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Engagement Steps Skills Rubric Sport & Health

To be used alongside the knowledge rubric for this theme.

	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Sensory & Physical
	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.	***Students demonstrate intentional and pre-intentional patterns of behaviour and communication***	***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.***	***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***
Engagement Step 1	Students demonstrate an awareness of sound. Students respond to sound by moving part of their body. Students shift their gaze. Students give momentary attention to people in front of them. Students glance at a face or object within 50 centimetres when it moves closer. Students accept their hand being guided through a range of textures. Students respond when their hands are touched. Students cooperate during familiar routines. Students cooperate with staff to clap hands.	Students react to changes with an emotional response. Students change facial expressions incidentally during an interaction when engaged. Students open their eyes for brief periods of time when encountering stimulating events. Students inconsistently give momentary attention to someone speaking close to them and in their direct line of vision. Students glance at people moving within 2 metres Students look briefly at a picture. Students startle in response to loud noises. Students freeze in response to a quiet sound.	Students tense or still their muscles to a voice, sound or instrument Students tolerate an object being placed on their hand/arm. Students tolerate a variety of sounds. Students vocalise contentedly. Students react to physical contact with minor physiological changes when their hands are touched. Students inconsistently give momentary attention to someone speaking close to them and in their direct line of vision Students tolerate a ball or other object being rolled over their body	Students glance at a light briefly when light source enters their field of vision. Students react to sudden change of light with minor physiological changes. Students react to a range of sounds that are close by. Students react to textures with minor physiological changes when feeling rough or smooth surfaces Students accept their fingers being moved in different motions. Students co-operate physically during familiar routines. Students change facial expressions incidentally during an interaction when engaged by an adult. Students close their hand when the palm is touched.

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Engagement Step 2	Students engage in an activity for three seconds with a familiar person Students engage in an activity for five seconds with a familiar person Students maintain their attention on certain events, objects or voices for five seconds or more Students swipe at an object in their vicinity with the intention to interact with it Students focus attention on moving objects within their range of vision - Students grasp objects intentionally when they have been placed in their hand by a member of staff Students show that they like an event or object consistently when involved in familiar routines Students reach out for an object within their environment. Students engage with objects / images that have high contrast patterns. Students lift and turn their heads when lying on their front.	Students react to repetition when involved in familiar routines. Students react to a range of new experiences when prompted Students react to objects within visual range. Students demonstrate signs of intentional communication Students respond vocally to communication by a familiar person Students respond to familiar faces and voices. Students watch the face of a familiar person intermittently during interactions with them Students vocalise vowel-like sounds Students respond to the facial expressions of a familiar person.	Students react to social interaction with peers and adults Students react to physical touch by a peer or adult Students show awareness of peers or adults Students demonstrates a positive reaction to attention received from an adult Students express auditory, visual and tactile pleasure when provided with enjoyable experiences. Students demonstrate recognition of a familiar person. Students respond to the emotion in the voices of others. Students show a liking for a particular object.	Students react to sounds or noises Students reach for visually appealing objects in close range Students react to rhythm in movement and sounds Students respond to familiar music. Students grasp objects placed in their hand. Students hold a variety of different textured objects Students focus attention on static or moving objects Students watch movement of own limbs. Students open and shut their hand. Students respond to different motions

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Engagement Step 3	Students show some anticipation of a familiar activity or action Students show contentment when expectations are met Students explore image of self in mirror Students reinforce their choice and/or understanding with an appropriate response Students demonstrate a brief interest in objects and noises when encouraged. Students explore desired object for 10 seconds or more Students select a desired object from a variety of objects Students consistently localise a moving object without support from staff. Students maintain eye contact and/ or smile when engaging with a member of staff. Students transfer objects from one hand to the other. Students react excitedly to familiar activities and experiences.	Students listen to a familiar voice Students show a brief interest in sounds associated with the class routine or sounds encountered in lessons when encouraged Students display interest in engaging in tactile activities Students engage in tactile activities when prompted Students make a request for a desired object Students show excitement in response to familiar activity Students watch the face of the adults as they speak to another pupil or the whole class Students interact with adults and peers and imitate sounds in their own way. Students react excitedly to familiar music.	Students try to imitate sounds associated with the class routine or sounds encountered in lessons Students briefly acknowledge presence of peers Students respond to another pupil working alongside them Students make sounds when engaging in an activity with staff Students respond to simple 1 or 2 word instructions Students explore a variety of objects Students express consistent preferences when offered the choice of 2 items. Students express eagerness to engage with familiar object /activity. Students keep their hand in or on a preferred texture. Students actively explore an object or participate in an activity with staff.	Students reach out towards objects just within reach Students search for partially hidden objects Students explored desired object with hands for 10s Students maintain an interest in pictures Students imitate sounds in own manner Students indicate a preference for a specific texture when offered two different textures Students react excitedly when offered a variety of tactile experiences Students use a raking motion to try and grab an object. Students demonstrate anticipation of a loud noise e.g. whistle. Students hold large objects in two hands. Students react excitedly to swinging or rocking movements. Students hold their head steady when looking at objects and people. Students track objects as they move horizontally and vertically.

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Engagement Step 4	Students explore an activity with an adult for 3 mins or more Students explore an activity without support for 3 mins or more Students explore an activity with an adult for 5 mins or more Students react consistently to a variety of different sensory experiences. Students show interest in books when reading with a member of staff Students show interest in sensory books when sharing with adult. Students copy simple actions with their upper or lower body. Students identify familiar objects when named. Students use a familiar action in a new or familiar cause and effect activity. Students try a new action in a familiar or new cause and effect activity. Students willingly try new activities. Students explore objects using a range of different actions.	Students follow simple 1 or 2 word instruction Students identify from a choice of 2 familiar objects when named Students respond to the question 'More?' when offered more of an object or activity by an adult Students request more of item in chosen form of communication Students make an intentional selection from a choice of two objects or pictures Students choose between photos or symbols of 2 equally liked items Students make requests for desired objects Students use an action or gesture to communicate what they want. Students smile or laugh when working with a member of staff. Students demonstrate anticipation of a familiar activity when given a visual or auditory cue.	Students react to familiar words, staff and activities. Students indicate a preference from two objects they like. Students indicate a preference from two pictures or symbols of objects that they like. Students display consistent preferences when offered choices. Students look at peer when named by adult. Students engage with a member of staff intentionally when working together Students communicate with a member of staff by using a symbol/photo when they want something. Students initiate communication with members of staff. Students respond to familiar music	Students track lights and sounds until out of their range of vision or hearing Students copy simple actions with arms and hands. Students put objects into containers when encouraged Students manipulate materials in complex ways Students explore new objects willingly Students display improving eye to hand and hand to hand coordination. Students jump with support or bounce on a gym ball. Students move from a sitting position to lying down. Students move from a sitting position to their hands and knees. Students stand and bend over or crouch to pick up an item from the floor. Students explore a range of different textured food. Students taste new foods. Students use their hand, arm or foot to move a ball.

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Engagement Step 5	Students manipulate objects to move them in different directions. Students match objects based on obvious criteria, e.g. when a member of staff picks up a snake, the student finds one that matches. Students name single property of object eg big/small. Students explore pages in books when working with a member of staff. Students repeat an action in order to obtain a similar effect. Students request new colours when painting, e.g. by pointing to their selection. Students remember a response to an activity over extended periods of time after repeatedly engaging with it. Students respond to auditory and visual cues of familiar events, activities and routines. Students identify parts of the face and body when named. Students identify object when named. Students demonstrate an understanding that letters and symbols convey meaning. Students repeat an action to affect an outcome. Students apply potential solutions to try and resolve problems.	Students answer yes/no questions using gestures or facial expressions when working with a member of staff. Students answer yes/no questions using rough signs or single words when working with a member of staff. Students answer yes/no questions using symbols. Students join in with repetition of a story or song independently. Students use pictures or symbols to request a desired objects from a member of staff. Students use a vocabulary of 5 words, signs or symbols. Students communicate likes or dislikes using words, signs or symbols. Students imitate words, signs or symbols of 5 to 50 objects. Students request a new qction or object in chosen form of communication. Students identify familiar objects when named. Students follow simple one or two key word instructions	Students respond to praise by repeating action. Students combine sounds and gestures to indicate need. Students communicate "me" / "mine" to indicate possession or turn. Students pass an object when asked Students share an activity with a member of staff when prompted or on own initiative Students recognise self in mirror. Students anticipate a routine from a visual or auditory cue. Students join in celebrating the achievements of others. Students communicate what is special or important to them as individuals. Students seek assurance from adults as they explore new things. Students return to a favourite activity. Students seek support from a member of staff. Students confidently try new activities with members of staff. Students display agreement with others using their form of communication. Students offer objects to staff or a peer.	Students imitate the sounds and expressions of others during interactive play. Students copy 10-20 words immediately after hearing them. Students regularly repeat a familiar phrase. Students understand 10 – 50 spoken words, signs or symbols. Students find and remove an object placed under a cloth. Students indicate they wish to feel a specific texture. Students listen and respond to simple instructions or information. Students follow one step commands without support. Students throw a ball underhand. Students roll a ball in general direction of an object or person. Students chase after a ball or other object. Students push or kick a ball independently. Students stand on one foot or jump with two feet together. Students bend or crouch to pick up objects Students describe a smell or taste as nice or nasty. .

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Engagement Step 6	Students find an object which is similar Students explores an activity/object for up to ten minutes Students find materials with a specific property, e.g. feels different balls or hoops Students manipulate an object in their hand to find out properties Students demonstrate obvious enthusiasm with a new/unfamiliar object Students choose an activity from a choice of two or more Students match pictures to objects with assistance. Students communicate about the texture of food or objects they are exploring. Students explore objects independently, discussing simple similarities or differences. Students answer questions about immediate experiences. Students explore predictions based on previous experiences. Students identify the next step in a familiar routine/ experience. Students respond appropriately to being informed of the next activity. Students follow instructions containing three key concepts e.g. pick up the big ball	Students ask simple 'What … ?', 'Who…' or 'Where…?' questions. Students answer 'Who?', 'What?' or 'Where?' questions Students communicate 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences Students communicate two words, signs or symbols together Students use descriptive simple language e.g I want the big ball Students use positional language e.g the egg is on the spoon. Students use language to communicate time e.g. now, next/later Students use words like more and again to communicate needs and wants. Students copy a new word or short phrase they enjoyed hearing, e.g. containing alliteration. Students use simple pronouns eg. me, you , him her. Students describe actions in simple terms, e.g. fast, slow etc Students make a choice based on what is offered Students follow simple commands.	Students choose to work or play alongside a peer. Students co-operate with a peer for a short period. Students indicate an awareness of others' feelings through speech Students express emotions towards others using words, not just actions Students verbalise different feelings of their own, their peers and characters in the story. Students express simple opinions e.g. egg and spoon race is fun. Students express likes and dislikes. Students set simple goals e.g hit the ball 5 times Students offer to set up activities and clear them up. Students hold a short two way conversation with staff. Students show awareness of other people's belongings or equipment.	Students express likes and dislikes when offered different smells. Students identify food by types e.g. fruit and veg Students balance on one foot for three seconds or more. Students hop on one foot. Students jump forwards, backwards and sideways. Students walk up and down steps. Students throw a bean bag or other theme related object into a box or hoop Students pick up objects off the floor without losing balance. Students catch a large ball thrown from over a metre away. Students catch a bounced ball. Students point to objects and pictures when they are named Students run independently in s straight line. Students identify specific body parts e.g. elbow, neck etc Students identify the sound source when an object is out of view Students hit a stationary ball with a bat, racquet or similar