

MARKET FIELD SCHOOL



**AUTISM BASES
CURRICULUM**

Functional Maths

Number and Place Value

- I can develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience.
- I can copy and complete a simple pattern.
- I can demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).
- I can say some counting words randomly.
- I can select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- I can recite some number names in sequence.
- I can create and experiment with symbols and marks representing ideas of number.
- I can use some number names and number language spontaneously.
- I can use some number names accurately in play.
- I can say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher).
- I can recognise some numerals of personal significance.
- I can recognise numerals 1 to 5.
- I can select the correct numeral to represent 1 to 5.
- I can count out up to six objects from a larger group.
- I can continue counting to 10 when the sequence has been started.
- Recites numbers in order to 10.
- I can fill in missing numbers on a number line to 10.
- I can know that numbers identify how many objects are in a set.
- I can begin to represent numbers using fingers, marks on paper or pictures.
- I can sometimes match numeral and quantity correctly.
- I can show that I have an interest in numerals in the environment.
I can show an interest in representing numbers.
- I can realise not only objects, but anything can be counted, including steps, claps or jumps.
- I can demonstrate an understanding that the last number counted represents the total number of the count.
- I can count up to three or four objects by saying one number name for each item.
- I can count actions or objects which cannot be moved.
- I can select the correct numeral to represent 1 to 10.
- I can continue counting objects to 10 when the sequence is started for me.
- I can count objects to 10, and I am beginning to count beyond 10.
- I can count an irregular arrangement of up to ten objects.
- I can count items given to them (with 1:1 correspondence) even if the items are not arranged in a straight row.
- I can count out a specified number of items from a larger set of items.
- I can name the numerals on a number line.
- I can fill in missing numbers on a number line to 20.
- I can match numbers with the same amount of items and vice versa.

- I can name numbers up to 20.
- I can write numbers to 20 in numerals.
- I can rote count to 20.
- I can count forwards and backwards to 20.
- I can name numbers up to 50.
- I can write numbers to 50 in numerals.
- I can rote count to 50.
- I can count forwards and backwards to 50.
- I can name numbers up to 100.
- I can write numbers to 100 in numerals.
- I can rote count to 100.
- I can count forwards and backwards to 100.
- I can read and write numbers in numerals from 0 to 9.
- I can count to and across 100.
- I can write numbers to 20 in numerals.
- I can count in 2s.
- I can count in 5s.
- I can count in 10s.
- I can identify one more from a given number.
- I can identify one less from a given number.
- I can identify and represent numbers using objects.
- I can identify and represent numbers pictorial representation.
- I can use the language equal to, more than and less than, most and least.
- I can write numbers to 20 in words.

Addition and Subtraction

- I can begin to make comparisons between quantities.
- I can use some language of quantities, such as 'more' and 'a lot'.
- I can understand that a group of things changes in quantity when something is added or taken away.
- I can compare two groups of objects, saying when they have the same number.
- I can show interest in number problems.
- I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same
- I can distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
- I can identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10
- I can receptively identify and label examples of the word "more".
- I can receptively identify and label examples of the word "less".
- I can receptively identify and label examples of the word "some".
- I can receptively identify and label examples of the word "all".
- I can receptively identify and label examples of the word "zero/none".
- I can determine how many more items are needed to make a set of a larger quantity.
- I can receptively identify and label examples of the word "same".
- I can receptively identify and label examples of the word "different".

- I can receptively identify and label examples of the word "greater".
- I can receptively identify and label examples of the word "add".
- I can walk at least 10 feet and count a specified number of identical items (up to 10 items) from a larger set and return with those items.
- I can find the total number of items in two groups by counting all of them adding up to a total within 10.
- I can say the number that is one more than a given number up to 10.
- I can find one more or one less from a group of up to five objects.
- I can find one more or one less from a group of up to ten objects.
- I can use the vocabulary involved in adding and subtracting.
- I can record, using marks that they can interpret and explain.
- I can begin to identify own mathematical problems based on own interests and fascinations.
- I can use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present.
- I can demonstrate an understanding of the mathematical symbols of add, subtract and equal to.
- I can solve number problems involving the addition and subtraction of single-digit numbers up to 10.
- I can solve mathematical statements involving addition, subtraction and equal signs.
- I can add and subtract one digit and two-digit numbers to 20 including 0.
- I can add and subtract numbers using concrete objects, pictorial representation and mentally including a two-digit number and ones.
- I can add and subtract numbers using concrete objects, pictorial representation and mentally including a two-digit number and tens.
- I can add and subtract numbers using concrete objects, pictorial representation and mentally including two two-digit numbers.
- I can add and subtract numbers using concrete objects, pictorial representation and mentally including adding three one- digit numbers.

Measure

- I can recognise big things and small things in meaningful contexts.
- I can identify the big or small object from a selection of two.
- I can fill and emptying containers.
- I can begin to categorise objects according to properties such as shape or size.
- I can begin to use the language of size.
- I can order two or three items by length or height.
- I can order two items by weight or capacity.

Money

- I can begin to use everyday language related to money.
- I can demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity).
- I can name coins.
- I can name notes.
- I can recognise and know the value of different denominations of coins.
- I can recognise and know the value of different denominations of notes.

- I can recognise and use symbols for pounds and pence.
- I can recognise different combinations of coins can equal the same amount of money.
- I can combine amounts to make a particular value.

Time

- I can use everyday language related to time.
- I can order and sequence familiar events.
- I can measure short periods of time in simple ways.
- I can tell the time to the hour and half past the hour on an analogue clock.
- I can draw the hands on an analogue clock to show to the hour and half past the hour.
- I can tell the time to the hour and half past the hour on a digital clock.
- I can tell the time to quarter past and quarter to the hour an analogue clock.
- I can draw the hands on an analogue clock to show quarter past and quarter to the hour.
- I can tell the time to quarter past and quarter to the hour on a digital clock.
- I can tell the time to five-minute intervals on an analogue clock.
- I can draw the hands on an analogue clock to show five-minute intervals.
- I can tell the time to five-minute intervals on a digital clock.
- I can sequence events in chronological order using language before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- I can recognise and use language relating to dates including days of the week, weeks, months and years.

Functional Reading

Word Reading

- I can enjoy looking at books and other printed material with familiar people.
- I can handle books and printed material with interest.
- I can show that I am interested in books and rhymes and may have favourites.
- I can show that I have some favourite stories, rhymes, songs, poems or jingles.
- I can repeat words or phrases from familiar stories.
- I can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- I can show that I enjoy rhyming and rhythmic activities.
- I can show an awareness of rhyme and alliteration.
- I can recognise rhythm in spoken words.
- I can listen to and join in with stories and poems one-to-one.
- I can listen to and join in with stories and poems in small groups.
- I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- I can show that I am beginning to be aware of the way stories are structured.
- I can suggest how the story might end.
- I can listen to stories with increasing attention and recall.
- I can describe main story settings, events and principal characters.
- I can show interest in illustrations and print in books and print in the environment.
- I can recognise familiar words and signs such as own name and advertising logos.
- I can look at books.
- I can handle books carefully.
- I can show that I know that information can be relayed in the form of print.
- I can hold books the correct way up and turns pages.
- I can show that I know that print carries meaning and, in English, is read from left to right and top to bottom.
- I can turn one page of a book at a time.
- I can continue a rhyming string.
- I can hear and says the initial sound in words.
- I can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- I can link sounds to letters, naming and sounding the letters of the alphabet.
- I can receptively identify upper case letters.
- I can receptively identify lower case letters.
- I can name upper case letters.
- I can name lower case letters.
- I can select the corresponding letter when given the sounds associated with the letter.
- I can give the sound associated with the letters.
- I can match words to pictures.
- I can match word cards to the same words written in different fonts when words are presented in a display of three-word cards.

- I can name the letters of words reading from left to right across the word.
- I can match individual letters to the letters on cards with single 5 letter words.
- I can begin to read words and simple sentences.
- I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- I can enjoy an increasing range of books.
- I can show that I know that information can be retrieved from books and computers.
- I can add a small letter card to complete 3 letter words when given a picture of an object and 2 of 3 letters for the word provided.
- I can match individual letters to the letters on cards with single 5 letter words.
- I can add a small letter card to complete three letter words when given a picture of an object and two of three letters of the word provided.
- I can read words.
- I can spell words vocally.
- I can sound out/decode unknown words.
- I can read phrases.
- I can read sentences.
- I can read and follow simple instructions to perform an action? (e.g., Give the red cup to Mummy. Give Daddy a hug.)
- I can choose a word from a selection of words to fill in a missing word when given an incomplete sentence.
- I can spell my name vocally.
- I can read my name.
- I can apply my phonic knowledge and skills as the route to decode words.
- I can respond with the correct sound to grapheme.
- I can read accurately by blending sounds in unfamiliar words.
- I can read common exception words.
- I can read words containing different endings.
- I can read words of more than one syllable.
- I can read words containing contractions.
- I can read books aloud accurately.
- I can re-read books to build fluency and confidence.
- I can read the first 100 high frequency words.
- I can read the next 200 high frequency words.

Comprehension

- I am familiar with traditional tales.
- I can recognise and join in with predictable phrases.
- I can understand that words have meaning.
- I can make inferences from pictures and text in a book.
- I can answer BLANKS LEVEL questions 1-4 about a text.

Functional Writing

- I can make marks on paper.
- I can mark on paper with a crayon.
- I can colour within lined areas.
- I can trace lines and shapes.
- I can trace letters and numbers.
- I can copy simple straight lines.
- I can copy curved lines.
- I can copy letters.
- I can copy numbers.
- I can copy words by writing or typing.
- I can distinguish between the different marks they make.
- I can print letters without a model.
- I can give meaning to marks they make as they draw, write and paint.
- I can begin to break the flow of speech into words.
- I can continue a rhyming string.
- I can hear and say the initial sound in words.
- I can segment the sounds in simple words and blend them together.
- I can link sounds to letters, naming and sounding the letters of the alphabet.
- I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- I can write-in the missing letter to complete three letter words when given a picture of an object and two of the three letters for the word provided.
- I can write or type dictated words.
- I can spell their name by writing or typing.
- I can write my own name and other things such as labels, captions.
- I can attempt to write short sentences in meaningful contexts.
- I can spell my name.
- I can spell words containing each of the 40+ phonemes taught.
- I can spell common exception words.
- I can spell the days of the week.
- I can name the letters of the alphabet.
- I can write from memory simple sentences.
- I can form the letters to write my name.
- I can form lower case letters.
- I can form capital letters.
- I can form digits 0-9.
- I can say out loud what I am going to write about.
- I can compose a sentence orally before writing it.
- I can write a sentence.
- I can sequence sentences to form a short narrative.
- I can read my writing aloud.
- I can read what I have written back to check that it makes sense.
- I can leave spaces between words.
- I can join words and clauses using 'and'.

- I can punctuate sentences using a capital letter.
- I can punctuate sentences using a full stop.
- I can punctuate sentences using a question mark.
- I can use a capital letter for names of people, places, days of the week and the personal pronoun 'I'.

Life Skills

Personal Care

- I can wash my hands and use soap.
- I can dry my hands.
- I can wash my face.
- I can use a towel to dry my face.
- I can wash my body in the shower.
- I can wash my hair in the shower.
- I can wash my body in the bath.
- I can wash my hair in the bath.
- I can dry my body after a shower/ bath.
- I can dry my hair after a shower/ bath.
- I can put toothpaste on a toothbrush.
- I can brush my teeth.
- I can brush my hair.
- I can have my nails clipped/ cut.
- I can have my hair cut.
- I can blow my nose as and when needed.

Dressing

- I can tolerate wearing clothes.
- I can take my shoes off.
- I can put my shoes on.
- I can put on and remove a pullover t shirt.
- I can undo and do up buttons.
- I can put on and remove buttoning types of shirt.
- I can put on and remove trousers with a variety of different fastening types.
- I can put on my socks.
- I can remove my socks.
- I can unzip zippers.
- I can fasten a zip.
- I can undo and fasten belts.
- I can tie my shoe laces.
- I can take my jumper off when I am hot.
- I can wear a sun hat when it is hot.
- I can put on gloves, a hat and scarf when I am cold.
- I can put my coat on.
- I can locate my PE kit before a PE lesson.
- I can change into my PE kit.
- I can put my clothes in a pile by my workstation.
- I can change into my school clothes after PE.

Feeding and Drinking

- I can drink from a straw.
- I can drink from an open cup.
- I can pour from a jug.
- I can feed myself using my fingers.
- I can feed myself using a spoon.
- I can feed myself using a knife and fork.
- I can put leftovers in the bin.
- I can make my own cold drink.
- I can cut my food using a knife and fork.
- I can collect my food and bring it to the table.
- I can try new foods.
- I can wipe my face after eating.
- I can recognise when I am thirsty and get a drink.
- I can recognise when I am hungry and request food.
- I can choose my lunch from the school kitchen.
- I can safely prepare a hot drink.
- I can collect my dinner and tidy away once I am finished.

Cooking

- I can tolerate the cooking room.
- I can stay seated in the cooking room.
- I can complete basic cooking skills e.g. stirring, grating, rolling out.
- I can spread toppings on own toast.
- I can follow simple hygiene rules (wash hands).
- I can wear an apron.
- I can gather resources following a visual recipe.
- I can follow instructions in a visual recipe.
- I can prepare a sandwich, toast, cereal, simple snacks.
- I can recognise potential dangers in the kitchen.
- I can use equipment safely with supervision.
- I can refrain from eating whilst cooking.
- I can wash up items used in the cooking room.
- I can dry up items used in the cooking room.
- I can clean surfaces.
- I can sweep up mess on the floor.
- I can wait for an item whilst it is cooking.
- I can prepare and eat simple meals.

Toileting

- I can tolerate an adult changing my nappy.
- I can pull down my own clothing to be changed.
- I can pull up my own clothing to be changed.
- I can pull down my own clothing to go to the toilet.
- I can pull up my own clothing to go to the toilet.
- I can complete the toileting process.

- I can wash my hands after I have been to the toilet.
- I can request to use the toilet at school.
- I can request to use a toilet within the community.
- I can communicate if I do not like hand dryers.
- I can recognise that the door needs to be shut or adult holding door (especially when in public).
- I can pull up my trousers before leaving the toilet cubicle.
- I can recognise when I have had a toileting accident and request help and support to get changed.

Swimming

- I can tolerate being near the swimming pool.
- I can get into the swimming pool.
- I can wear armbands (if appropriate).
- I can tolerate getting splashed.
- I can show that I am beginning to learn to swim (kicking, paddling, floating on back.)
- I can use a float rather than armbands.
- I can show that I will only get in the swimming pool when I am told it is safe to do so.
- I can walk on the poolside.
- I can show that I understand that water can be dangerous.
- I can wash my body after swimming.
- I can wash my hair after swimming.
- I can dry my body after swimming.
- I can dry my hair after swimming.
- I can recognise that my body needs to be dry before I put clothes on.
- I can learn to swim in deeper water.

Making Choices

- I can communicate (single words, PECs or Makaton) to access a favoured toy/activity.
- I can choose between two options.
- I can choose food and drinks in school.
- I can choose between multiple activities.
- I can make a choice in an unfamiliar environment.
- I can choose between two preferred activities (both motivating).
- I can choose between two non-preferred items or activities.
- I can choose between multiple items, e.g., a choice board of toys in class.
- I can choose from a menu (may be visual).
- I can choose from known resources/activities.

Transitioning in School

- I can tolerate different parts of school and school activities.
- I can travel to and back from familiar parts of school.
- I can travel to different parts of the school.
- I can travel around school appropriately (walking).
- I can travel alongside an adult (not holding hands).
- I can travel to a shown destination with directions from an adult.
- I can travel to a shown destination without directions from an adult.

- I can greet others appropriately in the corridors.
- I can travel to and back from any part of the school.

Managing Change

- I can tolerate a positive change in my routine with prior notice e.g., a surprise on my visual timetable.
- I can manage a transition to another part of the school (non-motivating).
- I can tolerate going a different way on the school bus or having a different bus with prior warning.
- I can tolerate an unwanted change in my routine with prior warning.
- I can tolerate a positive change in my routine without prior warning.
- I can manage a transition into a new class.
- I can manage a flexible timetable.
- I can tolerate change without warning when the reasons are explained to me.

Social Skills

Being with Others

- I can show an awareness of the presence of others.
- I can tolerate others in the same space/ area as me.
- I can use resources in the same area as others.
- I can tolerate others having access to the same resources.
- I can show enjoyment of being alongside others.
- I can take turns with shared resources.
- I can show an interest in what others are doing.
- I can maintain interest in the same activity as another.
- I can actively seek out another to share an activity with.
- I can initiate showing others what I am doing/ have done.

Positive Relationships (Adults)

- I can seek proximity with a familiar adult.
- I can seek to gain an adult's attention.
- I can respond positively to an adult's bid for interaction.
- I can attend to an adult's facial expression.
- I can respond to a greeting from a familiar adult.
- I can engage in a brief interactive exchange.
- I can engage in an extended interactive exchange or 'game'.
- I can anticipate familiar actions/ activities in an exchange.
- I can take turns within interactive exchange or a play routine.
- I can initiate/ request interaction.
- I can regulate interaction using non- verbal communication.
- I can respond to an adult's non- verbal communication.
- I can imitate an adult's actions.
- I can make a connection between my actions and the behaviour of an adult.
- I can indicate that I would to continue/ repeat an interaction.
- I can indicate when I am ready to end an interaction.
- I can share attention focus with an adult.
- I can give/ show an object to share attention.
- I can accept an adult 'sharing' an activity.
- I can show an awareness of when an object of attention is taken away or paused.
- I can access new situations/ experiences when supported by a familiar adult.
- I can accept help from a familiar adult.
- I can turn to a familiar adult for help or support with an activity.
- I can respond to an adult's suggestion to tackle a task differently.
- I can respond positively to praise from an adult.
- I can show that I am keen to share my interests/ experiences with a familiar adult.
- I can share my concerns/ problems with a familiar adult.
- I can moderate my behaviour that may have offended or hurt an adult.

Positive Relationships (Peers)

- I can initiate an interaction with a peer.
- I can greet a peer by their name.
- I can use greeting behaviour with peers appropriate to the situation/ relationship.
- I can join others already involved in an activity/ play.
- I can use a shared interest as a point of contact with a peer.
- I can respond to a peer who initiates interaction.
- I can share a leisure activity with a peer.
- I can share items or equipment with others.
- I can ask permission to look at/ handle another's belongings.
- I can wait for permission before looking at/ handling another's belongings.
- I can accept help from a peer.
- I can offer help to a peer.
- I can stay engaged with an activity when on another's terms.

Group Activities

- I can demonstrate interest in a group activity from a distance.
- I can join in with a structured group activity for a short period.
- I can remain seated within a group.
- I can attend focus of a group activity (adult led).
- I can attend to a peer who is the focus of a structured activity.
- I can maintain attention within a group.
- I can shift my attention to a relevant focus within a group.
- I can sit in an allocated place within a group.
- I can pass/ receive an object from another within a group.
- I can carry out a requested action within a group.
- I can take turns within a structured group activity.
- I can choose a partner for a given activity.
- I can choose who should have a turn next within a group activity.
- I can identify other members of a group by their name.
- I can tolerate not being first, winning or being chosen.
- I can co-operate within a team activity.
- I can ask for help within a group activity.

Regulating and Tolerating

Understanding and Expressing own Sensory Needs

- I can informally express my likes/ dislikes of sensory experiences/ stimuli encountered.
- I can informally express my likes/ dislikes of new sensory experiences.
- I can intentionally communicate my likes/ dislikes of sensory experiences/ stimuli encountered.
- I can intentionally communicate my likes/ dislikes of new sensory experiences.
- I can indicate 'more' or 'again' in relation to a sensory experience.
- I can indicate 'enough' or 'finished' in response to a sensory experience.
- I can select a preferred sensory item from a range presented to me.
- I can express feelings in relation to sensory experiences.
- I can identify my own sensory needs.
- I can identify sensory experiences that make me feel anxiety or discomfort.
- I can identify sensory experiences that are beneficial to me e.g. calming or alerting.

Responding to Interventions

- I can communicate sensitivity to a feature of the environment.
- I can calm when an environmental adaptation is made.
- I can calm/ regulate my behaviour in response to physical contact (touch).
- I can calm/ regulate my behaviour in response to an adult's voice (sound).
- I can calm/ regulate my behaviour in response to movement input from an adult (proprioceptive).
- I can calm/ regulate my behaviour in response to a tactile item or toy.
- I can calm/ regulate my behaviour in response to olfactory input (smell).
- I can calm/ regulate my behaviour in response to a visual input.
- I can calm/ regulate my behaviour in response to gustatory input (taste).
- I can calm/ regulate my behaviour in response to vestibular (movement and balance) input.
- I can calm/ regulate my behaviour in response to a movement break.
- I can calm/ regulate my behaviour in response to my individualised sensory programme or 'diet'.
- I can calm/ regulate my behaviour in response to a sensory circuit.

Increasing Tolerance

- I can show increased tolerance of specified touch.
- I can show increased tolerance of specified sounds/ noise.
- I can show increased tolerance of specified visual input.
- I can show increased tolerance of specified smells.
- I can show increased tolerance of specified tastes.
- I can show increased tolerance of movement.

Understanding and Expressing own Emotions

- I can intentionally communicate my emotions to others.
- I can express emotions appropriate to a situation.

- I can adapt my emotions to suit situation/ audience.
- I can identify simple emotions in relation to myself.
- I can identify more complex emotions in relation to myself.
- I can make connection between an emotion and what has caused it.
- I can identify what makes me feel positive emotions.
- I can identify what makes me feel negative emotions.

Managing Emotions

- I can accept and respond positively to calming/ comforting strategies of others.
- I can seek comfort from others when distressed or anxious.
- I can comfort self/ self soothe when experiencing mild distress.
- I can use my own strategies to self- regulate.
- I can participate in identifying strategies to help me self- regulate.
- I can practice self- regulation activities during calm periods.
- I can seek out help to regulate my behaviour/ emotions.
- I can identify when I am ready to re-join an activity.

Community Skills

Travelling

- I can walk out to the school minibus and stay near an adult.
- I can get onto the minibus and sit in a seat when asked by an adult.
- I can put my seat belt on.
- I can tolerate a seat belt.
- I can keep a seat belt on whilst the vehicle is moving.
- I can take my seat belt off when asked to by an adult.
- I can get off the vehicle when asked by an adult.
- I can find times of chosen transport.
- I can prepare what I need to take out with me on a journey/ trip out.
- I can find the correct stop/ station.
- I can stand safely on the kerb/ station whilst waiting.
- I can indicate that a bus needs to stop.
- I can take my place in a queue whilst waiting for transport.
- I can show my ticket/ pass to the driver.
- I can store my ticket safely for future use.
- I can find an 'appropriate' empty seat.
- I can cope with the proximity of other public transport users.
- I can respond appropriately to attempts at communication from other transport users.
- I can locate where to get off.
- I can signal that I want to get off at the next stop by ringing the bell.
- I can check I have my personal belongings before getting off.

Shopping

- I can hold hands whilst on trips (reducing being in a buggy or on reins).
- I can locate items from visual shopping list.
- I can push trolley.
- I can tolerate being in the shops.
- I can find an assigned item in the shop to buy.
- I can place items in the trolley.
- I can place items in a basket.
- I can unload items at the till.
- I can pack the items into bags at the checkout.
- I can respond to staff at the till (e.g. communicating 'yes' to the question 'do you want a receipt?')
- I can pay for an item with a payment card.
- I can pay for an item with cash.
- I can ask staff in shops to help me locate items.
- I can independently get a trolley.
- I can retrieve the items I need from a written shopping list.
- I can stay near caregiver when in public places.

Road Safety

- I can walk safely with an adult (holding hands/ arm in arm) by the side of the road.
- I can walk safely beside an adult (no contact) by the side of the road.
- I can walk safely with a group by the side of the road.
- I can walk safely by the side of the road without support.
- I can identify a safe place to cross the road.
- I can look both ways before crossing the road.
- I can cross the road safely with an adult.
- I can use a pelican crossing safely.
- I can use a zebra crossing safely.
- I can cross the road safely in a familiar environment.
- I can cross the road safely in an unfamiliar environment.
- I can identify common community signs.
- I can follow directions to reach a location.
- I can ask for directions from a safe person if I am unsure.
- I know my own home address.

Communication

Area	Target
Attention and Early Communication Skills	
	I can respond to an adult's bid to attract their attention.
	I can follow the close point of a communication partner.
	I can show interest in the focus of another's attention.
	I responds to a greeting from a familiar person.
	I responds to their own name.
	I can consistently follow the close point of a communication partner.
	I can consistently take part in Attention Autism to Stage 1 (i.e. focus their attention to a motivating short adult-led group activity).
	I can consistently take part in Attention Autism to Stage 2 (i.e. sustaining their attention for a longer adult-led group activity).
	I can consistently take part in Attention Autism to Stage 3 (i.e. shifting his attention to take a turn and then shifting it back to return to the group).
	I can consistently respond to a first/then board to complete a less preferred activity at the table for at least 2 minutes followed by a reward.
	I can respond to adult use of a first/next/then board to support them accepting the need to wait for desired items/activities and to deal with preferred activities coming to an end.
	I can attend to an adult led task for 5 minutes with minimal adult support
	I can attend to an adult led task for 10 minutes with minimal adult support.
	I can attend to small group tasks for 5 – 10 minutes, with minimal prompting from an adult.
Receptive Language	
	I can consistently respond to the visual timetable, showing an increased understanding of the specific meaning of visuals for various activities
	I can consistently show contextual understanding with visual cues and a simple spoken phrase (e.g. "sit down", "give me", "shoes on", "time for Bucket").
	I can respond to a group instruction where not named individually
	I can respond to a direction to stop/finish what they are doing
	I can identify a familiar adult or peer in a picture by selecting their relevant picture from a choice of two with 70% accuracy during a structured activity (i.e. Colourful Semantics).
	I can understand the question 'what' within a structured activity, using visuals to support me as necessary (i.e. colourful semantics)
	I can understand the question 'who' within a structured activity, using visuals to support me as necessary (i.e. colourful semantics)
	I can understand the question 'what doing' within a structured activity, using visuals to support me as necessary (i.e. colourful semantics)

	I can understand the question 'where' within a structured activity, using visuals to support me as necessary (i.e. colourful semantics)
	I can show that I understand who/what/where questions within familiar contexts.
	I can understand a range of early functional verbs
<i>Key Word Level</i>	
	I can demonstrate 1 key word level comprehension in context, with or without visuals to support.
	I can demonstrate 2 key word level comprehension for familiar items in context, with or without visuals to support.
	I can follow 2KWL instructions involving identifying or handing over two objects with 80% accuracy in a structured activity.
	I can follow an instruction containing 3 key words, with familiar vocabulary, in a structured session, 70% of the time.
<i>Blank Levels</i>	
<i>Blank Level 2</i>	I can demonstrate understanding of more complex concepts of quality (different) within a structured activity, with 80% accuracy.
	I can give 5 items in a given category e.g. "Give me 5 ... things that fly"
	I can identify a range of everyday items according to their function or use within a structured session on 4/5 occasions.
<i>Blank level 3</i>	I can follow simple 2-part instructions on 4/5 occasions within a structured activity (E.g. "Clap your hands, then touch your knees").
	I can follow 2-part instructions where one element requires some level of 'thinking' on 4/5 occasions (E.g. "Tell me a shape, then shake your head").
	I can accurately order a set of 3 pictures depicting a familiar sequence on 4/5 occasions within a structured activity.
	I can use simple spoken sentences to describe a familiar 3-part picture sequence on 4/5 occasions within a structured activity.
	I can identify objects by exclusion of a characteristic (e.g. "Which one is not small?") on 4/5 occasions within a structured activity.
<i>Blank level 4</i>	I can answer simple 'why' questions relating to familiar situations on 4/5 occasions.
<i>Concepts</i>	I can understand a range of basic concepts including size (big, little, empty, full), location (in, on, under), quality (same, different), sequence (first, last), and texture (hot, cold, hard, soft).
Expressive Language	
	I can make a choice from 2 objects or pictures
	I can request an item/activity by 'taking' an adult to an object/place/symbol.
	I can request an item/activity by pointing at an item or its visual representation
	I can use words, gestures or vocalisations to request an item or activity at least 3 times in an adult directed activity.
	I can make a request within a familiar routine (e.g. snack time/choosing time)
	I can make a request in new situations

	I will be able to answer 'what doing?' questions using familiar Colourful Semantics visuals, during structured activities, with 80% accuracy.
	I can comment in response to a question or within a familiar structure using preferred means of communication
	I can comment using learned phrases in relevant contexts
	I can intentionally communicate likes/dislikes of sensory stimuli
AAC	Using any combination of speech/ Makaton sign/ AAC strategies (e.g. activity board), I can express the following within an activity: <ul style="list-style-type: none"> • Request 'more/again' • Request 'help' • Request a turn in a play activity with an adult (e.g. 'my turn') • Communicate 'finished/stop' • Communicate 'no' to refuse an item/activity
	I can make a request at PECS phase 1 for a preferred item/activity.
	I can exchange at PECS phase 2 (travelling to my folder/communication partner/activity and gaining the attention of a communication partner) for a preferred item/activity.
	I can exchange consistently at PECS Phase 3 (i.e. discriminating from a number of PECS cards) for a preferred item/activity.
	I can exchange consistently at PECS Phase 4 (with an 'I want' sentence strip) for a preferred item/activity.
	I can exchange at PECS Phase 4 to request items to complete a more structured activity (e.g. puzzle, Mr Potato Head).
	I can independently approach adults with an 'I need help' card on his PECS sentence strip.
	I can make a request using PECS for snack as well as a preferred activity/toy.
	I can use at least 3 core words expressively, within structured activities in the classroom setting (i.e. Core Vocabulary session) on 70% of occasions following an adult model.
Colourful Semantics	I can create a subject-verb (SV) sentence to describe a picture using colourful semantics to support me in a structured activity.
	I can create a subject-verb-object (SVO) sentence to describe a picture using colourful semantics to support me in a structured activity.
	I can create a subject-verb-location (SVA) sentence to describe a picture using colourful semantics to support me in a structured activity.
	I can create a subject-verb-object-location (SVOA) sentence to describe a picture using colourful semantics to support me in a structured activity.
Verbs	I can label a range of everyday verbs within a structured activity with 70% accuracy.
Prepositions	Within a structured activity I can select the correct preposition to describe the location of an item with 80% accuracy, with visual prompts to support.

<i>Conjunctions</i>	I can link two simple sentences using connectives and, because, in a structured activity
Social Interaction	
	I can tolerate others being present in the same space/area as me.
	I can use toys/resources in the same area as other people.
	I can tolerate others having access to the same resources/toys as me.
	I can show enjoyment of being alongside others.
	I can tolerate an adult being involved in my play as long as they are not changing or directing my play agenda.
	I can tolerate an adult making slight changes to my agenda in play.
	I can respond consistently to an adult's use of nonverbal communication (e.g. facial expressions, body language) during play.
	I can imitate an action with a toy/object as modelled by an adult during a motivating game or activity.
	I can imitate an action or sound as modelled by an adult during an interactive exchange (e.g. play, Intensive Interaction, familiar songs).
	I can imitate a novel action in an interactive exchange.
	I can take turns with shared resources
	I can engage in a brief interactive exchange
	I can engage in an extended interactive exchange or 'game'.
	I can anticipate familiar actions/activities in an exchange.
	I can consistently use an appropriate means of getting an adult's attention, such as saying their name or tapping them, before making a request.
	I can initiate an interaction with an adult/peer.
	I can actively seek out another to share an activity.
	I can respond to a peer who initiates an interaction with me.
	I can approach unfamiliar adults in an unknown context, such as a shop, in order to make a request, with the support of a familiar adult.
	I can take turns in an activity with a peer with adult support.
	I can respond to an adult's facial expressions and other nonverbal communication.
	I can demonstrate increased engagement with adults/peers within intensive interaction sessions. (This may be reflected in a number of ways, for example, more eye contact, more reaching, moving closer.)