



# ENGAGE

## Informal Curriculum

Intent

PIVATS MILESTONES P1 - P4

Supporting learners to develop independence and autonomy  
 Supporting learners with communication strategies so they have a voice  
 Supporting learners so they are able to live safe, healthy and happy lives  
 Supporting learners to maintain physical development and movement  
 Supporting learners to become valued and active members of their community

**Focus for learning:** Social understanding and relationships, obtaining responses, developing skills, making requests and choices, developing interests, developing motivators

Implementation

My English and Communication	My Maths, Thinking and Learning	My Independence and Preparation for Adulthood	My World	My PSHE and Wellbeing	My Creativity	My Physical Development and Regulation	My sensory experiences
Sensory stories Reading nook Mark Marking SALT AAC/ICT PECs Communication Aids Eye gaze Makaton Attention Autism Communication Boards Making choices	Multi-sensory Numicon Problem Solving – cause and effect Attention Autism Exploration and Investigation	Making Choices Self-help skills Supported independent living	Shared celebrations Learning areas in the classroom RE History Geography Science Role Play Outdoor provision Forest School Community visits Residential visits Cooking	Circle time Assemblies Playtimes Friendships Attention Autism Free play/choice Health/nutrition	Art Drama/Role play Dance Music ICT	PE Physiotherapy Occupational Therapy Bikes/scooters Sensory Circuits Sensory Room Community Visits Risk assessments After School clubs	Learning Areas Sensory Circuits Sensory Room Sensory stories Sensory art Resources in learning areas/outdoors After School clubs Individual Sensory

Impact

**How do we assess:**  
 PIVATS progress  
 Graduated Approaches (APDR)  
 EHCP Annual Reviews  
 Evidence for Learning against outcomes captured in Learning Journeys (annotated photographs and videos)  
 Stages of Attention Autism  
 Stages of Intensive Interaction  
 Case studies

**How are we achieving our goals:**  
 The Engagement model is used to understand how well pupils are engaged in developing new skills, knowledge and concepts;  
 PIVATS is used to assess and monitor progress over time (and inputted termly into Bromcom) which helps to track and identify individual achievements and next steps;  
 Observational assessment is central to understanding what the pupil knows and what they can do;  
 We look at each learner individually and capture holistic progress;  
 We use qualitative approaches to assessing children gathering rich data to inform progress and areas for development;  
 Draw on a wider range of evidence;  
 Promoting a broad and engaging curriculum;  
 Working closely with families and other stakeholders;



# ENGAGE Tracker

## Informal Curriculum

	PIVATS MILESTONE 1	PIVATS MILESTONE 2	PIVATS MILESTONE 3	PIVATS MILESTONE 4
<b>My English and Communication</b>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>be comforted by physical contact or a familiar voice</li> <li>react to familiar situations or faces smiling or vocalising</li> <li>show emerging awareness of familiar sounds within familiar routines</li> <li>show emerging awareness of familiar stimuli/texts through intermittent reactions</li> <li>attend to a familiar adult performing an activity of interest</li> <li>give a more controlled response to a familiar activity</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>vocalise more consistency with some awareness of tone</li> <li>respond consistently to familiar sensory stimuli associated with text</li> <li>respond consistently to familiar rhymes or chants</li> <li>look at objects of reference linked to routines of the day</li> <li>reach for and explore a sensory text object when encouraged</li> <li>imitate simple actions such as clapping hands</li> <li>use more purposeful communication</li> <li>make simple choices</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>vocalise deliberately to communicate and vocalisations begin to sound word-like</li> <li>experiments with sounds and begin to imitate them</li> <li>understand words like 'no' and 'goodbye' in familiar contexts</li> <li>demonstrate intentional, spontaneous responses to familiar stories, rhymes and other stimuli</li> <li>begin to link some objects as tactile cues to events or activities,</li> <li>fixate on place where moving object disappears</li> <li>use hand and finger movements to explore objects and surfaces</li> <li>respond more to clap hands, high five</li> <li>begin to greet known people and initiate interactions</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>recognise a variety of familiar sounds including some phonics sounds or sound linked to their name</li> <li>listens and engages with familiar rhymes and stories</li> <li>begin to anticipate key events and important phrases</li> <li>use picture cues when sharing a book, with support</li> <li>mimic 'reading-like' behaviour</li> <li>begin to understand that marks and symbols convey meaning</li> <li>use words, signs or gestures when communicating about objects/people who are important to them</li> <li>identify the sounds they hear</li> <li>imitate/repeat single words, signs or symbols</li> <li>show control in gross motor movement, e.g. colour within simple bold outlines</li> <li>respond to simple requests that contain one key word, sign or symbol in familiar situations</li> <li>understand some simple verbs and adjectives related to their own experiences</li> </ul>

<p><b>My Maths</b></p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ fixate eyes for longer periods on people/objects</li> <li>▪ locate an object visually or auditory when placed in different positions</li> <li>▪ grasp an object placed in their hand</li> <li>▪ maintain contact with a mathematical resource for a short period of time.</li> <li>▪ give a more controlled response to a maths familiar activity</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ respond consistently when well-known actions or activities are repeated</li> <li>▪ track objects as they are being counted</li> <li>▪ reach for or look at objects as they are counted</li> <li>▪ will show interest during a block building activity</li> <li>▪ explore objects by touch, banging them, moving them, dropping them</li> <li>▪ operate a simple switch activated toy</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ begin to make requests of adults by leading them</li> <li>▪ find a hidden object under a cloth or in a box</li> <li>▪ explore objects in increasingly complex ways, using more than one action</li> <li>▪ respond to options and choices by accepting and rejecting,</li> <li>▪ participate games by manipulating objects into piles, groups or stacking</li> <li>▪ explore shapes, feeling the edges, corners or curves</li> <li>▪ grasp two shapes at once and explore whether or not they fit together</li> </ul>	<ul style="list-style-type: none"> <li>▪ respond to a yes/no question</li> </ul> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ participate in rhymes at an appropriate point, with occasional prompts</li> <li>▪ follow a sequence as indicated by an adult</li> <li>▪ use a finger to indicate one</li> <li>▪ indicate through sign, speech or gesture the next action in a number rhyme following a prompt</li> <li>▪ push obstructions out of the way to obtain an object</li> <li>▪ recognise the difference between the size of two objects by matching</li> <li>▪ join or stack objects showing awareness of their relationship to each other</li> </ul>
<p><b>My PSHE and Independence</b></p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ encounter the classroom environment</li> <li>▪ encounter peers within the classroom and school environment</li> <li>▪ accept physical contact</li> <li>▪ stop crying when need is met</li> <li>▪ tolerate physical support to access daily routines</li> <li>▪ observe their own body and movements</li> <li>▪ respond more consistently to their basic needs</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ respond to a familiar routine through increased attention/ vocalisation/ facial expression</li> <li>▪ share exploration of an object with an adult</li> <li>▪ carry out simple activities independently</li> <li>▪ co-operate when sharing objects during give and take activities with physical or verbal prompt</li> <li>▪ accept full support to carry out familiar daily routines</li> <li>▪ makes positive response to own name</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ remember learned responses over more extended periods of time</li> <li>▪ show some anticipation to favourite people and routines</li> <li>▪ begin to communicate intentionally with others,</li> <li>▪ respond consistently to an object of reference</li> <li>▪ make different sounds to indicate different needs</li> <li>▪ begin to co-operate with self-help skills</li> <li>▪ indicate when they are uncomfortable</li> <li>▪ recognise own name</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ engage with adult on a favoured activity for a short time</li> <li>▪ take part in 1:1 interaction</li> <li>▪ play independently for short periods in a familiar situation or with a familiar toy</li> <li>▪ show a degree of interest in other children's play</li> <li>▪ actively engage in own self-help routines</li> <li>▪ act on some cues for familiar routines with support</li> <li>▪ move with increasing independence around familiar environments to complete routines</li> <li>▪ works/plays within own space but tolerates being alongside peers</li> </ul>

				<ul style="list-style-type: none"><li>▪ readily engage with familiar people but may show reluctance to interact with unfamiliar people</li></ul>
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# ENGAGE

## Informal Curriculum

PIVATS MILESTONES P1 – P4

### Ideas for learning intentions: Autumn Term

My English and Communication	My Maths, Thinking and Learning	My Independence and Preparation for Adulthood	My sensory experiences
<p>Recognise photo of self            Recognise name (orally)            Listen to action songs and rhymes            Join in with some familiar action songs and rhymes            Participate in intensive interaction activities with a key adult            Use of communication boards linked to chosen stories/rhymes            Use of puppets, objects and visuals            Share books- including board and sound books eg animal noises            Practice holding books and turning pages            Mark making in a range of sensory mediums – flour, sand, glitter            Explore a range of tools            Explore areas within the classroom indicating wants, needs and preferences through gesture, symbol, vocalisation or speech            Matching games: Picture-to-picture or object-to-object.</p>	<p>Listen to action songs and rhymes            Join in with familiar action songs and rhymes            Use of puppets, objects, visuals            Putting objects into others and taking them out again            Exploring sensory shapes            Sorting by one criterion            Matching eg inset puzzles            Matching games: Picture-to-picture or object-to-object.            Using blocks to create their own simple structures and arrangements eg houses, rockets            Exploring patterns using objects and IT software            Mark making in a range of sensory mediums – flour, sand, glitter            Explore a range of tools            Explore areas within the classroom indicating wants, needs and preferences through gesture, symbol, vocalisation or speech            Explore and begin to remember familiar environments            Look for things that have moved out of sight            Object permanence games: Hiding and revealing toys under cloths, out of boxes, from feely bags</p>	<p>Seeking attention from familiar adults            Practicing simple daily routines with adult support            Using objects of reference to signal routines eg nappy, snack, coat, wellies            Adults to observe children’s interests            Adult to imitate children’s interests            Adult to join children’s interests            Simple turn-taking games: Rolling a ball back and forth, building a tower            Role-play and imitation: Pretend play with dolls, puppets, or kitchen sets.            Basic choice-making: Offering two items and encouraging selection.            Use of core boards            Use of communication boards in areas and activities            Now-next boards to support transitions.            Routine songs (e.g., tidy-up time, snack time) to signal changes.            Cooking tasks like stirring, pouring, or spreading.            Independent snack preparation (e.g., choosing fruit, pouring drink).</p>	<p>Sensory exploration: Light-up toys, textured materials, scented objects.            Cause and effect toys: Buttons that play music or light up.            Gentle physical interaction: Hand-over-hand exploration, massage, or soft touch.            Visual tracking: Moving bright objects slowly across the visual field.            Auditory stimulation: Familiar music, bells, or soft voice recordings.            Tactile play: Water trays, sand, soft fabrics.            Exploration of touch            Exploration of taste            Opportunity for quiet time/ safe space away from others            Nature walks with opportunities to touch, smell, and observe.            Personalised sensory boxes/trays</p>
My World	My Creativity	My PSHE and Wellbeing	My Physical Development and Regulation
<p>Use of mirrors to see self            Use of communication boards linked to motivational resources of interest            Object permanence games: Hiding and revealing toys under cloths, out of boxes, from feely bags            Sound exposure            Light exposure            Attention Autism stage 1 and 2            Exploration trays: Themed trays with sensory items (e.g., autumn leaves, foam, torches).</p>	<p>Listen to different types of music            Exploration trays: Themed trays with sensory items (e.g., autumn leaves, foam, stacking toys, torches, cars).            Mark-making: Using crayons, paint, or sensory materials like shaving foam.            Rhythm and movement: Clapping, tapping, or dancing to music.            Musical exploration: Let children discover how different instruments work.            Art activities: Painting with fingers, sponges, or brushes to see cause and effect.</p>	<p>Seeking attention from familiar adults            Practicing simple daily routines with adult support            Using objects of reference to signal routines eg nappy, snack, coat, wellies            Adults to observe children’s interests            Sharing attention with an adult and/or peers fleetingly            Role-play and imitation: Pretend play with dolls, puppets, or kitchen sets.            Predictable games like peek-a-boo or hide-and-seek with objects.</p>	<p>Fine motor opportunities using different safe media eg shape sorter, large peg boards            Gross motor opportunities            Climbing            Use of different media – picking up and posting objects            Negotiating space            Dancing opportunities            Outdoor play            Nature walks with opportunities to touch, smell, and observe.            Cooking tasks like stirring, pouring, or spreading.</p>

**Useful reading and resources:**

<file:///T:/SEN/Early%20Years/A-Beginners-Guide-to-Self-Directed-Neurodivergent-Play.pdf>



# ENGAGE

## Informal Curriculum

PIVATS MILESTONES P1 – P4

### Ideas for learning intentions: Spring Term

My English and Communication	My Maths, Thinking and Learning	My Independence and Preparation for Adulthood	My sensory experiences
<p>Listen to action songs and rhymes</p> <p>Join in with some chants, action songs and rhymes linked to space e.g. 3,2,1 blast off</p> <p>Participate in intensive interaction activities with a key adult</p> <p>Use of communication boards linked to chosen stories/rhymes and space or garden theme</p> <p>Use of puppets, objects and visuals linked to space or gardening</p> <p>Share books- including board and sound books e.g. rocket noises, alien sounds</p> <p>Practice holding books and turning pages</p> <p>Mark making in a range of sensory mediums – flour, sand, glitter, foam</p> <p>Explore a range of tools</p> <p>Explore areas within the classroom indicating wants, needs and preferences through gesture, symbol, vocalisation or speech</p> <p>Matching games: Picture-to-picture or object-to-object.</p>	<p>Join in with some chants, action songs and rhymes linked to space e.g. 3,2,1 blast off</p> <p>Use of puppets, objects, visuals</p> <p>Putting objects into others and taking them out again</p> <p>Exploring sensory shape: Collecting planets (balls)</p> <p>Sorting by one criterion</p> <p>Matching e.g. inset puzzles</p> <p>Matching games: Picture-to-picture or object-to-object.</p> <p>Using blocks to create their own simple structures and arrangements e.g. rockets</p> <p>Exploring patterns using objects and IT software</p> <p>Mark making in a range of sensory mediums – flour, sand, glitter, foam</p> <p>Explore a range of tools</p> <p>Explore areas within the classroom indicating wants, needs, preferences through gesture, symbol, vocalisation/speech</p> <p>Explore and begin to remember familiar environments</p> <p>Look for things that have moved out of sight</p> <p>Object permanence games: Hiding and revealing toys under cloths, out of boxes, from feely bags</p>	<p>Seeking attention from familiar adults</p> <p>Practicing simple daily routines with adult support</p> <p>Using objects of reference to signal routines e.g. nappy, snack, coat, wellies</p> <p>Adults to observe children’s interests</p> <p>Adult to imitate children’s interests</p> <p>Adult to join children’s interests</p> <p>Simple turn-taking games: Rolling a ball back and forth, building a tower</p> <p>Role-play and imitation: Pretend play with rockets, cars, dolls, or kitchen sets.</p> <p>Basic choice-making: Offering two items and encouraging selection.</p> <p>Use of core boards</p> <p>Use of communication boards in areas and activities</p> <p>Now-next boards to support transitions.</p> <p>Routine songs (e.g., tidy-up time) to signal changes.</p> <p>Cooking tasks like stirring, pouring, or spreading.</p> <p>Independent snack preparation (e.g., choosing fruit, pouring drink).</p>	<p>Sensory exploration: Light-up toys, textured materials, scented objects, including flowers. Moon sand and buried space rocks</p> <p>Cause and effect toys: Buttons that play music or light up.</p> <p>Gentle physical interaction: Hand-over-hand exploration, massage, or soft touch.</p> <p>Visual tracking: Moving bright objects slowly across the visual field.</p> <p>Auditory stimulation: Familiar music, rocket noises, or soft voice recordings.</p> <p>Tactile play: Water trays, sand, soft fabrics.</p> <p>Exploration of touch</p> <p>Exploration of taste</p> <p>Opportunity for quiet time/ safe space away from others</p> <p>Exploration of light and dark possible use of dark tent</p> <p>Exploration of shadows with projections on the wall</p> <p>Personalised sensory boxes/trays</p>
My World	My Creativity	My PSHE and Wellbeing	My Physical Development and Regulation
<p>Use of communication boards linked to motivational resources of interest</p> <p>Object permanence games: Hiding and revealing toys under cloths, out of boxes, from feely bags</p> <p>Sound exposure</p> <p>Light exposure</p> <p>Attention Autism stage 1 and 2</p> <p>Exploration trays: Themed trays with sensory items (e.g., smooth balls = planets, foil = stars, sponges = asteroids).</p> <p>Role play area: rocket, mission control, dressing up, flower shop/garden centre</p>	<p>Listen to different types of music</p> <p>Exploration trays: Themed trays with sensory items (e.g., astronauts, foam, torches, rockets).</p> <p>Mark-making: Using crayons, paint, or sensory materials like shaving foam on different paper/media</p> <p>Rhythm and movement: Clapping, tapping, or dancing to music.</p> <p>Rocket sound bottles: Buttons, sequins, rice.</p> <p>Musical exploration: Let children discover how different instruments work.</p> <p>Art activities: Painting with fingers, sponges, brushes or blow painting to see cause and effect.</p>	<p>Seeking attention from familiar adults</p> <p>Practicing simple daily routines with adult support</p> <p>Using objects of reference to signal routines eg nappy, snack, coat, wellies</p> <p>Adults to observe children’s interests</p> <p>Sharing attention with an adult and/or peers fleetingly</p> <p>Role-play and imitation: Pretend play with rockets, cars, dolls, or gardening sets.</p> <p>Predictable games like peek-a-boo, hide-and-seek with objects or 1,2,3 blast off</p>	<p>Fine motor using different safe media eg shape sorter, large peg boards, edible playdough planets</p> <p>Gross motor opportunities jumping/bouncing</p> <p>Climbing</p> <p>Use of different media – picking up and posting objects, scooping up space rocks, diffing in moon sand.</p> <p>Negotiating space</p> <p>Dancing opportunities with ribbons and muslin</p> <p>Outdoor play</p> <p>Nature walks with opportunities to touch, smell, and observe</p> <p>Cooking tasks like stirring, pouring, or spreading.</p>



# ENGAGE

## Informal Curriculum

PIVATS MILESTONES P1 – P4

### Ideas for learning intentions: Summer Term

My English and Communication	My Maths, Thinking and Learning	My Independence and Preparation for Adulthood	My sensory experiences
<p>Listen to action songs and rhymes</p> <p>Join in with some chants, action songs and rhymes linked to space e.g. 5 currant buns</p> <p>Participate in intensive interaction activities with a key adult e.g. in the home corner</p> <p>Narrate all actions in a funny way e.g. 'I am cut, cut. cutting the banana'</p> <p>Use of communication boards linked to chosen stories/ rhymes and practice phrases such as 'I want...' 'More ...'</p> <p>Share books with repetitive phrases and recognisable characters such as Goldilocks, Little Red Hen</p> <p>Use of puppets, objects and visuals linked to texts/songs</p> <p>Practice holding books and turning pages</p> <p>Mark making in a range of sensory mediums – flour, sand, glitter, foam</p> <p>Explore a range of tools</p> <p>Explore areas within the classroom indicating wants, needs and preferences through gesture, symbol, vocalisation or speech</p> <p>Instructions: Show me...the red one? Where's the green apple?</p> <p>Matching games: Picture-to-picture or object-to-object</p> <p>Action games: Simon says or copy me 'jump', 'run', 'stop'</p> <p>Ready, steady, go games</p>	<p>Join in with chants, action songs and rhymes linked to food e.g. one potato, two potato, 5 currant buns</p> <p>Use of puppets, objects, visuals</p> <p>Counting snacks e.g. raisins into a bowl</p> <p>Sharing snacks: one for you, one for me</p> <p>Quantities: Who has more?</p> <p>Matching object to person e.g. plates and cups at snack time</p> <p>Exploring sensory: rice, beans, cereals</p> <p>Sorting by one criterion e.g. big/ small, red/green, fruit/veg</p> <p>Matching e.g. inset puzzles</p> <p>Matching games: Picture-to-picture or object-to-object.</p> <p>Exploring patterns e.g. banana, apple, banana, apple or cracker, cheese, cracker, cheese to make a tower</p> <p>Counting movements e.g. two jumps, three stomps</p> <p>Explore areas within the classroom indicating wants, needs and preferences through gesture, symbol, vocalisation or speech</p> <p>Explore and begin to remember familiar environments</p> <p>Look for things that have moved out of sight</p> <p>Object permanence games: Hiding and revealing food under cloths, out of boxes, from feely bags – how do we get them out?</p>	<p>Seeking attention from familiar adults, using a consistent form of communication</p> <p>Practicing simple daily routines with adult support</p> <p>Using objects of reference to signal routines e.g. nappy, snack, coat, wellies</p> <p>Responding to a sound to signal a routine e.g. bell to stop and end a task or playtime</p> <p>Adults to observe children's interests.</p> <p>Adult to imitate then join children's interests</p> <p>Simple turn-taking games: one for you, one for me with food, pouring in the water or home corner</p> <p>Role-play and imitation: Pretend play within the home corner making food, feeding babies, getting the shopping</p> <p>Basic choice-making: Offering two items and encouraging selection</p> <p>Use of core boards/AAC</p> <p>Use of communication boards in areas and activities</p> <p>Now-next boards to support transitions.</p> <p>Routine songs (e.g., bathroom time) to signal changes</p> <p>Cooking tasks like stirring, pouring, or spreading</p> <p>Independent snack preparation (e.g., choosing fruit, buttering toast, pouring drink, getting cups/plates)</p>	<p>Sensory exploration: Nature trays e.g. leaves, pinecones and Food trays e.g. cornflour gloop, mashed potato, jelly with tools, such as spoons, cups</p> <p>Cause and effect toys: Buttons that play music or light up.</p> <p>Gentle physical interaction: Hand-over-hand exploration, massage, or soft touch.</p> <p>Visual tracking: Moving bright objects slowly across the visual field.</p> <p>Exploration of shadows with projections on the wall</p> <p>Auditory stimulation: Sound baskets with shakers, bells, crinkly paper, drums</p> <p>Tactile play: Water trays with warm/cold water, ice cubes, funnels, sponges, cups</p> <p>Texture den: Create a cosy space with a range of textures</p> <p>Personalised sensory boxes/trays</p> <p>Messy mark making: Shaving foam, finger paint, mud, sand, chalk and wet brushes</p> <p>Bubbles: chasing and popping bubbles</p> <p>Parachute games</p> <p>Exploration of soft play: Crash mats, cushions, blocks and tunnels</p>
My World	My Creativity	My PSHE and Wellbeing	My Physical Development and Regulation
<p>Use of communication boards linked to favourite foods and physical activities</p> <p>Object permanence games: Hiding and revealing foods under cloths, out of boxes, from feely bags (plastic and real)</p> <p>Attention Autism stage 1 and 2</p> <p>Exploration food trays: photos, plastic food, real food</p> <p>Senses food exploration: warm rice pudding, cold peas, crunchy cereal, soft bread</p> <p>Cooking tasks like stirring, pouring, or spreading</p> <p>Independent snack preparation (e.g., choosing fruit, buttering toast, pouring drink, getting cups/plates)</p> <p>Role play area: kitchen, café, kiosk</p> <p>Role play: Meal/party, sports day</p> <p>Rolling balls down ramps and watching where they go</p>	<p>Musical exploration: Let children discover how different instruments work</p> <p>Rhythm and movement: Clapping, tapping, or dancing to music building a 'favourites' list</p> <p>Exploration trays: Themed trays with sensory items (e.g. foods with different textures and smells)</p> <p>Mark-making: Using crayons, paint, or sensory materials like shaving foam on different paper/media, spaghetti and noodles as paintbrushes</p> <p>Art activities: Veg/fruit or spheres/balls dipping and printing</p> <p>Snack activities: Build your own snack faces with sliced fruits</p> <p>Frozen Treasure: Favourite foods hidden in ice cubes</p> <p>Bakery role play: adding sprinkles and candles, singing 'Happy Birthday'</p>	<p>Seeking attention from familiar adults, using a consistent form of communication</p> <p>Practicing simple daily routines with adult support</p> <p>Using objects of reference to signal routines e.g. nappy, snack, coat, wellies</p> <p>Responding to a sound to signal a routine e.g. bell to stop and end a task or playtime</p> <p>Adults to observe children's interests</p> <p>Sharing attention with an adult and/or peers fleetingly</p> <p>Role-play and imitation: Pretend play within the home corner/kitchen</p> <p>Predictable games like peek-a-boo, hide-and-seek with objects or ready steady go games</p>	<p>Proprioceptive input: Heavy work – pushing a weight, pulling a rope, carrying beanbags</p> <p>Fine motor opportunities using different safe media eg edible playdough with scissors and knives for cutting, rolling pins for rolling</p> <p>Gross motor opportunities jumping/bouncing, climbing, stretching, reaching, rolling, rocking, crawling, running</p> <p>Games: throwing bean bags into a basket, kicking a ball towards a goal</p> <p>Dancing opportunities with ribbons and feathers</p> <p>Outdoor play moving on, up, under, across</p> <p>Nature walks with opportunities to touch, smell, and observe</p> <p>Cooking tasks like stirring, pouring, or spreading</p>