

Name:

## COMPETENCY 1 Performs Sensorimotor Actions Effectively in Different Contexts

Acquired

### Executes gross motor movements

*Co-ordinates body parts. For example:*

**Teacher Intervention**

- Climbs stairs alternating feet on each step
- Runs in fluid and co-ordinated manner
- Hops forward and backward on both feet
- Hops forward and backward on one foot
- Jumps/Skips with a rope
- Throws a ball
- Catches a ball
- Crawls
- Slides
- Uses a swing on his/her own
- Acts out movement while using language (poem, song)

**Comments**

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*Maintains stability. For example:*

**Teacher Intervention**

- Stands on one foot
- Walks for a distance on a line
- Walks on a balance beam

**Comments**

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### Executes fine motor movements

*Uses tools effectively*

**Teacher Intervention**

- Manipulates a large marker/pencil
- Manipulates a thin pen/marker/pencil
- Manipulates paintbrushes of varying lengths and thickness
- Colours within boundaries of own drawing
- Prints within boundaries
- Cuts smooth edges

**Comments**

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Name: \_\_\_\_\_

*Uses materials effectively. For example:*

**Teacher Intervention**

- Turns door knobs
- Turns faucet on and off
- Uses utensils
- Threads beads
- Works with assembly activities with ease (puzzles, interlocking blocks)
- Works with clay and plasticine
- Applies white glue
- Buttons
- Zips coats
- Ties shoe laces, strings or ropes

**Comments**

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**Adjust his/her actions to the environment**

*Is aware of his/her environment. For example:*

**Teacher Intervention**

- Positions/situates his/herself without infringing on others
- Stands in line while respecting the personal boundaries of others
- Adjusts his/her movements according to the learning environment (walks in hallway, runs in gym)

**Comments**

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*Controls his/her movements within his/her environment. For example:*

**Teacher Intervention**

- Uses movement and rhythm to express him/herself
- Moves in co-ordination with music and/or words
- Walks/runs avoiding obstacles
- Dresses and undresses within a confined space
- Puts materials away within a confined space

**Comments**

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Name:

**Recognizes factors that favour well-being (health and safety)**

*Identifies needs and healthy living habits. For example:*

**Teacher Intervention**

- Goes to the bathroom when needed
- Washes hands when necessary
- Blows nose when necessary
- Regulates body temperature (takes off sweater when hot)
- Identifies healthy eating choices (snacks or lunch)

**Comments**

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*Adopts good posture. For example:*

**Teacher Intervention**

- Stands up straight when upright
- Sits in a chair with straight back and feet on floor (without slouching)

**Comments**

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**Learns to use relaxation techniques**

*Is beginning to identify relaxation techniques with guidance. For example:*

**Teacher Intervention**

- Identifies calming activities
- Identifies breathing techniques (smell the flower and blow out the candle)
- Identifies mental imagery (imagine yourself on a cloud....)

**Comments**

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*Is beginning to apply relaxation techniques with guidance. For example:*

**Teacher Intervention**

- Chooses a calming activity to calm self
- Applies a breathing technique to calm self
- Uses mental imagery to calm self

**Comments**

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**Name:**

**Follows safety rules**

*Respects classroom and school safety rules. For example:*

**Teacher Intervention**

- Understands classroom and school safety rules
- Explains or reminds another child of a safety rule, e.g. "Don't run with your scissors"
- Follows classroom and school safety rules

**Comments**

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