

Blue My Thinking

Awareness of stimuli; people, objects and activities

-I am aware of different stimuli from people, objects and activities around me

--[]Recognise an obvious change happening very close to self e.g. stills when hand is massaged or when sees a bright flashing light

--[]Recognise when a stimulus starts and stops e.g. stills, moves limbs, turns after the stimuli start or stop

--[]Accept stimuli and persist at an activity for an increasing amount of time e.g. will hold objects or allow feet to be in the foot spa

--[]Respond to a widening range of stimuli e.g. turns to a range of flashing objects

--[]Anticipate stimuli that occur over and over again e.g. smile before being pushed on a swing after several pushes

--[]Respond to a range of stimuli that are quieter/less obvious e.g. smile at quiet singing

--[]Attend to stimuli further away e.g. hears music a few feet away or smells lunch as the trolley comes in

--[]Transfers attention from one stimulus to another e.g. looks at jumping dog and when it finishes look at moving car

--[]Attend stimuli in a busy classroom e.g. watch another child moving around

--[]Locate a specific stimulus against a busy background e.g. find favourite toy in a box of several toys or turn to name in a noisy room

--[]Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

Exploration of objects, materials and substances

-I actively explore objects, materials or substances

--[]Use their senses to register interesting events around them e.g. listen to drum,

--[]Watch moving toy, touch gloop

--[]Locate moving stimuli e.g. track a florescent ball or moves head to sniff perfume as it passes from one side to another

--[]Turns to objects and sounds that are activated but in one place e.g. turns head to locate flashing light

--[]Makes things happen when they move randomly e.g. the space blanket crackles when the child wriggles or arm movement activates a hanging bell

--[]Activate toys that provide an interesting effect randomly and without connecting the cause to the effect e.g. pats a BigMac switch and something motivating happens or kicks the keyboard and sounds happen

Control of objects and materials; Physical manipulation of objects and materials is vital for developing understanding of what objects do however children with physical disabilities may be unable to physically manipulate objects and will use eye pointing or technology to aid their explorations. In this circumstance it is essential to keep the cognitive process firmly in mind.

-I can attempt to manipulate objects around me

--[]Make things move deliberately with gross movement initiating actions e.g. knock mobile, kick bells, swish water

--[]Make things move deliberately with finer movements initiating actions e.g. whole hand or head to activate switch or swipe objects that give a strong reward

--[]Persist in making simple toys do something e.g. keep swiping wobble toys or pressing a switch to keep the toy active

--[]Operate a toy that requires a single action e.g. button on Jack-in-the-box, switch the bubble tube

--[]Activate toys deliberately, using different movement for different toys to initiate e.g. shaking bells and banging drum

--[]Shift attention between different objects/actions e.g. actions on an activity centre

--[]Manipulate objects intentionally e.g. empty and fill containers, stacking blocks

--[]Press buttons to make toy work e.g. keyboard, musical toys

--[]Look for favourite objects in a box of similar items not deliberately hidden

--[]Open containers to find objects e.g. lift lid, press buttons, pull top off

--[]Use objects and materials according to their function e.g. brush for hair, shoes on feet, and paint on paper.

Sequence and pattern

-I am beginning to be aware of sequence and pattern

--[]Take turns in repetitive games where the adult stops to wait for a response e.g. Intensive interaction, action songs

--[]Anticipate routine events i.e. see a pattern in the event e.g. action songs, eating, being hoisted

--[]Recognise familiar places e.g. look up at the lights in the sensory room, go straight to a favourite object in the hall

--[]Explore objects that are used in familiar routines e.g. spoon, cup, hair brush, drum

--[]Take turns actively e.g. rolling ball to partner, passing objects backwards and forwards

--[]Choose between two or more motivating toys

--[]Respond to an object cue e.g. sits down for a drink when sees cup

--[]Select appropriate resources for a familiar routine

--[]Operate toys that require more than one action to complete e.g. bubble tube controlled by latched switch, CD player knobs

- [] Operate toys that need to be pulled apart and put together e.g. stickle bricks, Duplo
- [] Follow objects that move within the toy e.g. cars down a slope, balls in a tube
- [] Put objects into a container one at a time e.g. balls down a tube
- [] Select preferred objects from a mixture of objects e.g. in a box
- [] Look at the bottom of a sliding/tumbling toy for the object to appear when it can't be seen travelling down
- [] Use objects that require two or more actions to complete e.g. posting shapes
- [] Use early problem solving for a familiar event e.g. selecting a car or ball to roll down the slope rather than a piece of material or paper
- [] Solve simple problems where understanding the pattern is important e.g. when there are 4 pegs to a toy and 3 are in place, look for the fourth if out of sight.

Numbers and mathematical thinking

- I am experiencing and encountering the numerical world and thinking mathematically
- [] Experience number songs
- [] Observe numbers in the environment
- [] Listen to number songs
- [] Be involved in number songs initiating deliberate actions
- [] To experience counting in everyday activities and environments
- [] Explore 2d and 3d shapes
- [] Observe shapes in their environment
- [] Observe and experience comparing big and small / heavy and light.
- [] Observe different colours
- [] To experience the passing of time
- [] To observe different types of sand timer
- [] To experience changing seasons, types of weather and temperatures
- [] To explore and listen to days of the week and months of the year
- [] Show awareness of the day of the week using sensory clues.