

12					<p>Works independently for given time period specific to individual task</p> <p>Attempts a task independently before asking for help. Ensure that the task is clear</p>	<p>Accesses local community in larger group with adult support</p> <p>Access local community in whole class group with adult support</p>	<p>About to treat themselves and others with respect; how to be polite and courteous.</p> <p>About what is kind and unkind behaviour, and how this can affect others.</p> <p>About how to recognise when they or someone else feels lonely and what to do.</p> <p>Shares humour / joke with a peer.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>To recognise the ways in which they are the same and different to others.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Identifies group/groups they belong to, e.g. I'm in 4S/Mrs Smith's class/ chess club.</p> <p>Identifies other members of group by name, e.g. aware that the ability to do this may differ when out of context.</p> <p>Responds to information or instruction directed to the group.</p> <p>Show how a strength has led to change, e.g. better listening and communication joining in with peers.</p>	<p>Identify one thing they can do to manage a strong feeling, e.g. anger.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Identify appropriate ways of communicating feelings to others.</p> <p>Describe times when we may feel unhappy with our friends or family members.</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same thing.</p> <p>Describe different kinds of feelings we may have experienced; those we like and those we don't.</p>	
	Hygiene	Eating & Drinking Skills	Dressing	Toileting	Functional Skills	Community	Social Skills	Growing and Changing	Managing Emotions and mental health	Safety
	Self-Awareness				The wider World		Relationships		Health and Wellbeing	

11	Demonstrates or communicates an example of taking care of our bodies eg skin, hair or teeth Brushes hair independently		Undoes easily accessible fastening Undoes easily accessible fastenings with support Helps with clothing eg puts on hat, unzips zipper on jacket		Get started on task unprompted Refers to timetable to check what is happening later Shows understanding of activities represented on timetable	Access local community in small group with adult support Access the local community with 1:1 adult support	How people make friends and what makes a good friendship. Initiates conversations, attends to and takes account of what others say. Demonstrates friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults. Explains own knowledge and understanding, and asks appropriate questions to others. Demonstrate good listening and describe how to listen to other people.	Identify personal strengths / trusts independently. Choose from a range of pictures to indicate personal strengths / traits – independently. Choose from a range of pictures to indicate personal strengths / traits – with support. Identifies current place of familiar people in life cycle, e.g. family, staff. Gives examples of different types of relationships. Recognises and identifies relationships of extended family members to self, e.g. my uncle, my cousin, please specify.	Demonstrate positive ways we could let others know how we are feeling. Identify someone who can help us if we are afraid or worried. Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. Know what usually / typically makes them feel positive emotions, e.g. Active work on discovering activities that are pleasurable so that staff and young people can draw on these. Makes connections between an emotion and what has caused it, e.g. is able to give a reason for an emotion. Recognises emotions in others in real situations, e.g. May need support to reflect on situations to help them work towards an understanding 'in situ'.	Recognises a trusted adult that they can seek support from when they feel unsafe in school. Identifies four agency services from a selection of professions independently. Identify one service that keeps us safe in the community independently.
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10	Indicates when own hair needs brushing without prompting Brushes hair when prompted by an adult Anticipates routine of hair brushing Understand the need for regular teeth cleaning Order of teeth brushing eg tooth brush, tooth paste, brushing motion, rinse	Eats a healthy range of foodstuffs and understands need for variety in food Recognise healthy and unhealthy foods Selects a healthy food from a choice of 2	Dresses independently Fully dress with some sequenced order with support Fully dresses with support	Attends to all our toilet needs independently Ensures toilet area is clean for use With prompting Ensures they have left toilet area clean Beginning to be independent in self-care, but still often needs adult support	Collects belongings at end of day eg coat Collects belongings at end of the day with prompting	Identify places in the local area independently Identify places in the local area with adult support Identify places in the local area using picture prompts	Recognises and describes special times or events for family or friends. How to ask for help if a friendship is making them unhappy. Recognises what makes a 'good' friend. Accommodates others interests / ideas within conversation / activity. Keeps play going by responding to what others are saying or doing. Describes times when we take turns in school.	Sequence pictures to demonstrate an understanding about growing and changing from young to old. Demonstrate the process of growing from young to old, meaning people's needs can change – through sorting pictures or choosing statements. Recognises that life begins with birth.	Recognises emotions in others in teaching materials, e.g. in books, pictures, role play, film etc. Recognise how we feel if we have not had enough sleep. Identify what makes us feel anxious.	Identifies four agency services from a selection of professions with support. Identify one service that keeps us safe in the community from a selection of photos / pictures. Identifies one trusted adult and one stranger from two photos independently.
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9	<p>Brushes teeth when given loaded toothbrush when prompted by adult</p> <p>Copies brushing movements with toothbrush</p> <p>Anticipates routine of teeth brushing</p> <p>Washes body with sponge/cloth independently</p>	<p>Selects food preference from a choice of 2</p> <p>Prepares utensils in anticipation of meal independently</p> <p>Prepares utensils in anticipating of a meal with prompting</p> <p>Feeds self independently using all cutlery</p>	<p>Puts on underwear first when dressing</p> <p>Knows that underwear comes first when dressing with prompt</p> <p>Identifies the item of clothing they need to put on next with prompting</p>	<p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</p> <p>Washes hands after use of toilet independently</p> <p>Washes hands after toilet with prompting</p>	<p>Puts belongings in their place on arrival eg coat on peg</p> <p>Puts belongings in place on arrival with prompts</p> <p>Identifies own belongings</p>	<p>Navigates around the whole school independently</p> <p>Navigates around whole school with picture prompts</p> <p>Navigates around the whole school with adult support</p> <p>Transitions to 3 or more areas in school independently</p>	<p>Relates appropriately to group members, e.g. mates.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Accepts change of conversational topic.</p> <p>Shares items or equipment with others.</p> <p>Responds to suggestions to components of activity/task e.g. I'll cut this out and you decide where it goes.</p>	<p>Identifies own current place in life cycle of family.</p> <p>Sort pictures of family in chronological order.</p> <p>Recognising a teenager / adolescent.</p> <p>Recognises an elderly person.</p>	<p>Identify what makes us feel frightened.</p> <p>Identify what makes us feel worried.</p> <p>Begins to identify more complex emotions in relation to self.</p> <p>Describe what feeling angry means</p>	<p>Identifies one trusted adult from a selection of three photos / pictures independently.</p> <p>Identify three or more dangers in the community independently.</p> <p>Can identify three or more dangers in the home independently.</p> <p>Identify three or more dangers in the whole school independently.</p>
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8	Manages washing and drying hands	Feeds self with spoon or fork Feeds self with spoon or fork with support Feeds self when hungry Feed self with adult support Drink well independently	Dresses with help eg puts arms into open-fronted coat or shirt when held up, pulls up own trousers	Flushes toilet independently Flushes toilet with prompting Wipes after bowel movement independently Wipes after bladder movement with prompting	States name of school States month of birthday States individual features eg eye colour Knows first name of parent/siblings	Navigates to 3 key areas in school using picture prompts Finds 3 trusted adults in school with support Navigates to 3 key areas with adult support Accesses learning outside of their classroom base Independently Access learning outside of their classroom with adult support	Tries to help or give comfort when others are distressed. Offers help to peers. Initiates play, offers cues to peers to join them. Accepts praise / compliment from a peer. Accepts help from a peer. Shows interest in the lives of people familiar to them.	Recognises and identifies relationships of immediate family members to self, e.g. my mum, my brother. Identifies the people who makes up our family. Identify some of the differences between a baby, child and adult. Identify one action they can do now which they couldn't as a baby Recognises differences between themselves now and as a baby.	Identify things that may make us cry / feel sad. Identify things that make us feel happy. Shows levels of intensity within an emotion using a scale, e.g. a little, a lot... independently. Shows levels of intensity within an emotion using a scale, e.g. a little, a lot... with support. Identifies three physical feelings related to emotions.	Identify three or more dangers in the classroom independently. Recognise immediate danger around them and seek support from a familiar adult. Identify three dangers in the community from a selection of picture / photo prompts. Identify three dangers in the home from a selection of picture / photo prompts. Recognises dangers during transitions around school with support. Identifies one trusted adult from a selection of 3 pictures / photos with support.		
	Washes hands thoroughly		Anticipates the need to dress independently Anticipates the need to dress with prompting Independently undresses with some sequential order								Hygiene	Eating & Drinking Skills
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7	Washes hands when prompted	Drinks independently with some spillage	Undresses in no particular order						
	Washes hands with adult support	Drinks when thirsty	Undresses fully with support from adult			Forms a special friendship with another child.			Identify three dangers in the whole school a selection of pictures / photos.
	Anticipates a routine or need to wash hands	Brings cup to mouth independently	Identifies the item of clothing they need to remove next eg points to vest			Forms genuine reciprocated friendships with a peer – with adult support.			Identify three dangers within the classroom using picture / photo prompts.
		Brings cup to mouth with adult support	Identifies the item of clothing they need to remove next with prompting		Responds to full name eg forename and surname	Shows preference for particular peers.	Identify self as being a child.	Sort a range of emotions into good feelings and not so good feelings independently.	Identify one trusted adult and one stranger from 2 photos with support.
		Drinks with adult support/prompt	Anticipates when needing to undress eg shower	States forename when asked		Seeks comfort from familiar adults when needed.	Sort pictures to indicate categories of: baby, child, adult.	Sort a range of emotions into good feelings and not so good feelings with support.	Beginning to recognise dangers within the classroom with adult prompting.
			Anticipates the need to undress with prompting eg swimming	Responds to name when called	Usually dry and clean during the day	Relates appropriately to familiar peers. – with sustained support from adult.	Sort objects to indicate categories of baby, child, adult.	Matches their current feeling to one of six symbols / photos / pictures.	Recognise immediate danger around them, e.g. Recognises dangers within their immediate environment with support.
			Clearly communicates their need for toilet	Responds to name when called		Tolerates another bringing own variables to a play scenario. – with sustained support from adult.	Recognises an adult.	Matches their current feeling to one of three symbols / photos / pictures.	
							Recognises a child.		
							Recognises a baby.		
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