# Cognition and Learning

My name is:

My key person is:

My communication method:

My date of birth is:

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|  | Play skills | Exploratory skills | Problem solving |
| Step 1 | Shows interest in new experiences – for example, when you show a new toy | Is startled by sudden noise | When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face | Turns eyes and or head towards new sounds | Moves hanging rattle or soft toy while moving arms or legs |
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| Step 2 | Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle | Smiles with pleasure at recognisable playthings | Reacts with sudden behaviour change when a face or object disappears suddenly from view | Shows interest in moving pictures and sound – for example, on television | Looks around a room with interest; visually scansenvironment for novel, interesting objects andevents.  | Can shift visual attention by looking from one object to another and back again |
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| Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.  |
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| Step 3 | Persistently and deliberately reaches out for toys |  | Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make |  | Notices changes in groupings of objects, pictures and sounds - for example they may look puzzled, unsettled or stop what they are doing | Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy |
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| Step 4 | Can release toy from grasp if attention disturbed |  | Plays with objects, by banging, shaking, turning them around in their hands | Shows interest in toys and other things that incorporate technology | Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps | Watches toy being hidden and tries to find it.  |
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| Step 5  | Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer | Stays absorbed in activities and can ignore distractions for at least 30 seconds | Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy |  | Looks towards the floor when object is dropped by other people and looks for objects they drop themselves | Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone |
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| Imitates and improvises actions they have observed – for example, clapping or waving | Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer | Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn’t happen |
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| Step 6 | Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing | Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with | Realises one object can act as a container for another – for example, puts small objects inside bigger ones and removes them again | Interested in things that go together - for example, cup and saucer | Experiments – for example, if two things don’t fit together one way then tries another way |  |
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| Begins to make-believe by pretending using sounds,movements, words, objects.  | Pretends that one object represents another, especiallywhen objects have characteristics in common.  |  | In pretend play, imitates everyday actions andevents from own family and cultural background, e.g. making and drinking tea,going to the barbers |  |
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| Step 7 | Enjoys playing with objects of different sizes that go together – for example, stacking cups | Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight | Remembers where objects belong | Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking | Matches shape of piece to hole – for example, in a shape sorter |  |
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| Step 8 | Builds simple structures | Shows interest in toys with buttons, flaps and simple mechanisms | Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy | Is interested in pushing and pulling things | Matches objects with parts that fit together – for example, puts lid on teapot | Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to w Beginning to arrange items in their own patterns, e.g. lining up toys.  |
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| Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed |
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| Comments |  |  |  |  |  |  |

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