

Engagement Steps Skills Rubric War & Peace Autumn 2023

To be used alongside the knowledge rubric for this theme.

<p>Engagement skills intent:</p>	<p>Cognition and Learning Students demonstrate attentiveness to new stimuli and build on an initial reactions to new stimuli. Students predict, expect or associate a particular stimulus with an event and engage in prolonged, independent experimentation to bring about a desired outcome.</p> <p>Communication and Interaction Students demonstrate intentional and pre-intentional patterns of behaviour and communication</p> <p>Social Emotional and Mental Health Students use the skills required in order to recognise their own feelings, control some behaviours and demonstrate their own emotions. Students use the skills required in order to be able to get their needs met, cooperate with others and share understanding in their environment.</p> <p>Sensory and Physical Students reacts to the sensation and perception of light, sound, touch, taste, balance and motion, and their own body Students control the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue and the bigger movements that use the large muscles in the arms, legs, torso and feet</p>
<p>Intent for this topic:</p>	<p>Students will build upon and develop the above skills whilst learning about War and Peace In this unit students will experience and explore activities related to the theme War and Peace and the story of the Lion, the Witch and the Wardrobe. Students will explore the impact of World War II on the lives of children and will explore the universal themes of good versus evil.</p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Story, beginning, end, next, look, find, where, what, who</p> <p>Topic specific vocabulary: World War 2, evacuation, aeroplanes, bombs, countryside, city, wardrobe, forest, magical, horns, goat, witch, wand, Turkish Delight, frozen, statue, army, king, queen</p>
<p>Links to other subjects:</p>	<p>PSHE - Relationships, Morality Geography - countries involved in WW2/ urban versus rural environments History - WW2, 1940s DT - create imaginary creatures out of recycled material Science - Changing materials ICT - Researching information about topics, drafting, editing and presenting written work. RRS Articles: <i>This unit of work is linked to Articles 29 of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>

	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Sensory & Physical
	<i>Students demonstrate attentiveness to a new stimulus and build on an initial reaction to a new stimulus, Students predict, expect or associate a particular stimulus with an event and engage in prolonged, independent experimentation to bring about a desired outcome.</i>	<i>Students demonstrate intentional and pre-intentional patterns of behaviour and communication</i>	<i>Students use the skills required in order to recognise their own feelings, control some behaviours and demonstrate their own emotions. Students use the skills required in order to be able to get their needs met, cooperate with others and share understanding in their environment.</i>	<i>Students reacts to the sensation and perception of light, sound, touch, taste, balance and motion, and their own body Students control the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue and the bigger movements that use the large muscles in the arms, legs, torso and feet</i>
Engagement Step 1	<p>Students demonstrate an awareness of sound</p> <p>Students shift their gaze</p> <p>Students give momentary attention to people in front of them</p> <p>Students glance at a face or object within 50 centimetres when it moves closer</p> <p>Students accept their hand being guided through a range of textures</p>	<p>Students react to changes with an emotional response.</p> <p>Students change facial expressions incidentally during an interaction when engaged.</p> <p>Students open their eyes for brief periods of time when encountering stimulating events.</p> <p>Students inconsistently give momentary attention to someone speaking close to them and in their direct line of vision.</p> <p>Students glance at people moving within 2 metres</p>	<p>Students tense or still their muscles to a voice, sound or instrument</p> <p>Students tolerate an object being placed on their hand/arm</p> <p>Students tolerate a variety of sounds</p> <p>Students vocalise contentedly</p> <p>Students react to physical contact with minor physiological changes when their hands are touched.</p> <p>Students inconsistently give momentary attention to someone speaking close to them and in their direct line of vision</p>	<p>Students glance at a light briefly when light source enters their field of vision</p> <p>Students react to sudden change of light with minor physiological changes</p> <p>Students react to a range of sounds that are close by</p> <p>Students react to textures with minor physiological changes when feeling rough or smooth surfaces</p> <p>Students react to some strong smells with minor physiological changes when strong odours are brought close</p> <p>Students accept their fingers being moved in different motions</p> <p>Students co-operate physically during familiar routines</p> <p>Students change facial expressions incidentally during an interaction when engaged by an adult</p>

<p>Engagement Step 2</p>	<p>Students engage in an activity for three seconds with a familiar person</p> <p>Students engage in an activity for five seconds with a familiar person</p> <p>Students maintain their attention on certain events, objects or voices for five seconds or more</p> <p>Students react to the facial expressions of others</p> <p>Students swipe at an object in their vicinity with the intention to interact with it</p> <p>Students reach for an object with one hand</p> <p>Students focus attention on moving objects within their range of vision -</p> <p>Students grasp objects intentionally when they have been placed in their hand by a member of staff</p> <p>Students reach for visually appealing objects when in close range.</p> <p>Students show that they like an event or object consistently when involved in familiar routines</p> <p>Students react expressively to repetition in familiar routines.</p>	<p>Students react to new experiences with heightened expressive response when involved in familiar routines.</p> <p>Students react to repetition when involved in familiar routines.</p> <p>Students react to a range of new experiences when prompted</p> <p>Students react to objects within visual range.</p> <p>Students demonstrate signs of intentional communication</p> <p>Students respond vocally to communication by a familiar person</p> <p>Students watches the face of a familiar person intermittently during interactions with them</p> <p>Students vocalise vowel-like sounds</p>	<p>Students react to social interaction with peers and adults</p> <p>Students begin to react to emotions in other people's voices</p> <p>Students react to physical touch by a peer or adult</p> <p>Students show awareness of peers or adults</p> <p>Students demonstrates a positive reaction to attention received from an adult</p> <p>Students express auditory, visual and tactile pleasure when provided with enjoyable experiences</p>	<p>Students react to sounds or noises</p> <p>Students reach for visually appealing objects in close range</p> <p>Students react to rhythm in movement and sounds</p> <p>Students hold a variety of different textured objects</p> <p>Students acknowledge pleasure when provided with enjoyable smells</p> <p>Students focus attention on static objects</p> <p>Students watch movement of own limbs.</p> <p>Students open and shut their hand</p> <p>Students grasp objects briefly when they are placed in hand</p> <p>Students focus on a face which is within close proximity</p>
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<p>Engagement Step 3</p>	<p>Students express eagerness when presented with a new activity / object</p> <p>Students explore objects or engage in activities when working with a member of staff</p> <p>Students laugh, smile or vocalise when participating in story</p> <p>Students localise a light or sound source without prompting</p> <p>Students smile at new props and sounds from story</p> <p>Students show some anticipation of a familiar activity or action</p> <p>Students show contentment when expectations are met</p> <p>Students reinforce their choice and/or understanding with an appropriate response</p> <p>Students demonstrate a brief interest in objects and noises when encouraged.</p> <p>Students explore desired object for 10 seconds or more</p> <p>Students select a desired object from a variety of objects</p> <p>Students keep hand in /on an object for 10 seconds or more</p> <p>Students engage in co-active exploration proactively when working with a member of staff</p>	<p>Students react excitedly to texture when offered a variety of tactile experiences</p> <p>Students smile, vocalise enjoyment at the start of a familiar activity</p> <p>Students imitate sounds in their own manner when interacting with a familiar member of staff</p> <p>Students localise a sound source regularly without prompting by an adult</p> <p>Students make sounds that approximate sounds from the story</p> <p>Students show preferences when provided with both a favoured and a disliked option</p> <p>Students select an object / activity from a choice of two</p> <p>Students listen to a familiar voice</p> <p>Students show a brief interest in sounds associated with the class routine or sounds encountered in lessons when encouraged</p> <p>Students display interest in engaging in tactile activities</p> <p>Students engage in tactile activities when prompted</p> <p>Students react excitedly to texture, when offered a variety of tactile experience</p>	<p>Students reach for a desired object with their hands when provided with a variety of object</p> <p>Students select correct prop / symbol from a choice of two or more.</p> <p>Students explore a desired object for up to 10 seconds when provided with a variety of objects.</p> <p>Students select object from a choice of 3 or more and holds object in hands</p> <p>Students try to imitate sounds associated with the class routine or sounds encountered in lessons</p> <p>Students briefly acknowledge presence of peers</p> <p>Students respond to another pupil working alongside them</p> <p>Students make sounds when engaging in an activity with staff</p> <p>Students respond to simple 1 or 2 word instructions</p> <p>Students explore a variety of objects</p> <p>Students smile at a familiar person when engaging in an activity</p> <p>Students express consistent preferences when choices between 2 items provided</p> <p>Students express eagerness to engage with familiar object /activity.</p>	<p>Students react briefly to noise-making objects in their hand,</p> <p>Students demonstrate a brief interest in noises when encouraged by an adult</p> <p>Students track an object moving up and down within field of vision.</p> <p>Students explore objects with both hands</p> <p>Students transfer objects from one hand to another</p> <p>Students reach out towards objects just within reach</p> <p>Students search for partially hidden objects</p> <p>Students explored desired object with hands for 10s</p> <p>Students maintain an interest in pictures</p> <p>Students imitate sounds in own manner</p> <p>Students indicate a preference for a specific texture when offered two different textures</p> <p>Students react excitedly when offered a variety of tactile experiences</p> <p>Students indicate a preference for specific textures when working with a member of staff</p>
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Engagement Step 4	<p>Students explore an activity with an adult for 3 mins or more</p> <p>Students explore an activity without support for 3 mins or more</p> <p>Students explore an activity with an adult for 5 mins or more</p> <p>Students respond consistently to familiar activity</p> <p>Students react consistently to a variety of different sensory experiences</p> <p>Students show interest in books when reading with a member of staff</p> <p>Students show interest in sensory books when sharing with adult</p> <p>Students explore small objects with their senses.</p> <p>Students explore objects by banging them or shaking them</p>	<p>Students anticipate a routine demonstrating an expectation of familiar actions when given a visual cue</p> <p>Students react consistently to a variety of different sensory experiences when provided with familiar activities.</p> <p>Students carry out action from story when shown symbol or prop</p> <p>Students follow simple 1 or 2 word instruction</p> <p>Students identify objects from the sensory story from a choice of two when named</p> <p>Students respond to the question 'More?' when offered more of an object or activity by an adult</p> <p>Students request more of item in chosen form of communication</p> <p>Students make an intentional selection from a choice of two objects or pictures</p>	<p>Students react to familiar words</p> <p>Students indicate a preference from two pictures or symbols</p> <p>Students look at peer when named by adult</p> <p>Students engage with a member of staff intentionally when working together</p> <p>Students communicate with a member of staff by using a symbol/photo when they want something</p> <p>Students initiate communication with members of staff</p> <p>Students move to music with enjoyment when familiar songs are played</p> <p>Students demonstrate surprise at people, noises and events</p>	<p>Students track lights and sounds until out of their range of vision or hearing</p> <p>Students anticipate a routine demonstrating an expectation of familiar actions when given a visual cue</p> <p>Students copy simple actions with arms and hands.</p> <p>Students put objects into containers when encouraged</p> <p>Students imitate specific sounds with some accuracy</p> <p>Students manipulate materials in complex ways</p> <p>Students explore new objects willingly</p> <p>Students explore objects using a range of body parts</p>

		<p>Students choose between photos or symbols of 2 equally liked items</p> <p>Students mimic others' hand gestures when communicating.</p> <p>Students request a favourite activity</p>		
Engagement Step 5	<p>Students manipulate objects to move them in different directions.</p> <p>Students match objects based on obvious criteria, e.g. when a member of staff picks up an object the student finds one that matches.</p> <p>Students name single property of object e.g. big/small or noise e.g. loud or quiet</p> <p>Students explore pages in books when working with a member of staff.</p> <p>Students repeat an action in order to obtain a similar effect.</p> <p>Students request new colours when painting, e.g. by pointing to their selection.</p> <p>Students remember a response to an activity over extended periods of time after repeatedly engaging with it.</p>	<p>Students make a variety of noises in response to pictures e.g. roar - lion</p> <p>Students answer yes/no questions using gestures or facial expressions when working with a member of staff.</p> <p>Students answer yes/no questions using rough signs or single words when working with a member of staff.</p> <p>Students answer yes/no questions using symbols.</p> <p>Students join in with repetition of a story or song independently.</p> <p>Students use pictures or symbols to request a desired object from a member of staff.</p> <p>Students respond to symbolic/pictorial request with appropriate action.</p>	<p>Students respond to praise by repeating action.</p> <p>Students combine sounds and gestures to indicate need.</p> <p>Students communicate "me" / "mine" to indicate possession or turn.</p> <p>Students pass an object when asked</p> <p>Students share an activity with a member of staff when prompted or on own initiative</p> <p>Students explore new things but still 'checks in' with a member of staff.</p>	<p>Students throw a ball underhand.</p> <p>Students roll a ball in general direction of an object or person.</p> <p>Students push a ball independently.</p> <p>Students imitate the sounds and expressions of others during interactive play.</p> <p>Students sort objects by colour when given a choice of two.</p> <p>Students find and remove an object placed under a cloth.</p> <p>Students indicate they wish to feel a specific texture.</p> <p>Students feel the temperature of objects and liquids.</p> <p>Students state if something is hot or cold</p>
Engagement Step 6	<p>Students complete a familiar phrase from the sensory story when a member of staff communicates part of it.</p> <p>Students find an object which is similar</p>	<p>Students ask a simple 'What ...?', 'Who...!' or 'Where...?' questions.</p> <p>Students answer 'Who?', 'What?' or 'Where?' questions</p>	<p>Students choose to work or play alongside a peer.</p> <p>Students co-operate with a peer for a short period.</p>	<p>Students throw a bean bag or other theme related object into a box or hoop</p> <p>Students pick up objects off the floor without losing balance.</p>

	<p>Students demonstrate pleasure in finding objects in picture books which relate to questions</p> <p>Students explore an activity/object for up to ten minutes</p> <p>Students find materials with a specific property, e.g. feels different objects from the sensory story and find the crown</p> <p>Students manipulate an object in their hand to find out properties</p> <p>Students demonstrate obvious enthusiasm with a new/unfamiliar object</p> <p>Students choose an activity from a choice of two or more</p> <p>Students explore sounds they can make with instruments</p>	<p>Students communicate 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences</p> <p>Students communicate two words, signs or symbols together</p> <p>Students copy a new word or short phrase they enjoyed hearing, e.g. containing alliteration</p> <p>Students describe music they have heard in simple terms, e.g. fast, loud, happy, etc.</p> <p>Students make a choice based on what is offered</p>	<p>Students indicate an awareness of others' feelings through speech</p> <p>Students express emotions towards others using words, not just actions</p> <p>Students verbalise different feelings of their own, their peers and characters in the story.</p> <p>Students express simple opinions</p>	<p>Students match 2D shapes</p> <p>Students match colours</p> <p>Students match pictures to objects with assistance.</p> <p>Students point to objects and pictures when they are named</p> <p>Students identify the sound source when an object is out of view</p> <p>Students press a switch with an auditory prompt.</p> <p>Students express likes and dislikes when offered different smells</p> <p>Students hit a stationary ball with a bat, racquet or similar</p>