Life Skills (to be taught cross-curricularly, or (in some cases) explicitly through a PSHE curriculum)

Skills-based Curriculum Progression Grids for end of EYFS, KS1 and KS2

EYFS

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| Social Skills | Thinking Skills | Communication Skills | Research Skills | Independence Skills | SMSC |
| ***PSED*** *(Making relationships)*  **40-60 months**  I take steps to resolve conflicts with other children  **Early Learning Goal**  I play cooperatively, taking turns with others  I take account of one another’s ideas about  how to organise an activity  **Exceeding statements**  I can play group games with rules  I resolve minor disagreements through listening to each other to come up with a fair solution  I understand what bullying is and it is unacceptable behaviour  ***PSED*** *(Managing feelings and behaviour)*  **40-60 months**  I am aware of the boundaries set and of behavioural expectations in the setting  **Early Learning Goal**  I work as part of a group or class, and understand and follow the rule.  I adjust my behaviour to different situations, and take changes of routine in my stride  ***EAD*** *(Being Imaginative)*  **40-60 months**  I can play alongside other children who are engaged in the same theme  I play cooperatively as part of a group to develop and act out a narrative | ***PSED*** *(Managing feelings and behaviour)*  **40-60 months**  I am beginning to be able to negotiate and solve problems without aggression  I understand that my own actions affect other people  **Exceeding statements**  I can stop and think before acting and I can wait for things that I want.  I know when and how to stand up for myself appropriately.  ***UW*** *(People and Communities)*  **Early Learning Goal**  I know that other children don’t always enjoy the same things and I am sensitive to this  **Exceeding statements**  I know that other children have different likes and dislikes and that they may be good at different things | ***PSED*** *(Making relationships)*  **40-60 months**  I initiate conversations, attend to and take account of what others say  ***PSED*** *(Self confidence and self awareness)*  **40-60 months**  I am confident to speak to others about my own needs, wants, interests and opinions  I can describe myself in positive terms and talk about my abilities  **Early Learning Goal**  I am confident to try new activities, and say why I like some activities more than others  I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities  **Exceeding statements**  I can speak confidently to a class group  I can talk about the things that I enjoy, and are good at, and about the things I do not find easy.  I can talk about plans I have made to carry out activities and what I might change if I were to repeat them. | ***PSED*** *(Making relationships)*  **40-60 months**  I explain my own knowledge and  understanding and ask appropriate  questions of others  ***PSED*** *(Self confidence and self awareness)*  **Exceeding**  I am resourceful in finding support when I need help or information | ***PSED*** *(Self confidence and self awareness)*  **ELG**  I say when I do or don’t need help  ***PSED*** *(Managing feelings and behaviour)*  **Exceeding statements**  I can listen to the suggestions of others and plan how to achieve an outcome without adult help.  ***PD*** *(Health and self care)*  **Early Learning Goal**  I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet  **Exceeding statements**  I can dress and undress independently, successfully managing fastening buttons or  laces | ***PSED*** *(Making relationships)*  **Early Learning Goal**  I show sensitivity to others’ needs and feelings and form positive relationships with adults and other children  **Exceeding statements**  I understand someone else’s point of view can be different from mine  ***PSED*** *(Managing feelings and behaviour)*  **Early Learning Goal**  I talk about how I and others show feelings, talk about my own and others’ behaviour, and its consequences, and know that some  behaviour is unacceptable  **Exceeding statements**  I know some ways to manage my feelings and am beginning to use these to maintain control. |

By the end of KS1:

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| Social Skills | Thinking Skills | Communication Skills | Research Skills | Independence Skills | SMSC |
| **Accepting responsibility**  I can take on some classroom responsibilities (eg. handing out work, stacking chairs and tidying my own space)  I am honest when things go wrong  **Respecting others**  I can interact sensitively with others  **Cooperating**  I can work cooperatively in a group, being kind to  others, sharing and taking turns  I can react without conflict to new situations.  I can resolve conflicts without aggression.  **Group decision making**  I can discuss ideas with other children and ask questions about my work.  **Adopting a variety of roles**  I can lead in some situations and follow in others | **Comprehension**  I can take meaning from what I learn and understand how it relates to real life  **Analysis**  I can begin to see patterns and links in my learning  **Creativity**  I can use my knowledge in practical and new ways  **Evaluation**  I can talk about what went well and what didn’t in my own, and others’ work  **Dialectical thought**  I can see both sides of an argument  **Awareness**  I think about how I learn best and can start to use these methods to inform my learning.  **Problem solving**  I can think around a problem logically to find  a solution | **Listening**  I can listen to others carefully and follow instructions from adults  **Speaking**  I can speak clearly in different situations  **Emotions**  I can tell how someone is feeling by what they say or do  **Empathy**  I am sensitive to the feelings of other people | **Questioning**  I can ask interesting questions which can be  researched in order to find answers  **Planning**  I can begin to develop strageties which can help when things go wrong  **Collecting data**  I can gather information from a variety of sources at different times  **Organising data**  I can organise my research so that I am able to explain it to others  **Interpreting data**  I can draw simple conclusions based on prior knowledge  **Presenting**  I can use a variety of methods to present my work and begin to choose an appropriate way to present my work | **Organisation**  I can follow the instructions given by an adult to ensure I am ready to start a task with the right equipment  **Time management**  I can use my time effectively and appropriately when given countdowns and teacher-instruction  **Safety**  I can understand ways to keep myself and  others safe  **Making choices**  I can make good choices when present with a variety of choices about what to do  **Confidence**  I feel good about myself and ‘have a go’  **Initiative**  I can follow through a sequence of work that has been presented to me  **Risk taking**  I am happy to explore new situations and, with support, don’t worry when my ideas don’t go to plan  **Flexibility**  I cope well when plans and tasks change | **Moral**  I understand that my behaviour and actions  lead to consequences  With support, I am able to accept the consequences of my behaviour  **Moral**  I can hear a variety of views about moral and  ethical issues and begin to form my own opinions  **Spiritual**  I can talk about and reflect upon my own beliefs and experiences  **Spiritual**  I respect other peoples’ faith, feelings and values  **Cultural**  I understand and appreciate the range of  cultures both in and out of school  **Cultural**  I can begin to participate in artistic, sporting and  cultural opportunities that vary from my own |

By the end of KS2:

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| Social Skills | Thinking Skills | Communication Skills | Research Skills | Independence Skills | SMSC |
| **Accepting responsibility**  I can take on increasing levels of responsibility and I am able to be increasingly independent  I can be honest and learn from my mistakes  **Respecting others**  I can learn about and respect the differences of others  **Cooperating**  I can work cooperatively in a group, listening to different ideas, ensuring work is delegated sensibly and fairly, without taking control.  **Resolving Conflict**  I can make compromises with others, even when adamant about a point of view.  **Group decision making**  I can create my own ideas and ask relevant questions  I can work towards finding a solution to an open or philosophical question.  **Adopting a variety of roles**  I am able to lead effectively in some situations, understanding how to delegate and not overtake the opinions of others  I can follow instructions from others who are taking on the role of the leader. | **Comprehension**  I can question my learning  I can use my schema to identify and understand questions based on my prior knowledge.  I can apply learnt knowledge to real-life situations.  **Analysis**  I take ideas and knowledge apart and can  see patterns and links in my learning  **Evaluation**  I can constructively criticise my own and others’ work, sometimes without prompt, in order to make better choices.  **Awareness**  I know how I learn best, and use these techniques to help me in my learning without prompt  I can use non-preferred methods of learning without fuss or fear  **Problem solving**  I can think around a problem logically to find a number of solutions and decide which one is best to choose. | **Listening**  I can listen to others carefully and follow instructions from adults  **Speaking**  I can construct my own arguments and opinions and speak clearly and coherently in different situations  **Emotions**  I can tell how someone is feeling by what they say or do  I can tell how someone is feeling by their body language and non-verbal communication  **Empathy**  I am sensitive to the feelings of other people  I can attempt to offer solutions to peers in times of difficulty | **Questioning**  I am able to ask open and closed questions which can be researched or where answers can be inferred  **Planning**  I have developed a clear plan of action to use when things go wrong  **Collecting data**  I can gather information from a variety of sources and can decide which sources will be most useful for the given task  **Organising data**  I can organise my research so that it is easy to understand in a way that is visually exciting  **Interpreting data**  I can draw conclusions and make assumptions from my prior knowledge  **Presenting**  I can choose the most appropriate way to present my work based on the task presented | **Organisation**  I am always ready to start a task with the right equipment without prompt  **Time management**  I can use my time effectively and appropriately, often without or with minimal prompt  **Safety**  I can behave in a way which keeps myself and  others safe  **Making choices**  I can make good choices in a range of different situations  **Confidence**  I feel like I have self-worth and a high level of self-esteem  I feel confident to always ‘have a go’  **Initiative**  I can follow through a sequence of work that either  I, or somebody else, has designed  **Risk taking**  I am content to explore and try a variety of new situations and don’t worry when my ideas don’t go to  plan | **Moral**  I understand that my behaviour and actions  lead to consequences  I am to accept the consequences of my actions without insolence  **Moral**  I can offer my own views about some often complex moral and ethical issues and accept the opinions of others  **Spiritual**  I can talk about and reflect upon my own beliefs and experiences and compare and contrast these to the opinions of others.  **Spiritual**  I show respect and a willingness to find out more about other peoples’ faith, feelings and values  **Cultural**  I appreciate the range of  cultures both in and out of school, asking questions about things I am not sure of to further my understanding  **Cultural**  I can willingly participate in artistic, sporting and  cultural opportunities which align and vary with and from my own |