

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
GROSS MOTOR										
Mobilisation:	Transitions to stand with hands on floor or holding onto support surface	Can transition to stand from the floor without using his or her hands	Can transfer to standing from the floor lifting a heavier item or group of items without loss of balance							
Sitting balance:	Can sit safely on a bench without back support with good posture	Can sit in generic school chair independently for learning. Can maintain balance to sit on a bench without back support while drawing/writing or playing a dynamic game	Can sit on a dynamic surface (i.e. a gym ball) and safely balance during dynamic activity and safely balance during dynamic activity in classroom or PE							
Standing balance:	Stands independently safely in school. Can stand in a modified single limb stance posture with one foot on a step for greater than 5 seconds without loss of balance	Can balance on one foot for 8-10 seconds	Balances on one foot for more than 10 seconds Balance on low apparatus	Balance on a combination of 1/2/3 points, e.g star shape, T balance, etc Balance with a partner	Balance on one foot with eyes closed	Balance on one foot with eyes closed on a combination of 1/2/3 points, e.g star shape, T balance, etc				
Steps/Stairs	Steps/Stairs: Able to climb up/down stairs with a railing and supervision/minimal assistance using immature step to pattern (2 feet on each step)	Able to use a handrail to climb up/down a flight of stairs using reciprocal step pattern up and down stairs independently								
Walking Backwards	Walks backwards with use of sight	Walks backwards heel to toe	Walks backwards heel to toe without use of sight							
Coordination/Motor Planning	Imitates simple bilateral movements of limbs (eg arms up together)	Imitates simple movements of limbs that cross the midline (e.g. hands crossed over chest)	Imitates complex movements of limbs that separate both sides of the body and cross over the midline (e.g. one hand on head, one hand cross over midline onto opposite knee)	Successfully participates in gross motor movements that involve both sides of the body and crossing the midline						
Movement	Can walk in the playground/hall, changing directions without loss of balance or falls.Can crawl, roll and climb on small climbing frame	Runs up and down stairs with control	Change direction when travelling Walks independently on variable surfaces safely in and around school Can climb on the climbing frames Can run/skip in playground/PE changing directions without loss of balance or falls	Sprint for 60 metres with control and balance Time running to stop or intercept the path of a ball	Can use a skipping rope to skip Run over longer distances (up to 1.6km) Select and maintain a running pace for different distances	Demonstrate a good running technique in a competitive situation.				
Yoga	Experiment with simple yoga poses	Perform basic yoga poses with some balance	Perform yoga poses beginning to use tummy muscles (core strength) sum flexibility balance and control	Perform more complex yoga poses showing control and increased flexibility	Perform more complex yoga poses developing core strength good flexibility	Perform complex yoga poses with control core strength and flexibility	Perform complex yoga poses with good core strength flexibility and balance for longer periods of time on each pose			
	Begin short relaxation games	Begin to relax the body in rest pose	Relax in rest pose and begin to focus on breathing	St in lotus pose (with support props) relax and begin to focus on breathing in and out (of nose)	Begin to focus on breathing in more than one pose	Perform a variety of poses using breathing techniques and use in relaxation time	Perform all poses and remembering to use breathing technique when performing them in relaxation time			
	Create different sun shapes with their body	Perform sun pose (beginning of sun salute)	Perform sun pose with control (beginning of sun salute)	Perform cobra pose 2 (used in sun salutation)	Perform individual poses to build up towards sunsalutation eg sun tree downward dog cobra pose 2	Remember and perform sun salutation	Perform sunsalutation and link it to other yoga moves			
	challenge themselves to make up their own yoga (animal) poses	To try some of the challenge poses eg snake poses	To perform the challenge poses eg Tree 2 or 3 (using chair as support if needed)	Improve on balance to perform swaying tree pose	To perform the challenge pose and swaying tree with some control fluency	Perform the extended pose eg extended cat pose	Perform extended versions of cat pose dog pose and create their own extension			
	Listen to the yoga story and create poses		Make up a story using all yoga poses	Collaborate to create a yoga fun facts routine	Collaborate to create a yoga fun facts routine and teach the routine to others	Collaborate in a group to create a yoga routine of 7 poses	Collaborate in a group to create a yoga routine and create a sequence of moves like sunsalutation			
Dance and Performance	Responds to music with simple gestures using props to support movement	Can watch and mimic simple, short motor movement sequences Perform a dance using simple movement patterns: stretch, twist, turn/spin	Can watch and mimic simple complex motor activities viewed on screen or observed in person (follow dance moves to music or skipping) Move in time to the music	Can learn a sequence of dance moves to perform (as part of the Hampton Locality Dance Festival or a school production)	Can compare their performance with previous ones and demonstrate improvement to achieve their personal best	Can contribute ideas to develop a sequence of moves to perform to a wider audience, showing confidence and clarity of actions Show coordination, control, alignment, flow of energy and strength			Can contribute ideas to develop a sequence of moves to perform to a wider audience, showing confidence and clarity of actions Show coordination, control, alignment, flow of energy and strength	
	Experiment with actions at different levels	Perform dance movements showing different levels	Perform dance movements showing a variety of levels	Dance in unison with a partner	Dance in unison with a partner/group performing a range of movement patterns	Dance in unison in a group keeping in time with each other	Dance in unison in a group showing good timing, energy and strength			
	Moving around as different characters and animals to the music	Perform basic dance travelling movements eg stepping skipping jumping	perform dance movements showing traveling in different directions eg Sliding, turning, gesturing	Perform in canon with a group	Perform in canon showing a range of movement patterns	Dance in canon showing good timing				

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
	Moving to happy and sad music	Listen to music and begin to move in time to it	Move in time to the music using some expression	collaborate to make a dance warm up	Cooperate to make a dance warm up and take on a leadership role	Dance in canon in a group showing good timing, energy and strength	Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing			
		Perform simple dance moves with some control	Remember simple dance steps, perform with control in time to the music	Use some different levels and pathways	Perform using a variety of levels and using the Space	Use levels, traveling and space with timing and musicality				
	Experiment with different ways of moving	Perform basic dance movements	Perform dance movements with control	Use a stimulus to create a dance	Respond imaginatively to a stimulus	Translate ideas from a stimulus				
Cheerleading										
Throwing into Dodgeball (Game)	Move toward a ball. Can throw without direction. Holds and releases a ball. Rolls ball away from self if ball rolled to them. Throws ball any distance.	Throws ball with increased accuracy and power toward target or person	Demonstrates ability to throw underhand at targets or to a partner.	Demonstrates ability to throw overhand at targets or to a partner.	Able to use a variety of throwing techniques/passes and can use these in simple, small team games	Demonstrates ability to choose appropriate throwing technique during ball games and demonstrates effective power and accuracy during game to allow fluid play as part of a bigger team	Throws, Catches, Dodges with improving control and precision. <i>Able to apply these skills in a dodgeball game under improved opponent pressure.</i>	Throws, Catches, Dodges with some control and precision. <i>Able to apply these skills in a dodgeball game some opponent pressure.</i>	Throws, Catches, Dodges with good control and precision. <i>Able to apply these skills in a dodgeball game under good opponent pressure.</i>	Throws, Catches, Dodges with excellent control and precision. <i>Able to apply these skills in a dodgeball game under significant opponent pressure.</i>
Catching into General Game	Move toward a ball. Attempts Catch large ball (straight arms slow pace)	Catches small ball with hands and body	Catches a ball that has been bounced Working with a partner	Catches small ball using hands only working with a partner.	Catches small ball one handed	Use the correct technique for catching a ball and use it in a team game.	Catches with improved control and precision. <i>Able to apply these skills in a game or competitive scenario under improving opponent pressure.</i>	Catches with some control and precision. <i>Able to apply these skills in a game or competitive scenario under some opponent pressure.</i>	Catches with good control and precision. <i>Able to apply these skills in a game or competitive scenario under good opponent pressure.</i>	Catches, with excellent control and precision. <i>Able to apply these skills in a game or competitive scenario under significant opponent pressure.</i>
Striking Tennis/badminton	Hit a ball or bean bag off a cone with a hand/bat or racket.	Strike a ball with a bat/racket.	Apply techniques for hitting a ball and build up to a single rally with an adult partner.	Build up to a longer rally with a peer.	Confidently and accurately serve underarm. Throws (bowls) a large ball underarm at target 1m away. Fields & catches a large ball 1m away. play a game fairly and in a sporting manner.	Play a tennis game with overhead serve. Throws (bowls) a large ball underarm at a target of 2m away. Fields & catches a large ball 2m away.	Plays game with improved technique & knowledge of game>Returns using a small shuttle/ball using the actual racket. Serves a small shuttle/ball over the net using the actual racket, Hits a small shuttle/ball over the net using the actual racket using the	Plays game with some technique & knowledge of game. Rally of 5 using a small shuttle/ball using the actual racket with improved technique. Serves a small shuttle/ball over the net using the actual racket with improved confidence. E.g. the shuttle lands or goes to the	Plays game with good technique & knowledge of game. Rally of 10 using a small shuttle/ball using the actual racket with good technique. Serves a small shuttle/ball over the net using the actual racket with good confidence. e.g. the shuttle lands or goes to the targeted area 50% of the time. Hits a small shuttle/ball over the net using forehand & backhand technique	Plays game with excellent technique & knowledge of game. Rally of 20 using a small shuttle/ball using the actual racket with excellent technique. Serves a small shuttle/ball over the net using the actual racket with good confidence. Hits a small shuttle/ball
Striking & Fielding Game e.g. Cricket/Rounder							Strikes a small ball off a tee using a cricket bat (or rounders/ baseball bat). Throws (bowls) a small ball underarm at target 1m away. Fields & catches a small ball 1m away. Consistently fields, throws, catches small ball.	Strikes a small ball (from an under arm bowl) using a cricket bat (or rounders/ baseball bat). Beginning to bat using one technique. E.g. straight drive in cricket. Throws (bowls) a small ball underarm at a target of 2m away.	Strikes a small ball (from a fast bowl) using a cricket bat (or rounders/ baseball bat). Accurately bats using one technique. E.g. straight drive in cricket. Throws a small ball overarm at a target 2m away. Accurately fields using at least one higher level technique. E.g. long barrier.	Accurately bats using a variety of batting techniques. e.g. straight drive, hook shot. Accurately bowls using higher level bowling techniques. e.g. fast bowl in cricket. Accurately fields using a variety of fielding techniques e.g. short & long barriers, low & high catches.
Kicking into Football (Game)	Kicking: Kicks ball any distance and any direction	Kicks ball with increasing accuracy toward a target	Kicks a ball toward a goal/target with improved consistency of accuracy	Developing control, dribbling a ball between cones. Developing ball control using force and accuracy Demonstrate an understanding of the rules of the game	Uses different parts of the foot to control the ball Shows awareness of force and accuracy when controlling the ball and shooting at a target Able to pass the ball when moving	Able to apply earlier skills in a game of football with another team	<i>Passes, Dribbles, Shoots with some control, precision and fluency. Able to apply these skills in a football game under some opponent pressure.</i>	Passes, Dribbles, Shoots with some control, precision and fluency. <i>Able to apply these skills in a football game under some opponent pressure.</i>	Passes, Dribbles, Shoots with good control, precision & fluency. <i>Able to apply these skills in a football game under good opponent pressure.</i>	Passes, Dribbles, Shoots with excellent control, precision and fluency. <i>Able to apply these skills in a football game under significant opponent pressure.</i>
Gymnastics	Travel on soft play and small gymnastics apparatus with adult support.	Travel on soft play and small gymnastics apparatus without adult support showing balance and safely negotiating space.	Perform simple gymnastic sequence; roll, jump, roll. Swing and hang from equipment safely.Walk forwards along a bench and full turn in the middle.	Perform a more detailed gymnastic sequence with a balance, a travelling action, a jump and a roll. Sit in pike, tuck, straddle. Stand with tall stretch and star. Work with a partner.	Perform a gymnastic sequence with clear changes of speed, 3 different balances and 3 ways of travelling. Walk backwards along a bench and full turn in the middle. Work with a group. Evaluate own sequence.	Create a sequence of up to 8 elements using a variety of techniques. e.g., Bunny jumps over a bench side to side, tucked forward roll down an incline. Explore symmetrical and asymmetrical balances with a partner. Evaluate own and others' sequences.	Perform an excellent travel e.g. cartwheel, balance walk on a bench beam, roll backwards and forwards in tuck or balance e.g. arabesque.	Headstand with knees bent and lower into frog Tuck jump Squat on top of box and stretch jump off Bridge Half lever with 1 foot only raised - change legs	Headstand Cartwheel quarter turn off bench Backward roll Counterbalance Single knee balance, throw and catch hand apparatus Squat on box top and tuck jump off	Front splits or slide splits Half lever or straddled half lever. Jump full turn Handstand forward roll Match and mirrored sequence to include roll, jump and balance Straddle on box top and straddle jump off
Jumping/Hopping	Can bend knees in preparation to performing jump movement. Can jump in place one or more times with foot clearance	Can hop on one foot consistently and cover several metres whilst hopping Can travel using bunny hops, crab walk, monkey walk, etc	Can jump off of raised surface (i.e. step) and safely land without falling Explore shape in the air when jumping and landing with control	Jump over a small object e.g. small cone and low hurdles.Can jump onto a higher surface, e.g., gym table.	Jump making symmetrical and asymmetrical shapes in the air.Jump along, over and off apparatus of varying height with control.	To jump forward (and up) with purpose, confidence and/or distance.	Able to perform good jumping technique. For example, Good jumping distance from a standing jump. Can jump over hurdles Can jump onto a higher surface, e.g gym table Can add a ¼ or ½ turn into a jump	Able to perform excellent jumping skills. For example, full long jump technique, e.g. run-up, hang and landing. Jump along, over and off apparatus of varying height with control		
Trampolining	Mobilise (get on & off the trampoline).	Hand & Knee Position on the trampoline	Stand on a trampoline	Straight jump on trampoline along midline.	Perform a straight jump on cross. Perform a one part routine e.g., 5 straight jumps.	Perform a half-twist.Perform a two part routine e.g. star & tuck.	Perform a seat landing. Perform a three part routine e.g. star, tuck & seat.	Perform swivel hips. Perform a three part routine e.g. star, tuck & seat, swivel hips.	Perform front/back landing.Perform a four part routine e.g. star, tuck, seat, swivel hips, front/back landing.	Perform a somersault landing. Perform a four part routine e.g. star, tuck, seat, swivel hips, front/back landing, front/back somersault

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Swimming	Swimming: Show awareness of pool rules with reminders, e.g not running or jumping in the pool Begin to put their face in the water and can be splashed Can enter and exit the water by any means including specialist equipment and adult help Can reach for or push away a floating toy Demonstrate a basic concept of personal survival Float on back with support Wash face, be splashed & comfortable with water showered from overhead. Move/walk freely around pool (forwards/backwards/sideways)	Can tolerate face in water for a longer period of time (5 seconds) Move limbs intentionally with support, as needed Lie on back or front while being towed around the pool Use body parts to cause an affect e.g splashing with arm or leg, blowing bubbles, pouring/manipulating the water with tools, e.g watering cans or buckets Float with a piece/s of equipment for 10 seconds front & back	Follow adult instructions and copy actions of an adult (e.g kicking legs with straight legs) Move limbs alternately Move through the water on front or back for 5m (using appropriate floatation aids) Retrieve a sinker from chest depth water Float on front for 5 Seconds	Swim 5m aided (preferred position) Float on back for 10 seconds unaided Retrieve an object from under water, involving putting their head under water Identify where the lifeguards are and who they can ask for help Changing shapes floating - mushroom, star, pencil	Swim 10m unaided (front/back) and uses different strokes Push off the wall using their feet Get into a swimming position (bottom up horizontal body position) and start swimming independently Log roll from front to back & back to front	Swim 25m unaided using different strokes Enter the water from the side with a jump or slide in entry Swim through a hoop held below the surface of the water Show an understanding of lane etiquette, e.g swimming in lanes, around other people, etc Tread water Sculling head first & feet first understanding of water safety code - stop & think, is it safe - stay together. Never go alone - call 999 - float				
Climbing			Climb onto/off the climbing wall using appropriate strength and balance	Use the climbing wall confidently moving from A to B, knowing where to place hands and feet Confidently move all over the climbing wall (up, down, vertical, in different directions, etc). Including traversing the corner	Strategically plan routes on the climbing wall Move horizontally, with a blindfold and partner giving direction Move through a hoop	Undertake a trip to a local climbing wall, using equipment to climb at height				
Tricycle & Scooter	Sit on a tricycle and move it by pushing feet on floor.	Can independently get on a tricycle, or scooter and put a helmet on. Can pedal trike on a smooth, flat surface.	Can pedal on a tricycle in a straight line and negotiate obstacles. Can follow a route around the playground	Can use the brakes Can pedal/scoot over different terrain	Can communicate (vocal and/or singal) intended manoeuvre					
Balance Bicycle	Can get on and off a bicycle and put on a helmet with help.	Can independently get on a bicycle, and put a helmet on Can balance on a bike for 1-3 seconds	Can balance on a bike for up to 16 seconds seconds. Can balance and negotiate obstacles	Can use the brakes						
Bicycle				Can ride a bicycle in a straight line Can use the brakes Can follow a route around the playground	Can start and stop in the correct position. Can use the correct hand signals and/or vocal commands.	Can pedal a bicycle negotiating obstacles and riding on different terrain. Can cycle on a stretch of public road following the leader. Can ride on a shared path and obey the signs.	Can select the correct gear for the terrain			
Road Awareness-cycling						Can demonstrate safely starting on the road and pedaling away. Can come to a stop at a give way. Can determine which side of the road we cycle on. Can demonstrate giving way or taking priority around a parked car or cars. AfC cycyle training certificate.	Can identify some of the main road signs/signals: give way, stop, one way traffic lights roundabouts, pedestrian crossings. Can negotiate pedestrian crossings. Can enter a new road.	Can demonstrate negotiating a roundabout.	Can explain what a member of the public could have done better (car, pedestrian or bicycle)	Can explain what I could have done better
FINE MOTOR										
Dominant hand	Swaps dominant hand but displays emerging hand preference. Does not cross midline with dominant hand.	Established dominant hand and uses for all activities. Beginning to cross midline with dominant hand during table top activities	Established dominant hand and uses for all activities. Crosses midline independently with dominant hand during table top activites.							
Use of Non-dominant hand	Transfers objects from one hand to another	Emerging bilateral intergation (using non-dominant hand to stabilise and support objects)	Uses non-dominant hand to assist and stabilise the use of objects appopriately at all times.							
Hand grasp	Practising the ability to create the shape of the pincer grasp without the weight of an object. E.g. makaton signing "bird". Consistent use of pincer grip to pick up ojects. (thumb and one finger) Learners have the ability to twist and grip doorknobs.	The ability to transfer an object from one side to another, using the pincer grip. E.g. insert puzzles. Using and squeezing basters to transfer liquid. Using pegs to pick up and transfer objects. E.g. pompoms, beads. Learners can twist and open lids.	Using tweezers to pick up and transfer objects. E.g. pompoms, beads. Learners can screw and match nuts and bolts.	Learners use pippettes to transfer liquid at controlled measurements.						
Pencil grasp	Palmer pencil grasp (holding crayon in palm of hand)	Static tripod pencil grasp	Dynamic tripod pencil grasp							
Mark making	Marks made with intentional emerging purpose and minimal physical assistance, using various materials such as shaving foam, paint, sand.	Learners are intentionally making a formation of three lines. E.g. lightning bolt or Z shape. Can be practised using index finger with sand, flour or rice. The ability to copy and trace along lines and shapes. E.g. "Write from the start" books.	Colour within the lines. Writes name legibly. Ability to legibly write and trace numbers and letters.	Draws simple features with eyes, nose, ears, mouth on a face. Writes words with legible formation and consistently on the lines, with the assitance of lined handwriting paper	Draws a person with 6 or more different parts.	Writes legibly with appropriate sized letters and spaces between words.	Writes legibly with appropriate spaces between words, appropriate letter formation (upper and lower case) and letters on the line for an entire story.			
Scissor use	Uses adaptive scissors to make snips in paper or play dough	Uses adaptive scissors or makes snips with regular scissors	Cuts along straight lines with regular scissors	Cuts out simple shapes with accuracy with regular scissors	Cuts out irregular shapes with some accuracy with regular scissors	Cuts with regular scissors around irregular shapes with use of assisting hand to hold paper				

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Manipulating small objects	Looks at and manipulates objects in hand Can thread large beads on a stick and thread pipe cleaners through a colander	Threads medium beads onto a bead string Attempts a lacing card with some assistance Creating chain links, through matching openings.	Threads small beads. Pressing small pegs into a pegboard.							
Building	Drops and picks up toys. Attempts to stack blocks on top of each other. Builds a tower of 3 blocks	Builds a tower of 9 blocks and begins to make simple structures with purpose.	The ability to organise and stack cups into a pyramid shape.Can build simple structures with duplo and bring in other resources to enhance	Can build more complex structures, such as a house, castle or train with lego and other materials	With purpose, can build a range of complex structures with lego, blocks, K'nex etc. and can use other materials to enhance their ideas. Working on balance and stability in builds, like Jenga.	Can follow instructions to make complex creations that may include moving pieces. Can solve problems adapting and improving their designs.		Using appropriate equipment and tools in D&T to create woodwork of pupils own designs.		
Playdoh/putty	Learners poke at objects with their index finger. Building up hand strength through rolling into balls, using the palms of the hand. The ability to squeeze play-doh in both hands, into a fist. Learners press dough cutters with whole hand and are able to successfully remove from shape.	Creating pictures using different shapes and sizes of play-doh E.g. monster munch, pizza plate								
PREWRITING LINES AND SHAPES										
	Spontaneous scribbles 1-2 years	Vertical line (copying) 2 years, 10 months	Cross Shape (copying) 4 years, 1 month 	Triangle shape (copying) 5 Years, 3 Months 	Copying shape, 6 Years, 5 months 	Copying shape, 7 Years, 5 months 				
	Vertical line (imitating in scribbly manner) 2 years	Horizontal line (copying) 3 years	Diagonal Line (copying) 4 years, 4 months 	Copying shape, 5 years 5 months 	Copying shape, 6 Years, 8 months 	Copying shape, 7 Years, 11 months 				
	Horizontal line (imitating in scribbly manner) 2 years 10 months	Circle (copying) 3 years 	Square (copying), 4 Years, 6 months 	Copying shape, 5 years, 9 months 		Copying shape, 8 Years, 1 month 				
	Circle (imitating in scribbly manner) 2 years 10 months		Diagonal Line (copying) 4 Years 7 months  							
			X Shape (copying) 4 years, 11 months							
SELF CARE										
Toileting	Requires support with all aspects of personal care Identifies when they need to go to the toilet, but requires assistance for all toileting	Toilets independently but may require assistance for remembering all parts of toileting steps	Toilets independently							
Personal hygiene:	Requires support with all aspects of brushing hair and teeth.	Attempts to brush teeth and hair, continues to require adult assistance Can brush a dolls hair in play Can brush the model teeth	Brushes teeth and hair with minimal adult assistance	Brushes teeth and hair well	Manages all aspects personal hygiene					
Zips:	Beginning to show attempts to use zip. Requires adult assistance.	Zip a jacket that is already connected. Unzip a jacket. Unbuckle a belt.	Zip a jacket. Attempts to put zip clasp together.	Puts zip clasps together. Buckle a belt.						
Shoes and socks:	Removes socks and shoes Put on clog style shoes	Puts on socks.	Puts shoes on the correct feet	Using backwards chaining techniques able to complete steps to tie shoe laces		Can tie shoe laces independently.				
Dressing:	Pulls trousers and pants up and down	Puts on trousers. Takes off trousers. Puts on top. Takes off top. Puts on coat. Takes off coat.	Dresses independently. Choses appropriate clothing for the weather.							
Buttons:	Adult assistance required for buttons. Beginning to show attempts to unbutton buttons.	Unbutton large buttons	Button large buttons	Unbutton small buttons	Button small buttons					
Cutlery:	Uses fingers to eat. Uses spoon to eat. Uses fork to eat.	Uses fork and knife with adult assistance	Uses a knife and fork	Cuts with fork and knife including pushing food onto fork with knife						
Meal preparation:	Attempts to open lunch box and packaging	Opens lunch box	Opens zip lock bags, food packaging							
	Requires adult prompting to use a napkin to wipe face and hands when dirty.	Beginning to show awareness when face and hands are dirty and attempt to clean them. May require some adult assistance		Cleans face and hands when dirty 50% of time	Cleans face and hands when dirty.					
Drinking:	Drinks from lidded cup with two hands.	Drinks from cup with two hands. Holds cup independently.	Drinks from cup with 1 hand	Pours into a cup from a jug						
Handwashing:	Accepting hands being wet.	Using soap and washing hands. Follow handwashing steps.	Using appropriate temperatures of water. Turning taps on and off.	Use of hand dryers or towels						

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Organise belongings	Putting coat & bag on hook: Requires adult assistance to put coat on hook.	Attempting to put coat on hook independantly. May require some adult assisstance.	Puts coat on hook. Requires prompting to manage morning routine at school.	Packs bag for school. Manages morning routine at school (putting bag away, drink bottle in correct spot, coat on hook etc)						