Vocabulary is identified in **bold**.

NB. Kingsland School acknowledges the use of the SCHEMAS resource in writing this framework. It is recognised that children with ASD engage with learning in different ways, depending upon their various learning strengths and challenges. For this reason, this framework outlines coverage of knowledge and skills, but does not dictate how they should be delivered within the non-subject specific curriculum these pupils follow. SCERTS maths teaching will be within a functional context in line with the overall aims and approaches of SCERTS-based teaching.

Cognition and Learning Progression Map focuses on early learning skills in functional maths, natural science (including outdoor learning and exploration), computing, food technology and design technology. Children showing an early awareness of number will work on function maths strands pages 8—10. Children working below early awareness of number will work on functional maths strands pages 2—7. PBL and RE are delivered through focus sessions on a three-weekly basis following a programme of events. Skills linking to Cognition and Learning will be integrated into the PBL and RE learning context.

Cognition and Learning:- SCERTS Curriculum Pathway

Transporting and Trajectory

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities to demonstrate that: Objects can be **put in** or **under:-** • Blankets or other soft materials • Boxes & bags People (including me) can **move** objects in different ways:- • **In** bags or boxes • **On** trays • **In** prams or wheelbarrows • Using our hands Objects belong in certain places:- • Toys go **in** toy boxes • Switch belongs **on** tray • Coat goes **on** coat peg	Children are supported to understand that: Tools help to **move** things:- • A brush to sweep up Things **move** in different ways:- • Some things have wheels • Some things fly • Some things float • Things, including people, **go** in different directions Different things come with me to different places:- • My coat when I go outside • My bag comes to school People, including me, **move** things around school & I go to lots of different places:- • Take my plate to the kitchen People, including me, **move** in different ways:- • **Roll, jump, climb, walk, crawl, stand**	Children learn that: Tools **move** things for a purpose and in context:- • Using tools in play *e.g. diggers, water play equipment* • Use water funnels, piping and pumps to **move** water • Make boats to sail • Collect items on a treasure hunt • Role play construction site People can make things **move** in a game:- • **Throw** things at a target • Play bowling • Racing game with toy cars & buses, make a road for travel, trains on a track People can **move** objects for purpose:- • Make a kite, flags, bunting to use • Make art patterns (rolling balls in paint, coloured water droplets)

Cognition and Learning:- SCERTS Curriculum Pathway		
Enveloping and Transforming		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities to demonstrate that: Objects & people (including me) can be:- • Wrapped • Covered or hidden Containers can be:- • **Full** or **empty** Objects (including toys) can be:- • Put together & taken apart again	Children are supported to understand that: Materials & food can be:- • **Spread** (e.g. shaving foam) over surfaces and people • **Mashed** or **Mixed** together e.g. sand & water • **Cut** up Materials **feel** different:- • Sand, water, mud etc. People (including me) sometimes:- • Dress up • Play dolls • Make a den • Search for and **find** things like worms	Children learn that: Objects and materials can be **changed**:- • Pictures can be coloured over • Playdough can be rolled, chopped, pulled apart etc. • Playdough can be moulded • Ice melts • Ovens get warm Objects and materials can be used as- • Dens • Tents • Hiding places • Tunnels • Parachute dome games • Shoebox **home** for small world toys

Cognition and Learning:- SCERTS Curriculum Pathway		
Connection		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities to demonstrate that: Toys can **join** together & be **taken apart:-** • Lego • Train tracks People can **stick** things **together** using:- • Glue • String • Tape Objects can be placed in an **order** or sequence	Children are supported to understand that: People, including me, might like:- • Doing puzzles • Threading things together • **Playing games** with other people People, including me, **move** to **places** that are:- • Familiar (and might remember the way there) • Unfamiliar People might have favourite **places** to **go**	Children learn that: Objects and materials can be **joined together:-** • Junk modelling • Building cars, towers, animals people out of blocks, lego etc. • Arts and crafts Materials can be **mixed** together to make different textures :- • Baking • Mixing dry and wet materials in messy play Objects and materials can be **joined together** to **make:-** • Train tracks • Roads • Chalk trails • Banners trails

Cognition and Learning:- SCERTS Curriculum Pathway		
Rotation		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities to demonstrate that: Objects (including toys) can be:- • **Moved** by **turning** • Spun People (including me) might like:- • **Spinning** • **Turning or twisting** • **Rolling** Objects rotate in the following ways:- • Wheels on a bike, scooter, toy train or toy car • Pedals on a bike • Dials on machines e.g. washing machines • Taps turn on • Bottle lids to open/close the bottle Objects can be explored as spirals, including snail shells, springs, coils, Slinkys	Children are supported to understand that: Tools help to **turn** things:- • Screwdriver • Spanner People (including me) might have favourite objects that **roll** or **spin**:- • Down slides • Through tunnels • Across the floor I can **move** things in different ways to make something happen:- • Take the lids **on and off** containers when cooking • Turn taps **on and off** when cooking and washing hands • Press the light switch '**on' and 'off',** sometimes by **turning** a switch • Creating pictures with salad spinner	Children learn that: Things might **move** or rotate in different ways when people (including me) play games:- • Balls might **roll** • Skipping ropes might **twist and turn** • Hoops might **roll or spin** • Dice might **roll** • Bicycles and scooters might **move** People (including me) can create things that rotate:- Windmills, CD mobiles, dough spirals, paper spinner Objects have **wheels** that can be **turned** and **moved** I can use equipment that rotates:- • Baking with tools that **turn** (whisks, spoons, mixer, blender)

Cognition and Learning:- SCERTS Curriculum Pathway

Positioning

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities to demonstrate that: Objects (including people) can be:- • Placed in rows • Stacked • Placed in different locations or on different items People (including me) might like to:- • **Move** around on the floor in different ways • **Sit or lie** underneath things • Have my food presented in very specific ways Objects can be:- • **Put** or moved into different positions and places • Lined up in different combinations, e.g. all shoes lined up in a row, all toys lined up in a row etc. • Stacked to different heights • **Mixed** together in different ways *e.g. food*	Children are supported to understand that: People can be:- • Lined up e.g. whilst playing follow the leader • **Sat** together on the floor on or chairs Objects can be:- • Put in specific categories *e.g. all the red cars together, all the balls together* • Ordered by **size** *e.g. small-big, long-short, height etc.* People (including me) might like to:- • Help lay the table • Pack or unpack the shopping • **Play** with toy cars and trains, **play** with tunnels and bridges • Complete shape or sequencing puzzles • Make patterns in my art work • **Climb**	Children learn that: People (including me) can create patterns using: • Peg boards • Crafts • Coloured objects People (including me) can position themselves to:- • Be hidden • Be seen People (including me) can position objects to:- • Be hidden • Be seen People can follow instructions and give directions using prepositions:- **On** **Under** **Over** **Next to** **On top**

Cognition and Learning:- SCERTS Curriculum Pathway		
Enclosing		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities to demonstrate that: Objects & people (including me) can be:- • Wrapped • Covered (by paint, fabric and other objects) or hidden • Placed **on, in or under** other objects and items Objects have a place of belonging:- • Socks on feet • Hat on head • Toys in a box • Drink in a cup • Sand in a sandpit	Children are supported to understand that: People including me can:- • Plant seeds • Collect objects and put in boxes and containers • Wrap presents and objects • Tidy and put things away • Make foods such as pies, samosas & jam tarts • Play hide and seek People (including me) may enjoy visits to:- • Zoos • Aquariums • Farms • Mazes	Children learn that: • People (including me) can cover an area:- • Den • Tents • Cardboard box hiding places • Tunnels • Parachute dome games People (including me) and objects can be **enclosed** by**:-** • Building a tunnel or burrow in malleable materials • Making and using cloaks, scarves and bandages to wrap things in • Hiding items out of sight as part of a game • Enclosing themselves, an object or a space

Cognition and Learning:- SCERTS Curriculum Pathway

Early Awareness of Number

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Encourage them to recall, respond to & interact with a wide range of **number, counting** & rhyme **songs** • Focus their attention to rote learn and recall **number** names through a wide range of sensory and practical based activities • Encourage them to interact with **number**-based **games**, including through technology • Enable them to explore concrete objects in a variety of contexts, and using number-based songs & rhymes *e.g. Ten Green Bottles*	Children are supported to: • **Order numbers** & amounts of objects through a wide range of practical & real-life contexts, such as counting & rhyme songs • Use language, signs or symbols relating to **number** names • Use language, signs or symbols relating to place value *e.g. **'next', 'before', 'one more', 'one less'** etc.* • **Order** a range of given **numbers**, numerically and sequentially • Demonstrate an understanding of the concepts **'many'** and **'few'** i.e. chooses many crisps rather than one or two • Make sets with **'one'** and with **'lots of'** objects • Demonstrate an understanding of 1:1 correspondence in everyday situations	Children learn to: • Understand that **numbers** have an order and that the **largest** number has the **most** value *e.g. 1 sweet or 15 sweets* • Understand and use **number** order through the use of ordinal numbers • Read **numbers** and put out the correct amount associated with that number in practical contexts *e.g. when shopping & buying 5 oranges* • Apply understanding of 1:1 correspondence through problem solving activities, as well as day to day situations • Read **numbers** presented in different ways *e.g. dots on a dice, roman numerals*

Cognition and Learning:- SCERTS Curriculum Pathway		
Early Awareness of Money		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children will take part in activities that: • Encourage exploration and **play** with money and **coins** *e.g. role play **shopping*** • Focus their attention on observing as others handle **money** & exchange items for **money** as part of play • Begin simple exchanges for an item using appropriate communication strategies (e.g. PECS) through role play/snack time etc • Begin to use & understand vocabulary related to money e.g. **coins, pennies** etc.	Children are supported to: • Begin to group and **sort coins** that are different e.g. by **size** or by **colour** • Name & identify specific **coins** • Use **money** in a role play to exchange for items & explore making amounts using 1ps	Children learn to: • Understand **money** is used in exchange for items and use money appropriately to **pay** for items when **shopping** • Know and recognise **coins** to £2.00 • Demonstrate a growing understanding of the value of **coins** • Begin to combine **coins** to represent a specific amount • Understand & recall that the notion **'p'** represents **'pence'**

Cognition and Learning:- SCERTS Curriculum Pathway

Early Measurement Skills

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Encourage them to explore water & sand • Enable them to **empty** and **fill** containers by pouring **out of/into** containers • Focus their attention on exploring **days** of the week as part of a practical activity *e.g. through song, morning routine* • Support them to respond to routines and anticipate key activities in the day • Enable them to experience time related activities *e.g. a timed computer game, time spent on an activity indicated using a timer* • Support their understanding of the terms **'now'** & **'next'** • Focus their attention to notice & respond to objects of different **size** (height, width & length) and weight • Enable them to navigate around objects of different width and length *e.g. adventure playground* • Enable them to pick objects **'up'** and put them **'down'** again • Enable them to stack objects *e.g. construction play*	Children are supported to: • Recognise more capacity-based terms e.g. **full/empty** and **more/less** • Investigate suitable containers and select appropriate containers to fill • **Fill/empty** a container when asked and demonstrate filling a container **half full** or making **half empty** • Sequence/order familiar events & routines within school and home e.g. morning routine before school, lunchtime routine at school • Sequence time in specific units e.g. the days of the week • Make own choices about own routine • Experience carrying out activities according to simple time-related vocabulary e.g. **fast / slow / go / stop / wait** • Collect **'more than one'** of an object & anticipate the combined increase in weight • Understand the terms **'big'** and **'small'** • Build a tower & notice the increase in height • Show intrigue about how objects of different size and weight move, e.g. how a feather moves compared to a ball	Children learn to: • Pour drinks at snack and lunchtime with accuracy • Use appropriate containers for the correct purpose *e.g. colander for washing vegetables, container without holes for holding liquid* • Prepare & **measure** carefully and accurately in different contexts e.g. when baking • Understand and correctly use a wider range of capacity-based terms e.g. **empty/full/half full** • Use the terms **morning/afternoon** & **day/night** when discussing their own day • Understand the terms **'earlier'** & **'later'** • Know the **days of the week** and know that each day is different e.g. weekends are different to week days • Show awareness of the passing of time through recalling something that happened in the recent past • Understand the terms **'heavy'** & **'light'** • Use comparative terms such as **'bigger', 'smaller', 'taller'** and **'heavier'** to compare two or more objects • Group objects by the descriptors of **'big'** and **'small'**

Cognition and Learning:- SCERTS Curriculum Pathway

Early Natural Science and Outdoor Exploration (alongside Outdoor Learning Passports)

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Focus their attention on noticing & responding to different objects and events in the environment • Encourage them to repeat actions that have an effect • Enable them to explore objects by linking together different approaches *including* ***shaking, banging, tapping, feeling, turning, tasting, poking*** • Focus their attention on certain people, events, objects or parts of objects, *for example, looking towards flashes of light or turning towards loud sounds* • Encourage them to respond consistently to familiar people, events and objects; whilst reacting to new activities and experiences showing a preference or refusal • Enables them to experience a range of weather	Children are supported to: • Notice details in the environment • Engage in coactive exploration • Be proactive in interactions and communicate consistent preferences and affective responses, *for example, showing a consistent dislike for certain flavours or textures* • Perform actions, often by trial and improvement, and remember learned responses over short periods of time • Explore **materials** in increasingly complex ways, *for example, pressing* ***hard*** *objects into* ***soft*** *textures* • Remember learned responses over more extended periods, *for example, reaching out to touch a live animal with caution and sensitivity*	Children learn to: • Begin to label and comment on parts of the environment *including* ***trees, animals, flowers, light, sounds*** • Begin to sort into groups • Begin to identify simple similarities and differences between natural materials and living things • Show care for living things and the environment • Respond to options and choices with actions or gestures, *for example, touching one substance rather than another* • Explore objects and materials provided, changing some materials by physical means and observing the outcomes, *for example, when mixing flour and water* • Imitate actions involving main **body parts,** f*or example, clapping or stamping* and make sounds using their own bodies • Cause movement by a **pushing** or **pulling** action

Cognition and Learning:- SCERTS Curriculum Pathway		
Early Computing Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to anticipate repeated **sounds, sights** and **actions** • Enable them to show interest in objects with **buttons**, **flaps** and simple mechanisms and learn to operate them • Allow them to explore equipment to see what effect different actions have • Encourage them to begin to explore a range of devices, equipment and media • Focus their attention and begin to respond to a range of **sounds,** images and media from a **computer**	Children are supported to: • Operate mechanical toys • Turn equipment **on** and **off** • Make toys work by **pressing** parts or lifting flaps to achieve effects including sounds, movement or new images • Complete an action to achieve a predictable result • Respond to on-screen cues to make something happen	Children learn to: • Operate simple equipment • Understand that different information can be retrieved from computers including **images, sounds** and **videos** by accessing online content • Interact with simple software • Complete a simple **computer** programme • Follow an instruction when operating a device • Make a simple choice between equipment, devices and software • Make connections between control devices and i**nformation** on screen

Cognition and Learning:- SCERTS Curriculum Pathway		
Early Design and Food Technology Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to notice and be interested in the effects of making movements that leave marks • Enable them to experiment with blocks, **colours** and **marks** • Enable them to explore **colours** and how **colours** can be changed • Allow them to begin to explore different textures of objects • Encourage them to develop their own l**ikes** and **dislikes** of food and drink • Encourage them to accept and engage in coactive exploration, *for example, feeling the textures of a range of art materials* • Enable them to explore options within a limited range of materials, *for example, adding grapes or chopped apple to a fruit salad*	Children are supported to: • Show a preference for textures of **materials** and objects • Use various construction materials for different purposes • Construct using different objects and **materials** *for example stacking blocks* • Recognise familiar people, events and objects e.g. *grasping a painting sponge* • Cooperate in shared exploration and supported participation e.g. *working with an adult to **press, roll,** or **pinch** wet clay.* • Show awareness of cause and effect in a creative process and explore materials systematically, e.g. ***tearing** and **scrunching** paper to complete a collage* • Show an active interest in a range of **tools and materials** • Use a basic tool, with support *e.g. **spreading** with a knife* and watch others using a basic utensil and copy the action • Demonstrate preferences for **materials and ingredients**	Children learn to: • **Join** construction materials together • Construct with a purpose and uses a variety of **tools** • Make a choice to select materials and **tools** for purpose • Use and handle simple **tools** and techniques competently and appropriately • Observe the results of their own actions with interest, e.g. *looking at **marks** they have made with **paint*** • Remember learned responses over more extended periods, *e.g. dipping a spreader into **glue*** • Operate familiar cooking utensils and equipment with support, and explore how they work • Communicate a clear choice for **tools, materials** and **ingredients**