



## Key End Points Green Pathway

Highfield Littleport Academy (a local area special school) have developed a bespoke assessment system to accurately assess the learning and development of their children and to support with next steps. With their permission we have begun to use this pathway to support the development of the children in Spring Meadow's Clover class.

With the assessment framework we recognise that students learning on the Green pathway is not linear so **students can complete these steps in any order**. The pathway is split into seven different areas and these are:

- My Body and Wellbeing
  - My Communication
  - My Independence
    - My Play
    - My Thinking
    - My World

The end points below are assessed through a number of different methods including observations, photos, videos and these are recorded using the Evidence for Learning platform.

Through the Evidence for Learning platform we can also measure progress against the children's individual EHCP targets.

## Green Pathway

<u>My Body and Wellbeing</u>	
<u>Developing physical control of my body</u>	-Identifying different body parts. -Moving different body parts. -Developing gross motor skills: Running, running, jumping, swimming, walking down stairs etc. -Sequencing two or more movements together. -Exploring their senses.
<u>Developing fine motor skills</u>	-Choosing a writing hand -Completing two handed activities
<u>Developing an understanding of my emotions.</u>	. -Show emotional responses to stimulus / events -Listen to an adult labelling their emotions -Observe emotions and facial expressions using mirrors

	<ul style="list-style-type: none"> <li>- Seeking self-calming activities</li> <li>- Identify when I feel happy and sad</li> <li>- Identify what makes me feel happy and sad.</li> <li>- Begin to name a wide range of emotions</li> <li>- Explore how different emotions make my body feel.</li> <li>- Recognise emotions in other people.</li> <li>- Show empathy - e.g. attempt to comfort someone who looks upset.</li> <li>- Identify how they are feeling with increasing levels of accuracy.</li> <li>- Describe what has happened to make them feel different emotions</li> <li>- Describe why they think someone might feel a certain way.</li> <li>- Seek support from other when experiencing negative emotions</li> <li>- Develop skills to self-regulate emotions.</li> </ul>
<u>Developing healthy lifestyles</u>	<ul style="list-style-type: none"> <li>- Eat food when it is given to them.</li> <li>- Identify when they are full and stop eating.</li> <li>- Recognise not everything is edible.</li> <li>- Develop preferences for food</li> <li>- Explore a wide range of foods including food from different cultures</li> <li>- Making choices about what they want to eat.</li> <li>- Explore healthy and unhealthy food.</li> <li>- Describe healthy and unhealthy food</li> <li>- Make healthy choices when eating.</li> <li>- Experience exercise naturally through play</li> <li>- Participate in adult led exercise activities.</li> <li>- Explore how exercise makes us feel.</li> <li>- Show understanding exercise is healthy</li> <li>- Describe why exercise is good.</li> <li>- Choose to exercise because it is good for our bodies.</li> </ul>
<u>Understanding how our bodies grow and change</u>	<ul style="list-style-type: none"> <li>- Identify different body parts</li> <li>- Understand the difference between female and male</li> <li>- Explore life cycle of animals</li> <li>- Order the life cycle of an animal</li> <li>- Explore human life cycles.</li> <li>- Order the life cycle of a human</li> <li>- Observe and measure our bodies changing e.g. height, shoe size, weight.</li> <li>- Identify how our bodies change as we get older.</li> <li>- Explore animal and human reproduction.</li> </ul>

My Communication

<u>Speaking, listening and conversational skills</u>	<ul style="list-style-type: none"> <li>- Makes eye contact when someone talks to them</li> <li>- Makes sounds and vocalisations</li> <li>- Makes gestures</li> <li>- Communicates using meaningful eye contact (eye pointing) gestures and vocalisations.</li> <li>- Begins to have a vocabulary of signs or symbols</li> <li>- Understands the permanence of choice. Is able to make choices using signs, symbols gestures or vocalisations.</li> </ul>
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	<ul style="list-style-type: none"> <li>--Using signs or symbols is able to say what they want / respond to a question.</li> <li>--1 key word</li> <li>--2 key words</li> <li>--3 key words</li> <li>--Whole sentence</li> <li>-Participates in shared attention activities</li> <li>-Follows instructions 1 key word progressing to multi steps</li> <li>-Asks questions</li> <li>-Takes turns speaking and listening to build and maintain a conversation.</li> <li>-Communicates with a wide range of people including, family, adults, friends and when in the community.</li> </ul>
<p><u>Literacy skills</u></p>	<ul style="list-style-type: none"> <li>-Reading (books)</li> <li>-Looks at objects and symbols in the environment</li> <li>-Participate in sensory stories</li> <li>-Chooses to look at books</li> <li>-Listens to a story being read to them. 1:1 and in a group</li> <li>-Anticipate events in a book</li> <li>-Shows awareness that a story has been changed</li> <li>-Points to pictures in a book.</li> <li>-Points to pictures in a book on request.</li> <li>-Joins in with familiar stories, songs and poems.</li> <li>-Sequences parts of a familiar story.</li> <li>-Retells a familiar story</li> <li>-Recognises letters in their name</li> <li>-Recognises the letters in their name and a few other letters</li> <li>-Recognises all letters in the alphabet</li> <li>-Matches letters and words</li> <li>-Read familiar words</li> <li>-Recognise key words in sentences</li> <li>-Read an increasing number of words</li> </ul>
<p><u>Writing</u></p>	<ul style="list-style-type: none"> <li>-Chooses to write</li> <li>-Makes marks (on a range of media e.g. paper, shaving foam play, sand)</li> <li>-Holds a pen / pencil using a palmer grip</li> <li>-Holds a pen/ pencil using a pincer grip.</li> <li>-Draws circles and lines</li> <li>-Attempts to make letter shapes</li> <li>-Groups shapes together as if writing words.</li> <li>-Over write letter shapes</li> <li>-Copy letter shapes</li> <li>-Write letter shapes from memory</li> <li>-Write letters of their name</li> <li>-Writes other familiar words.</li> <li>-Builds sentences using symbols</li> <li>-Leaves spaces between words when writing a sentence.</li> <li>-Uses a capital letters and full stops.</li> </ul>

<u>My Independence</u>	
<u>Personal care skills</u>	<ul style="list-style-type: none"> <li>-Is able to undo and do up buttons, zips Velcro.</li> <li>-Take off and put on a range of different clothing items e.g. PE kit, school uniform, swimming kit, shoes.</li> <li>-Explores tying shoelaces</li> <li>-Follows basic personal care routines. E.g. getting a plate for snack, making a drink, getting ready for school in the morning, organising their belongings on arrival in class. Initially with adult support then independently</li> <li>-Recognises when they have been to the toilet</li> <li>-Recognises when they need the toilet.</li> <li>-Completes toilet routine with support</li> <li>-Completes toilet routine independently</li> </ul>
<u>Cooking skills</u>	<ul style="list-style-type: none"> <li>-Explores and plays with food</li> <li>-Develops basic cooking skills e.g. cutting, mixing, and measuring with increasing independence.</li> <li>-Uses a range of kitchen utensils safely e.g. microwave, oven, hob.</li> <li>-Gathers utensils and ingredients needed</li> <li>-Cleans up their area.</li> <li>-Follows safety instructions</li> <li>-Develops safety awareness when in the kitchen</li> <li>-With adult support follows instructions to create a simple dish</li> <li>-Independently follows instructions to create a simple dish</li> <li>-Remembers how to prepare a simple dish from memory</li> </ul>
<u>Developing independence within all other areas of learning.</u>	<ul style="list-style-type: none"> <li>-makes progress away from adult dependence</li> <li>-makes progress away from adult support (physical help and verbal)</li> <li>-makes progress away from adult direction (verbal)</li> <li>-Remain focused on learning activity for increasing amounts of time.</li> <li>-Can follow key word instructions</li> <li>-Can follow multi step instructions</li> <li>-Complete learning activities independently</li> <li>-Develops growth mind-set and resilience that they can achieve.</li> <li>-Celebrates achievements</li> </ul>
<u>Travelling skills</u>	<ul style="list-style-type: none"> <li>-Travels independently around the classroom</li> <li>-Travels independently around familiar areas school</li> <li>-Explores unfamiliar setting with support</li> <li>-Explores unfamiliar setting independently</li> <li>-Explores different ways of travelling walking, mini bus and public bus.</li> <li>-Explores safety awareness</li> <li>-Stops, looks and listens when crossing a road.</li> <li>-Identifies where they need to go and how they will get there.</li> </ul>

<u>My Play</u> Developing Play Skills	
<u>Solitary Play</u>	<ul style="list-style-type: none"> <li>-Choosing something to play with.</li> <li>-Playing on their own moving from one object to another</li> <li>-Playing on their own focused on one activity at a time</li> </ul>



<u>Parallel Play</u>	<ul style="list-style-type: none"> <li>-Playing alongside, but not with someone.</li> <li>-Copying another child's actions and play</li> </ul>
<u>Shared play</u>	<ul style="list-style-type: none"> <li>-Participating in an adult led activity / game</li> <li>-Participating in an adult led activity/ game with a peer or group</li> <li>-Inviting an adult to play</li> <li>-Inviting a peer to play</li> <li>-Being the leader in an activity</li> <li>-Accepting a peer being the leader in an activity.</li> <li>-Independently playing in a group.</li> </ul>
<u>Developing relationships with others.</u>	<ul style="list-style-type: none"> <li>-Noticing others around them</li> <li>-Taking toys they want to play with from someone else.</li> <li>-Waiting until someone has finished playing with a toy they want</li> <li>-Choosing and inviting someone to play with / communicate with.</li> <li>-Asking to share a toy</li> <li>-Leading in play directing other people</li> <li>-Being led in play taking instructions from someone else.</li> <li>-Taking turns when playing with 1 or more people</li> <li>-Playing a game as part of a group</li> <li>-Identify who is important to us. Friends, family, strangers</li> <li>-Explore different types of relationships.</li> </ul>
<u>Developing my creativity.</u>	<ul style="list-style-type: none"> <li>-Playing with unspecific objects</li> <li>-Independently creating play and games during solitary play</li> <li>-Using imagination during shared play</li> <li>-Seeking activities they enjoy.</li> <li>-Exploring different colours, patterns and shapes</li> <li>-Exploring different materials</li> <li>-Exploring musical instruments and different ways of making sounds.</li> <li>-Using my imagination in drawing and composing.</li> <li>-Participating in role play activities.</li> </ul>

<u>My Thinking</u>	
<u>Problem solving</u>	<ul style="list-style-type: none"> <li>-Understand that things are not permanent and may go and come back later.</li> <li>-Show understanding an object is needed</li> <li>-To gain access to an object by asking or looking for it.</li> <li>-Solve basic problems by observing and copying.</li> <li>-Build resilience trying different strategies to solve a problem.</li> <li>-Remember problem solving techniques over time.</li> <li>-Apply a new strategy if the first one doesn't work</li> <li>-Ask for help when solving a problem.</li> <li>-Solve a problem independently</li> <li>-Generalising strategies to solve similar problems</li> <li>-Develop confidence in problem solving</li> <li>-Solve a problem as part of a team</li> </ul>

<p><u>Basic ICT skills:</u></p>	<ul style="list-style-type: none"> <li>-Controls a switch</li> <li>-Activates toys</li> <li>-Uses an interactive ict (iPad and IWB)</li> <li>-1. shows interest in interacting</li> <li>-2. Swipes hands and fingers across the screen</li> <li>-3. Searches for a game / app</li> <li>-Intentional play</li> <li>-Controls simple remote controlled toys</li> <li>-Programmes beebots</li> <li>-Explores laptops / pc - pressing random keys</li> <li>-Uses basic computer programmes with increasing independence e.g. go talk, clicker 7, art apps.</li> <li>-Develops typing skills</li> <li>-Uses the computer to answer questions and research projects</li> <li>-Know how to use the computer and internet safely.</li> <li>-Use the computer to record their work.</li> <li>-Basic number and maths skills</li> </ul>
<p><u>Number:</u></p>	<ul style="list-style-type: none"> <li>-Participates with number songs</li> <li>-Uses numbers in play</li> <li>-Counts by rote to 3, 5, 10, 20</li> <li>-Recognises numerals</li> <li>-Writes numerals</li> <li>-Shows understanding of 1:1 correspondence</li> <li>-Counts forwards and backwards</li> <li>-Matches numerals to amounts</li> <li>-Sequences numerals</li> <li>-Identifies missing numbers on a number line.</li> <li>-Adds 1 more</li> <li>-Adds two numbers together</li> <li>-Subtracts one</li> <li>-Subtracts more than 1</li> <li>-Explores division (sharing) and multiplication</li> <li>-Recognises mathematical signs</li> <li>-Names and uses mathematical signs.</li> </ul>
<p><u>Money:</u></p>	<ul style="list-style-type: none"> <li>-Exchanges money for item in a shop</li> <li>-Sorts coins by colour / size</li> <li>-Names coins and notes.</li> <li>-Adds two coins together</li> <li>-Reads price tags and selects coins</li> </ul>
<p><u>Time:</u></p>	<ul style="list-style-type: none"> <li>-Show understanding of first / then</li> <li>-Anticipate events at certain times of the day</li> <li>-Recognise day/ night, morning/ afternoon</li> <li>-Ordering events on a timeline</li> <li>-Explore the passing of time e.g. 1 min.</li> <li>-Sing days of the week song</li> <li>-Name days of the week</li> <li>-Order the days of the week</li> <li>-Name months of the year</li> </ul>



	<ul style="list-style-type: none"> <li>-Order months of the year</li> <li>-Name the seasons</li> <li>-Read a clock to the hour</li> <li>-Read a clock to ½, ¼ and 5 minutes.</li> <li>-Read a digital clock</li> </ul>
<u>Shape:</u>	<ul style="list-style-type: none"> <li>-Explores different shapes</li> <li>-Matches 2d and 3d shapes</li> <li>-Names 2d and 3D shapes</li> <li>-Uses maths vocabulary in play</li> <li>-Finds 2D and 3D shapes in the environment</li> <li>-Recognises the properties of shapes</li> </ul>
<u>Measurement:</u>	<ul style="list-style-type: none"> <li>-Exploring filling emptying / heavy and light</li> <li>-Using measurement implements and vocab in play e.g. rulers, scales.</li> <li>-Identify big/ small, heavy/ light, full/ empty</li> <li>-Order and compare biggest to smallest, heaviest to lightest etc.</li> <li>-Measure an object using non- standard units e.g. cubes, hands.</li> <li>-Measure an object using standard units e.g. cm, ml, g.</li> </ul>
<u>Science skills of observation and enquiry</u>	<ul style="list-style-type: none"> <li>-Show awareness of the world around them</li> <li>-Show curiosity about the world around them</li> <li>-Observe different materials and how they can be changed</li> <li>-Observe changes e.g. messy play area, weather.</li> <li>-Observe different forces and how they affect objects</li> <li>-Observe different animals, their habitats and life cycles.</li> <li>-Observe plants as they grow. Explore what they need to survive.</li> <li>-Find an adult to show what they have found.</li> <li>-Gather resources needed</li> <li>-Find objects on request</li> <li>-Ask questions</li> <li>-Identify how to find the answers they are looking for.</li> <li>-Make predictions</li> <li>-Record results</li> <li>-Use scientific vocabulary</li> </ul>

<u>My World</u>	
<u>Exploring my world (home, school and the local community)</u>	<ul style="list-style-type: none"> <li>-Experiences a wide range of different settings and environments.</li> <li>-With support transitions from one familiar area to another</li> <li>-Independently transitions within familiar environments e.g. classroom, school, home.</li> <li>-Knows where their belongings are in their environment.</li> <li>-Explore unfamiliar environments.</li> <li>-Experiences different types of travel e.g. walking, bus, and train.</li> <li>-Explores a range of community environments including shops, play park etc.</li> <li>-Names familiar places</li> <li>-Identifies places they like and dislike.</li> <li>-Recognises people from the local community e.g. policemen.</li> </ul>



<p><u>Exploring time past present and future.</u></p>	<ul style="list-style-type: none"> <li>-Looks at photos / watches videos of themselves in past experiences</li> <li>-Understands when an activity has finished</li> <li>-Shows anticipation for events</li> <li>-Shows understanding of time passing. Using now and then board.</li> <li>-Shows understanding of what they did yesterday/ last week/ last year.</li> <li>-Shows recognition of what is going to happen next/ tomorrow/ next week.</li> <li>-Celebrates important dates e.g. birthdays.</li> <li>-Experiences life in a range of different time periods</li> <li>-Identifies how life was the same / different in the past and present.</li> </ul>
<p><u>Exploring places locally and across the world.</u></p>	<ul style="list-style-type: none"> <li>-Explores different areas local and further afield e.g. forest school area, community shops, farm, and beach.</li> <li>-Explores different seasons and weather.</li> <li>-Experiences life around the world exploring different countries and environments.</li> <li>-Explore different animals around the world.</li> <li>-Explore different food around the world</li> <li>-Explore different languages around the world</li> <li>-Compares different countries describing how life is the same/ different.</li> <li>-Identifies different types of transport to travel short and long distances.</li> </ul>
<p><u>Exploring different cultures including religions.</u></p>	<ul style="list-style-type: none"> <li>-Experiences a wide range of different cultural and religious festivals and celebrations.</li> <li>-Explore how people are the same and how they can be different</li> <li>-Share their own views</li> <li>-Listen to the views of others</li> </ul>