## Stage Three
### Physical Personal and Social Learning

3.1 Students begin to communicate intentionally. They seek attention though eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods of time.

3.2 Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

### Health & Physical Education

#### Movement & Physical Education
Students may:
- observe the results of their own actions with interest, e.g. dabbling their hands in the swimming pool and attending to the effects
- remember learned responses during repeated physical activities, e.g. bouncing up and down on a trampoline
- move independently and intentionally around immediate environment
- demonstrate an awareness of specific body parts and how they move
- imitate simple actions such as clapping hands, stamping feet

#### Health Knowledge & Promotion
Students may:
- take food off spoon, chew and swallow
- reach for and explore eating utensils
- finger feed independently
- grasp and drink from cup/modified cup
- attempt to wash own hands and face
- participate in dressing activities with less support
- know when they are uncomfortable, e.g. hot, cold, thirsty, hungry, wet, etc
- develop awareness of how different parts of the body feel, e.g. wash feet/hands, experience foot/hand massage, have hands decorated
- cooperate with simple safety procedures, e.g. sitting still in chair
- participate in regular toileting routine and succeed occasionally with no established pattern
- participate, with support, in activities that protect their health, e.g. rubbing in sunscreen

### Interpersonal Development

Students may:
- develop relationships by seeking attention through eye contact, gesture or action
- be confident and comfortable making eye contact
- recognise certain people and associate them with particular events, e.g. helpers for swimming
- engage in solitary play but show some awareness of others

### Personal Learning

Students may:
- develop greater awareness of their responses to sensory stimuli
- show and share pleasure by word, gesture, expression
- cooperate with organisation of personal belongings, e.g. helping to hang bag on own hook
- vocalise repeatedly to request or continue an interaction with a peer or an adult
- change their behaviour to trigger a new response from a partner
- communicate simple choices, e.g. likes and dislikes
Civics & Citizenship

Students may:

- anticipate familiar routines and known events
- observe the results of their own actions with interest
- demonstrate sense of identity with consistent response to own name
- show recognition of familiar people and respond appropriately to them
## Stage Three

### Discipline Based Learning

3.1 Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods of time.

3.2 Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods of time.

### The Arts

Students may:
- begin to differentiate between colours
- differentiate marks and movements on paper
- experiment with range of materials and processes including paint, collage or mixed media
- focus attention on visual and tactile elements in their own work
- experience the various ways in which music is part of their daily life, e.g. at birthday parties
- demonstrate learned responses to familiar music, e.g. begin to move when the music starts
- listen and respond to a variety of different musical stimuli with increasing personal involvement
- explore how sounds can be made
- imitate the actions of others

### Literacy

#### Reading

Students may:
- recognise single personal objects, e.g. cup, bag, coat
- scan to recognise personal object among other objects
- focus on photograph, picture, symbol, book
- show enjoyment/interest when sharing a familiar book/story/poem with an adult
- help to turn pages of book/story when sharing with an adult
- participate in next action/gesture/sound/prompt in a familiar story/poem/rhyme, with help
- anticipate next action/gesture/sound in a familiar story/poem/rhyme

#### Speaking & Listening

Students may:
- respond to own name
- participate in simple turn-taking activities
- attend to one object or activity for long enough to gain useful information about it
- show memory of a familiar song, rhyme or story by providing sounds or actions at appropriate times
- attempt to imitate the intonation patterns of adult speech
- use vocalisations deliberately in order to get a response, showing understanding of the effects of their actions
- point towards an interesting object (not necessarily combined with making eye contact with an adult)
- indicate preferences by pointing or selecting
- indicate ‘yes’ or ‘no’ to simple questions by facial expressions, actions, vocalisations or gestures
- take an adult to an object, or an object to an adult, in order to request assistance

#### Writing

Students may:
- use palmar grasp with either hand
- scribble a few quick strokes with no apparent link between hand & eye
- attend to scribbling action
- scribble in anti clockwise circular manner
- follow lines within tracks with fingers.
- scribble freely using paintbrush, mouse, touch screen

### Humanities

**History**
Students may:
- initiate appropriate interactions and activities with specialist staff, e.g. greeting them and moving to the door with them

**Geography**
Students may:
- request events or activities, e.g. moving to the door to show they want to go outside
- attend to a book of photographs of their classroom or school grounds

**Economics**
Students may
- show an interest in family photographs

### Numeracy

**Number**
Students may:
- show anticipation of familiar number rhymes, songs, games etc.
- show interest when participating in shared one to one counting activities
- sustain concentration when participating in concrete counting activities
- explore and manipulate objects representing numbers for extended periods
- give a consistent response to repeated concrete number activities over time

**Space**
Students may:
- sustain concentration on activities involving 2D shapes and 3D solids.
- sustain concentration during activities involving position, direction and movement
- actively explore 2D shapes and 3D solids independently.
- initiate actions during activities involving position, direction and movement.

**Measurement**
Students may:
- recognise a time sequence of activities and anticipate the next occurrence
- explore and manipulate a range of concrete materials
- sustain concentration on activities involving measurement

**Working Mathematically**
Students may:
- show anticipation of the next sound, object or action in a pattern.
- respond to counting and comparing in 'real life' context
Science

Science Knowledge and Understanding
Students may:
- explore and manipulate light sources
- explore sounds and manipulate materials to create sounds
- explore the effects of temperature changes
- make prolonged tactile/visual investigation of living things
- make prolonged tactile/visual investigation of non living things
- through manipulation develop understanding that actions have consequences, e.g. push toy car

Science at Work
Students may:
- intentionally use switches to operate electrical items with easily observable outcomes
- initiate action to achieve anticipated outcome e.g. pushing ball down a slope
### Stage Three  
#### Interdisciplinary Learning

3.1 Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.

3.2 Students use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options or choices with actions or gestures. They actively explore objects and events for more extended periods.

### Communication

Students may:
- initiate communication
- participate in social routines and communicate in a widening range of situations
- take turns, with support for a variety of purposes

### Design, Creativity & Technology

**Investigating & Designing**

Students may:
- sustain involvement in activities involving materials, tools and /or equipment
- explore materials in increasingly complex manner through manual manipulation and through application of tools.
- intentionally use equipment with different access methods.
- intentionally initiate push /pull action: observe response and repeat action.

**Producing**

Students may:
- work coactively with basic tools, equipment and components to make simple products in a range of materials with decreasing levels of support e.g. making balsa wood construction

### Information & Communication Technology

Students may:
- request interaction with ICT, e.g. taking some-one to the computer
- sustain visual contact with screen for greater durations
- observe the results of their actions, e.g. creating effects using a touch screen
- learn to produce a response on the computer
- respond to choices about equipment and tools with actions or gestures
- make sounds into a microphone and respond to recorded sounds
- intentionally use access device to initiate an activity
- intentionally activate a communication aid
- maintain switch device ‘on’ for prolonged periods of time

### Thinking

**Reasoning, Processing & Inquiry**

Students may:
- anticipate known events
- apply potential solutions systematically to problems e.g. pressing a switch repeatedly after power has been turned off
- use pictorial or concrete cue to aid recall
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