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| PSHE | | | |
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| PERSONAL AUTONOMY | | GGA Level 4 | |
| Independence and Organisational Skills | Self Advocacy | Community Learning | Friendships, Relationships and Sex Education |
| <ul style="list-style-type: none"> Pupils show intentional responses to familiar activities and events, e.g. vocalising or gesturing in a particular way at breaktime <p>.....</p> <ul style="list-style-type: none"> Pupils cooperate with shared exploration of objects related to familiar routines, e.g. timetable objects of reference <p>.....</p> <ul style="list-style-type: none"> Pupils may anticipate start/ finish of familiar routines by interpret some cues/objects related to them, e.g. end of day candle <p>Give 2 examples</p> <p>1.....</p> <p>2.....</p> | <ul style="list-style-type: none"> Pupils begin to show consistent positive responses to familiar activities, objects or events <p>Give 2 examples</p> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <ul style="list-style-type: none"> Pupils begin to show consistent negative responses to familiar activities, objects or events <p>Give 2 examples</p> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <ul style="list-style-type: none"> Pupils consistently express preferences, likes or dislikes <p>.....</p> <ul style="list-style-type: none"> Pupils begin to make simple choices between 2 familiar objects <p>.....</p> <ul style="list-style-type: none"> Pupils begin to understand that they have an effect on their immediate environment, e.g. they can make things happen <p>.....</p> <ul style="list-style-type: none"> Pupils indicate that they would like a favourite activity to continue when paused <p>.....</p> | <ul style="list-style-type: none"> Pupils perform activities by trial and improvement to explore the immediate environment e.g. table top, small space <p>.....</p> <ul style="list-style-type: none"> Pupils perform actions by trial and improvement to begin to explore beyond their immediate environment, e.g. rolling, crawling, powered mobility etc. <p>.....</p> <ul style="list-style-type: none"> Pupils are aware and respond to familiar sounds in the classroom e.g. door opening, dinner trolley <p>Give 2 examples</p> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> | <ul style="list-style-type: none"> Pupils recognise and respond to familiar people, e.g. turning towards a familiar voice <p>.....</p> <ul style="list-style-type: none"> Pupils begin to respond to different tones of voice during interactions a familiar people <p>.....</p> <p>Pupils begin to imitate gestures or facial expressions during interactions with a familiar people</p> <p>.....</p> <ul style="list-style-type: none"> Pupils cooperate with shared exploration and supported participation, e.g. early play skills <p>.....</p> <ul style="list-style-type: none"> Pupils begin to make eye contact or 'social looking' during interactions with familiar people <p>.....</p> |

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| 20% Achieved | | 40% Achieved | | 60% Achieved | | 80% Achieved | | Level Achieved | |
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