



# Cedar Pre-Formal Sensory Curriculum

	<b>My Communication</b>	<b>My Body</b>	<b>My Care and Independence</b>	<b>Me and My Community</b>	<b>My Cognition</b>
<b>Cedar Stage 1A</b>	They unknowingly/ incidentally make sounds e.g. whilst being moved by an adult.	They tolerate different sensory experiences and stimulation.	They tolerate an adult indicating they are about to move them/ transfer them e.g. allowing an adult to move hands up/down whilst being hoisted or body cue when their chair is being moved.	They tolerate being part of a group/ shared experience e.g. circle time.	They show simple reflex responses to strong sensory experiences/ objects being presented e.g. bubble tube being turned on in dark room.
	They communicate some needs (pain/hunger) through crying	They explore making movements with different parts of own body.	They experience language and objects of reference linked to personal care and their bodies.		They can fleetingly look towards strong pattern/ high contrast picture.
	They encounter and experience a variety of sounds and shows startle response (reflex response) to loud/unexpected sounds.	They incidentally encounter other parts of their own body e.g. bringing hand to face.			They occasionally glance towards an object of reference shown to them before a lesson or transition.
	They encounter a shared social atmosphere during Intensive Interaction sessions.	They show reflex responses to exploration of objects e.g. startle when hands are placed in water.			
		They will experience a range of changes in position.			



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		To encounter different parts of their body being touched.			
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<b>Cedar Stage 1B</b>	They begin to explore own sounds through vocalisations.	With support, they can move their hands through different sensory materials.	They begin to fleetingly look towards personal care materials that are shown to them to cue them in to what is happening.	They react to having close contact with familiar adult.	They begin to focus briefly on an obvious stimulus, e.g. looking towards the bubble tube when it is turned on in a dark room.
	They begin to communicate different emotions through facial expressions, body language and vocalisations.	They can make movements with arms or legs with gradually more control	They will begin to show a response to a body cue/ hands being moved up/down during transfers.	They begin to be soothed by familiar adults voice and touch when upset.	They look fleetingly towards an object of reference when it is presented to them.



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	They begin to fleetingly notice a person or sound being copied back to them during Intensive Interaction, e.g. briefly pausing a self-absorbed movement or vocalisation in response to touch or sound.	They can sustain a grasp on motivating object, placed in palm, for short period of time.	They will begin to show a response to the sound of the hoist as it is moving closer to them before a transfer.	They begin to notice/ show a response to being in different rooms across the school e.g. move head/close eyes when moving from inside to outside learning environments.	They make intermittent responses to different sensory experiences/ stimuli.
	They begin to turn to sounds.	They will occasionally reach towards motivating object at midline.	They will begin to open their mouth during snack time to anticipate the next mouthful, with some prompting.		They begin to show a response to very obvious stimuli, e.g. smiling whilst feeling and hearing loud drumming
		They begin to fleetingly focus vision on brightly coloured lights.			
		They will show responses to being in different pieces of equipment/ position e.g. smiling when in standing frame.			



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		They will explore their range of physical movement in different contexts e.g. moving arms and legs whilst swimming.			
		They will show a response to tactile stimulation on different parts of their bodies.			

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<b>Cedar Stage 2A</b>	Shows response through positioning, body language or frequency of vocalisations to own sounds being copied back	The maintain the hold of an object for short bursts of time.	They will look towards, and occasionally, reach for different personal care materials	They begin to notice/ show intermittent responses whilst part of a group activity, e.g. smiling whilst peer is being sung to in circle time.	They react to new experiences e.g. laughing when experiencing the fan blowing over them.
	They begin to show preferences to particular	They can reach out for an object, e.g. a switch.	They will consistently anticipate another spoonful of food being presented to	They explore the environment with assistance.	The begin to show a consistent response to exploring a highly



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	sensory objects/ experiences.		them by opening their mouth.		motivating activity, showing the same response when it is presented again.
	They begin to show consistent ways (through positioning, body language or vocalisations) of showing like to a stimulus	They focus their vision on brightly coloured light and briefly track object when it moves in a vertical or horizontal plane.	They will occasionally track their hands as they are brought up/ down whilst being hoisted.	They begin to anticipate familiar social routines e.g. snack time after being presented with object of reference for snack	They respond differently to different stimulus
	They show a behaviour which can be interpreted as a rejection of some stimuli	They move their head/ eyes to visually explore	They will begin to look between two food objects/ options during snack and lunch.		They accept and engage in co- active exploration of objects/ stimuli e.g. exploring fibre-optic lights with an adult.
	The will look between two objects	They will develop their perseverance and resilience for staying in different pieces of equipment for longer periods of time.			They look towards and respond to attention building activities.



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	They will experience the cause and effect of communicating like/ rejection by a familiar adult providing more or removing an activity I have responded to.	They will show a behaviour which can interpreted as enjoyment or rejection in response to tactile stimulation.			
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<b>Cedar Stage 2B</b>	The consistently use a particular behaviour to indicate that they like/ are enjoying what they are experiencing.	To maintain a hold of an object using both hands.	They will focus their vision on personal care materials and symbols of their body parts when they are shown to them.	They will, occasionally, look towards and reach towards a peer.	They begin to focus their attention for longer periods of time during attention building / highly motivating activities.



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	They consistently use a particular behaviour to indicate they don't like/ are not enjoying what they are experiencing	They can begin to link two actions together e.g. grip and release.	They are beginning to show consistent behaviours to indicate 'more' and a different behaviour for 'no more'.	They will, occasionally, initiate interactions with familiar adults.	Performs actions, by trial and error, and experiences the effect of these actions e.g. pressing a switch accidentally and experiencing the AKKA moving.
	They shows consistent preference for particular activities or objects	They show perseverance by repeating an action that has an effect.	Will actively participate in reaching hands up/ down whilst being transferred into different pieces of equipment.	They will show a consistent response to different spaces and environments.	They can press a switch with minimal physical prompting.
	They begin to respond with interest to activities/ objects that have similar properties e.g. do they enjoy splashing water in sensory story if they love water during swimming?	They notice and search for different sounds when presented in different positions around them.	Will actively participate in some elements of their personal care e.g. holding out arm to assist in dressing or removing socks when asked.	Intentionally explores the environment e.g. crawling to area with favourite toys.	They look briefly towards a disappearing object/ track it as it is put away.
	With support, they can make choices either by reaching to preferred objects or by eye gazing	They will begin to watch as they purposefully make marks in different sensory materials, with support if needed.	Will initiate different elements of self-care e.g. bringing an adults hand holding a spoon to their mouth.		They begin to explore initiating the repetition of actions through action or purposeful vocalisation.



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	They begin to actively engage and anticipate their turn in Intensive Interaction	They will use meaningful responses/ movement to initiate repetition of action in social games e.g. pushing arms towards a ball to push it towards a goal.	With support, can begin to make choices about food options.		
		They will initiate the repetition of gross motor skills in different contexts e.g. continuing to kick legs in swimming pool.	They look towards different clothing items that are presented to them and start to explore choosing between.		
		They will reach for objects slightly left or right of their midline.	When prompted by an adult, they will look towards objects of reference outside of rooms.		
		They will show consistent preference to different tactile stimuli.			





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Cedar Stage 3A	My Communication	My Body	My Care and Independence	Me and My Community	My Cognition
	They will play with own sounds and actions.	They will demonstrate greater control and perseverance when engaging in fine and gross motor skill development.	They can indicate by reaching or eye pointing to what side of the changing bed they would like to rolled to.	They will occasionally initiate interactions with peers and consistently with familiar adults.	They will observe the results of their own actions with interest e.g. watching their arms as they move effect on magic carpet.
	They will point( or eye point) to pictures/ symbols/ objects of reference to indicate what they want.	They will show consistent behaviours to initiate actions that are appropriate to them e.g. vocalising for 'go' during PE.	They can anticipate what is coming next in a care sequence by pointing to a symbol/ material when it is shown to them	They begin to watch and listen to their peer's actions and vocalisations.	They will request events or activities through objects/ pictures/ symbols/ AAC device/ or action.
	They can choose between two objects through their preferred method.	If appropriate, students to explore smaller materials with pincer or tripod grip.	They will participate actively in more elements of personal care routines	They will begin to show a response to hearing their name.	Through extensive repetition, they will remember learned responses/ actions.
	They will vocalise or use a purposeful movement to intentionally gain the attention of an adult.	Using whichever medium is most meaningful, students to explore making marks independently.	They show consistent anticipation for specific objects of reference when it is shown to them.	They will look at pictures of themselves and familiar people and show a response.	They can press and hold/ release a switch to produce a desired effect.



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	They want to engage with Intensive Interaction	They can move their bodies in response to a stimulus e.g. rocking to a loud beat.	They can consistently support elements of their care e.g. holding their cup at snack time.	They will hear voices/ watch videos of familiar people and show a response.	They will persevere and find new/ increasingly complex ways to cause an effect.
	They can engage in interaction with familiar adults for extended periods of time.	They can begin to cross their midline whilst reaching for different objects.	They will look towards an object of reference outside of a room with less prompting.	They will look towards, and reach for objects of reference outside of rooms.	They will initiate the repetition of desired effect by pressing switch numerous times.
	They can use consistent behaviour for 'yes' and 'no' in a couple of contexts.	They can anticipate and indicate their turn in a tactile experience by reaching preferred body part to stimuli.	If appropriate, can begin to actively support in dressing and undressing.	In wider community, they will begin to look and listen to different environments/ contexts.	They will use consistent behaviours to communicate their anticipation of familiar action or events.
			They will choose food/ lunch options by pointing (eye pointing) to visual or concrete food options.		They will use consistent behaviours to communicate the beginnings of anticipation of familiar words/ phrases.
			They will begin to vocalise or use a purposeful movement to attract attention to get a need met.		They look for objects that have been partially hidden from them.



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<b>Cedar Stage 3B</b>	They can maintain and focus for an extended period of time through Intensive Interaction.	They will demonstrate consistent physical behaviours in different contexts (kick legs in swimming/ walking in walking frame) that are appropriate to them.	They can choose which item of clothing to put on first when getting dressed.	They will initiate interactions with peers and adults consistently	They will repeat vocalisation or action that has an effect.
	They will communicate their feelings through consistent body language and vocalisations	I can communicate 'yes' or 'no' to be asked if I would like to be touched.	If appropriate, will respond to simple instructions regarding dressing e.g. 'socks off' by removing them themselves or by lifting feet for support.	They will attempt to maintain an interaction with peer by watching their actions and imitating them	They can maintain their focus on a motivating activity for an extended period of time.
	They will take picture/ symbol/ object to communicate wants and needs	They will respond in their own way to indicating different parts of their body.	They will consistently engage, anticipate and initiate different elements of self-care that are meaningful for them.	They will begin to respond to one or two key signs/ words; e.g. stop/ more.	They will actively explore objects for extended periods of time.
	If appropriate, they will begin to imitate and attempt some signs/ words or sounds.	They will remember actions/ behaviours that initiated effects or responses and will use these in context.	They can show consistent behaviours to support with dressing and undressing routines	They will look at pictures/ signs and symbols in the wider community.	They begin to explore and apply potential solutions to problems and persevere in their efforts e.g. pressing



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					another switch if one isn't working.
	They can clearly communicate 'yes' and 'no' through body language, vocalisations and actions in different contexts	They will use the range of their movement and abilities throughout their learning experiences.	They can look towards objects of reference outside of rooms with little to no prompting.	They will point and draw attention to elements of the environment that are motivating and engaging in school e.g. pointing to the Christmas tree.	They search for motivating objects that have been fully hidden from them.
	They show consistent behaviours to greet familiar people.		Deliberately gain attention of an adult to get a need met.	They will point and draw attention to elements of the environment that are motivating and engaging in wider community e.g. pointing at brightly painted picture.	They realise they can affect people, objects and their environment through their involvement and actions.
	They apply their means of communication throughout all experiences.				