



# NSS Curriculum

<b>PfA Outcome</b>	<b>Area of Need</b>
<b>Employment</b>	<b>Cognition &amp; Learning</b>

<b>Aspect</b>	<b>Statement</b>	<b>Assessment Engagement Model</b>				
		explora tion	realisat ion	anticip atio <sup>n</sup>	persist ence	initiatio n
<b>Early Reading</b>	Enjoys looking at books and other printed material					
	Holds a book in the correct orientation					
	Turns pages from left to right in a wide range of books					
	Looks at the pictures/object while an adult reads					
	Has favourite stories, rhymes, songs, poems or jingles					
	Attends to sensory stories and shows enjoyment of familiar stories					
	Responds to the start and end of 'story time'					
	Participates in role play elements of a sensory story					
	Listens to short stories or rhymes and responds by showing facial expressions and/or vocalisations					
	Repeats words or phrases from familiar stories					
	Finds own picture from a reduced choice					
	Finds familiar pictures e.g. find the X?					
	Finds (recognises) own name					
	Matches objects to photos of the object					
	Exchanges a picture for an object					
Matches photo/symbol to photos/symbols						



# NSS Curriculum

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation	persistence	initiation
Early Mathematical Skills	<b>NUMBER</b> Has some understanding that things exist, even when out of sight					
	<b>NUMBER</b> Points [eye gaze, gesture] to an object as an adult counts					
	<b>NUMBER</b> Taps or claps to a counting song with adult modelling					
	<b>NUMBER</b> Responds to number activities and counting					
	<b>NUMBER</b> Copies an adult modelling counting, e.g. on fingers or with objects into a container					
	<b>NUMBER</b> Copies actions, vocalisations or signs in number rhymes, song and finger activities					
	<b>NUMBER</b> Explores 'one' and 'lots of' objects at a time					
	<b>NUMBER</b> Manipulates small objects e.g. building towers or lining objects up					
	<b>NUMBER</b> Notices changes in number of objects/images or sounds					
	<b>NUMBER</b> Shows an awareness of 'more' in a range of contexts					
	<b>NUMBER</b> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'					
	<b>NUMBER</b> Develops an awareness of number names through enjoyment of action rhymes and songs that relate to their experience of numbers					
	<b>OBJECT</b> Actively looks for an object that has gone out of sight, touch and/or hearing					
	<b>OBJECT</b> Takes the lid off a container to find an object inside					
	<b>OBJECT</b> Searches for objects in their usual place					
	<b>OBJECT</b> Manipulates modelling malleable materials					
<b>OBJECT</b> Attempts to put objects together						
<b>OBJECT</b> Explores object(s) according to properties						



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<b>OBJECT</b> Uses blocks to create their own simple structures and arrangements					
<b>OBJECT</b> Assembles simple construction materials					
<b>OBJECT</b> Manipulates one object by hitting another					
<b>OBJECT</b> Manipulates objects e.g. by stacking or putting rings on a peg or by putting them into and taking them out of containers					
<b>OBJECT</b> Uses cause and effect toys/objects e.g. banging a toy/object or pressing a switch					
<b>OBJECT</b> Groups objects by obvious similarities					
<b>OBJECT</b> Is beginning to organise and categorise objects e.g. animals, transport, colours					
<b>SHAPE</b> Attempts to fit shapes into spaces on inset boards					
<b>SHAPE</b> Uses a shape sorter with support					
<b>SHAPE</b> Matches objects to objects including identical 2D shapes					
<b>SHAPE</b> Matches 2D shapes to identical 2D shapes					
<b>MEASURE</b> Manipulates objects of different sizes and weights					
<b>MEASURE</b> Recognises big things and small things in meaningful contexts					
<b>MEASURE</b> Enjoys filling and emptying containers					
<b>MEASURE</b> Transfers materials/objects from one container to another e.g. sand or water					
<b>MEASURE</b> Shows an awareness of when a cup or bowl is empty					
<b>MEASURE</b> Participates in the experience of measuring food e.g. cooking					
<b>MEASURE</b> Exchanges money/tokens for a toy / an object with support					
<b>TIME</b> Is beginning to understand that things might happen 'now'					
<b>TIME</b> Demonstrates an awareness of what is coming next with contextual cues					
<b>TIME</b> Associates a sequence of actions with daily routines					



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	<b>TIME</b> Gets to know and enjoy daily routines, such as mealtimes					
	<b>TIME</b> Follows movement terms 'stop' and 'go'					
	<b>TIME</b> Follows movement terms 'up' and 'down'					

Aspect	Statement	Assessment Engagement Model				
		explora tion	realisat ion	anticip ation	persist ence	initiatio n
<b>People and Communities</b>	Enjoys pictures and stories about themselves, their families and other people					
	Has a sense of own immediate family and relations					
	Interacts with a familiar adult					
	Plays alongside another child with adult support					
	Shares space with others independently					
	Takes turns when playing a game with an adult					
	Experiences a new activity with adult support					
	Engages in parallel activity with several others					
	Begins to work as part of a group or class					
	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea					
	Learns that they have similarities and differences that connect them to, and distinguish them from, others					
	Notices the results of my actions with interest					
	Begins to recognise my actions can cause a response					
	Looks around a room with interest					
	Visually scans environment for novel, interesting objects and events					
Makes a choice from a range of activities with visual support						



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	Says/signs 'please' and 'thank you' with an adult reminder					
	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling and poking					
	Smiles with pleasure at recognisable play things					
	Matches parts of objects that fit together, e.g. puts lid on teapot					
	Closely observes what animals, people and vehicles do					
	Anticipates objects by association, e.g. mixing bowl and spoon					
	Enjoys playing with small-world models such as a farm, a garage, or a train track					
	Watches object being hidden or dropped and tries to find it					
	Becomes absorbed in combining/fixing objects or placing objects into containers					
	Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing					
	Remembers where objects belong					

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation <sup>n</sup>	persistence	initiation
Technology	Responds to favourite videos, games, songs					
	Responds to a familiar activity starting by a visual or sound cue					
	Responds to sensory stimuli achieved through ICT					
	Has a favourite outcome from an ICT device					
	Attempts to activate device following adult modelling					
	Attempts to gain a turn in a two-way activity					
	Pauses for someone else to have a turn in a two-way activity					
	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times					



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	Shows interest in buttons, flaps and simple mechanisms and beginning to learn to operate them					
	Makes selections to generate familiar/preferred patterns e.g. sounds and images					
	Understands a cause and effect relationship e.g. flicking a light switch will turn on/off the light					
	Responds to a single instruction to produce a result					
	Swipes a tablet screen					
	Makes patterns with my finger on a drawing app					



# NSS Curriculum

<b>PfA Outcome</b>	<b>Area of Need</b>
<b>Independent Living</b>	<b>Communication and Interaction</b>

<b>Aspect</b>	<b>Statement</b>	<b>Assessment Engagement Model</b>				
		explora tion	realisati on	anticipa tio <sup>n</sup>	persiste nce	initiatio n
<b>Listening, Attention and Understanding</b>	Turns towards a familiar sound or person					
	Responds to intonations and familiar sounds / voices					
	Listens to and distinguishes intonations and familiar sounds / voices					
	Reacts in interaction with others by smiling, looking and moving					
	Pays attention to dominant stimulus – easily distracted by noises or other people talking					
	Moves to sounds they enjoy, such as music or a regular beat					
	Listens to and enjoys rhythmic patterns in rhymes and stories					
	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations					
	Requests more of a sound or music					
	Concentrates on an object or activity of own choosing for short periods					
	Shows understanding what will happen next e.g. through vocalisations or facial expressions					
	Responds to own name					
	Responds to familiar requests					
	Engages with activity through the use of verbal prompts					
	Responds to requests, eg 'look', 'clap', 'give'					
	Follows familiar routines [with cues] e.g. when told 'It's time for snack', student sits at table					
	Understands inhibitory words such as 'wait', 'stop', 'no'					
	Recognises familiar people's names e.g. family/peers/class teacher					



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	Starts to understand contextual clues, e.g. familiar gestures, words and sounds					
	Gives objects upon verbal request					
	Understanding of single words in context is developing, e.g. 'cup', 'snack', 'break'					
	Identifies body parts on self, adult or model					
	Identifies photographs of familiar objects					
	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group					
	Understands the function of an object in context e.g. brushes their hair with hair brush					
	Recognises action in pictures e.g. sleeping, eating, playing, drinking					
	Understands 20 single familiar words in context, e.g. everyday objects					

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation	persistence	initiation
<b>Total Communication</b>	Makes own sounds in response when talked to by familiar adults					
	Uses sounds in (role)play					
	Communicates meaning using representational sounds e.g. makes animal noises or machine sounds					
	Requests objects or food using vocalisations					
	Indicates likes or pleasure through vocalisations					
	Looks at or reaches towards an object to indicate a need or want					
	Shows consistent response to at least three objects of reference					
	Demonstrates understanding of objects of reference in different contexts					
	Uses social gestures spontaneously or within learnt situations (e.g. waving 'bye-bye' not in response to request)					





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	Imitates actions e.g. waving / raising arms					
	Names objects in response to direct question, e.g. 'What's this?'... 'ball'					
	Uses recognisable words in a specific context, e.g. 'more', 'no'					
	Frequently imitates words, sounds or familiar expressions, e.g. 'oh dear'					
	Is beginning to put two words together (e.g. 'want ball', 'more juice')					
	Has 5 recognisable signs					
	Uses signs in a range of contexts					
	Indicates some basic needs through signing					
	Uses personal pronouns like 'my', 'me', 'mine' / refers to self by name					
	Demonstrates a vocabulary of 5 words (words may be approximation of real words)					
	Recognises pictures of objects or everyday routines					
	Matches objects to pictures of those same objects					
	Matches symbols to objects					
	Uses symbols to communicate requests or needs					



# NSS Curriculum

<b>PfA Outcome</b>	<b>Area of Need</b>
<b>Community Inclusion</b>	<b>Social, Emotional and Mental Health</b>

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation	persistence	initiation
<b>Making Relationships</b>	Enjoys the company of others and seeks contact with others					
	Begins to seek out familiar adults					
	Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes					
	Responds when talked to, e.g. changes facial expression					
	Recognises and is most responsive to familiar person's voice					
	Responds to what carer is paying attention to, e.g. following their gaze					
	Seeks to gain attention in a variety of ways, drawing others into social interaction					
	Builds relationships with special people					
	Is wary of unfamiliar people					
	Interacts with others and explores new situations when supported by familiar person					
	Shows interest in the activities of others and responds differently to children and adults					
	Plays cooperatively with a familiar adult					
	Seeks out familiar adults and peers					
	Takes turns when playing a game with an adult					
	Uses some communication skills available to him/her					
	Engages in parallel activity with several others					
Plays alongside others						
	Plays alongside another child with adult support					



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	Is beginning to have their own friends					
	Begins to work as part of a group or class					
	Says/signs 'please' and 'thank you' with an adult reminder					
	Says/signs 'sorry' when prompted					

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation <sup>n</sup>	persistence	initiation
<b>Self Confidence and Self Awareness</b>	Experiences a new activity with adult support					
	Cooperates with caregiving experiences, e.g. dressing					
	Begins to recognise my actions can cause a response					
	Makes a clear choice from a range of activities					
	Shows enjoyment of things I like and conveys dislikes					
	Uses pointing with eye gaze to make requests, and to share an interest					
	Learns that own voice and actions have effects on others					
	Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention					
	Enjoys finding own body parts as part of naming games					
	Engages other person to help achieve a goal, e.g. to get an object out of reach					
	Explores new objects and environments					
	Participates in class by engaging in activities					
	Shares space with others independently					
Engages in pretend play and role-play						
	Begins to learn that some things are theirs, some things are shared, and some things belong to other people					



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	Seeks physical and emotional comfort by engaging with trusted adults					
	Demonstrates sense of self as an individual, e.g. wants to do things independently					
	Calms from being upset when spoken to with soothing voice					
	Uses familiar adult to share feelings and for 'emotional refuelling' when feeling tired, stressed or frustrated					
	Responds to a few appropriate boundaries, with encouragement and support					
	Is beginning to understand 'yes', 'no' and some boundaries					
	Is beginning to say 'no' to an adult					
	Growing ability to regulate themselves, and may like to use comfort objects					
	Accepts assistance to overcome frustration					
	Reacts to other people's emotions, e.g. smiles when smiled at and becomes upset when hearing others are upset					
	Shows a range of emotions such as pleasure, fear and excitement					
	Shows feelings by responding in different ways					
	Recognises and names at least one of my feelings					



# NSS Curriculum

<b>PfA Outcome</b>	<b>Area of Need</b>
<b>Health</b>	<b>Sensory and/or Physical</b>

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation	persistence	initiation
<b>Moving and Handling</b>	Responds to hands being touched					
	Turns head in response to sounds and sights					
	Alerts immediately after body cue given					
	Reacts if the wrong action follows a body cue					
	Indicates simple choices when more than one option is presented using body cues					
	Moves hands from one experience to another to gain preferred stimuli					
	Makes movements with arms and legs which gradually become more controlled					
	Reaches out for, touches and begins to hold objects					
	Holds an object in each hand					
	Passes objects from one hand to the other					
	Reaches for an object to gain a preferred outcome or to indicate more of an activity					
	Resists exploring non-preferred stimuli					
	Indicates recognition of an object after sensory exploration					
	Indicates recognition of an activity after feeling an object					
	Sits unsupported on the floor					
	When sitting, can lean forward to pick up objects					
	Picks up small objects between thumb and fingers					
Is beginning to stack blocks to build a small tower						



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	Demonstrates different responses to different sensations on their bodies					
	Tolerates hands being covered in sensory material or substance					
	Enjoys the sensory experience of making marks in damp sand, paste or paint					
	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes					
	Makes connections between movements while mark-making					
	Notices and is interested in the effects of making movements which leave marks					
	Draws lines and circles using gross motor movements					
	Uses one-handed tools and equipment e.g. makes snips in paper with scissors					
	Handles tools, objects, construction and malleable materials safely and with increasing control					
	Explores and experiments with a range of media through sensory exploration, and using whole body					
	Holds hand of adult for support whilst walking					
	Moves their whole bodies to sounds they enjoy, such as music or a regular beat					
	Imitates and improvises actions they have observed, e.g. clapping or waving					
	Begins to move to music, listen to or join in rhymes or songs					
	Squats with steadiness to rest or play with object on the ground and rises to feet without using hands					
	Shows control in holding and using e.g. jugs to pour, hammers, books and mark-making tools					
	Is Beginning to show preference for dominant hand					
	Moves freely and with pleasure and confidence in a range of ways e.g. walking, running, jumping, skipping, sliding and hopping					
	Runs skilfully and negotiates space successfully, e.g. adjusting speed and direction to avoid obstacles					
	Catches a large ball					
	Stands on one foot when shown					
	Experiments with different ways of moving					



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	Travels with confidence and skill around, under, over and through balancing and climbing equipment					
	Shows increasing control over an object, in pushing, putting, throwing, catching or kicking it					

Aspect	Statement	Assessment Engagement Model				
		exploration	realisation	anticipation	persistence	initiation
<b>Health and Self-Care</b>	Responds to and thrives on warm, sensitive physical contact and care					
	Expresses discomfort, hunger or thirst					
	Anticipates food routines with interest					
	Opens mouth for spoon					
	Grasps finger foods and brings them to mouth					
	Attempts to use spoon: can guide towards mouth but food often falls off					
	Develops own likes and dislikes in food and drink					
	Willing to try new food textures and tastes					
	Holds cup with both hands and drinks without much spilling					
	Holds own bottle or cup					
	Can actively cooperate with toileting					
	Starts to communicate urination, bowel movement					
	Shows some awareness of bladder and bowel urges					
	Uses toilet independently in familiar settings					
	Shows a desire to help with dressing/undressing and hygiene routines					
	Dresses self effectively					
	Maintains good hand hygiene					



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	Maintains good bodily hygiene					
	Takes interest in own appearance					
	Is beginning to identify healthy / unhealthy food or drink					
	Makes some choices in terms of preferred physical activities					
	Accepts changes that occur at puberty					
	Understands personal space					
	Distinguishes between public and private					