

Haughton School Geography A & S Statements Progression Map (Skills)



I can greet known people and initiate interactions and activities. (E.g. Pupil can prompt an adult to push them in a swing seat.)

I can remember learned responses over more extended periods. (E.g. Pupil returns to a favourite location, plant or item of equipment in the school grounds day after day.)

I can observe the results of my own actions with interest. (E.g. Pupil disturbs the surface of still water with their fingers.)

I can explore materials in increasingly complex ways. (E.g. Pupil can press tools into wet or dry sand.)

I can cooperate with shared exploration and supported participation. (E.g. Pupil moves over different outdoor surfaces.)

I can seek attention through eye contact, gesture or action.

I can request events or activities. (E.g. Pupil moves over different outdoor surfaces.)

I can participate in shared activities with less support.

I can sustain concentration for short periods

I can perform actions, often by trial and improvement, and they remember learned responses over short periods of time. (E.g. Pupil repeatedly patting aromatic plants in the sensory garden.)

I can recognise familiar people, events and objects. (E.g. pupil shows excitement when moving the poolside.)

I can communicate consistent preferences and affective responses. (E.g. Pupil gives distinctive responses in different rooms around the school.)

I can accept and engage in coactive exploration. (E.g. Pupil can feel the textures of different items of clothing.)

I begin to show interest in people, events and objects. (E.g. Pupil briefly looks around in a new environment.)

I can demonstrate simple reflex responses. (E.g. Pupil startles at sudden noises or movements.)

I may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. (E.g. Pupil listens to dog barking outside.)

I can give intermittent reactions. (E.g. Pupil sometimes responds when moving from a warm/dark/indoor space to a cool/light/outdoor environment.)

I can react to new activities and experiences. (E.g. Pupil splashes in water and laughs.)



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I can represent and record key features of a place using models or symbols.

I can use symbols to represent direction.

I can communicate my preferences about the physical/natural and human/made features of places.

I can show what I think about different people and environments and answer simple questions about places and people. (E.g. Pupil can respond to 'What can you buy in this shop?' 'What can you do in the park?')

I show my awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places (E.g. Pupil says 'cars here' on a busy street, 'cars gone/no cars' in the park.)

I can answer simple questions about places and people; 'Who can help us?'

I can sort and classify objects in terms of simple features or properties; for example, pebbles or rocks found on a local walk, according to colour or size.

I understand the differences between the physical/natural and human/made features of places.

I can use pictures or symbols to show familiar places and what they are for. (E.g. Pupil can make simple plans or maps of familiar areas.)

I can consolidate a sense of place and direction. (E.g. Pupil can follow set routes around familiar places.)

I know familiar places and people and what they are there for. (E.g. park, school, police person), and use gestures, signs, symbols or single words to show that they know them.

I know that certain actions produce predictable results. (E.g. Pupil can push a button knowing it will make the fire engine siren sound.)

I can handle artefacts and materials given to me. (E.g. Pupil can look at the postal worker's bag and letters, or use a bin to collect litter.)

I can remember learned responses over increasing periods of time and may anticipate known events. (E.g. Pupil can move towards the fish tank when the fish food is taken down from the shelf.)

I can respond to options and choices with actions or gestures. (E.g. Pupil can choose a fruit from a choice of two or three different fruits.)

I can actively explore objects and events for more extended periods. (E.g. Pupil can pick up pebbles or shells at the beach.)

I can apply potential solutions systematically to problems. (E.g. Pupil can press the button at a pedestrian crossing on a familiar route to the shops.)



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