

## Cognition and Learning

My name is:

My key person is:

My communication method:

My date of birth is:

	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 scans environment for novel, interesting objects and events.	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.
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, especially when objects have characteristics in common.		In pretend play, imitates everyday actions and events 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						

Emerging, S Supported and I Independent