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 abouthow 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 andunderstanding and ask appropriatequestions 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 orlaces | ***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 somebehaviour 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 toothers, 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 finda 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 beresearched 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 andothers 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 actionslead to consequencesWith support, I am able to accept the consequences of my behaviour**Moral**I can hear a variety of views about moral andethical 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 ofcultures both in and out of school**Cultural**I can begin to participate in artistic, sporting andcultural 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 cansee 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 andothers 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 eitherI, 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 toplan | **Moral**I understand that my behaviour and actionslead 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 ofcultures 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 andcultural opportunities which align and vary with and from my own  |