**PfA Independence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Stage** | **Pathway** | **Topics** | **Description** | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Food and Eating Equipment  - Clothing and Dressing ‘Skills’  - Hygiene ‘Washing Hands/Teeth’  - Hygiene ‘Showering and Hair’  - Clothing and Dressing ‘Knowledge’  - Food and Eating - Skills  - Me and My Family  - Working Together  - Out and About | I can identify key equipment and utensils associated with eating and drinking. I can participate in the social aspect of mealtimes. I can use basic cutlery with occasional support. I can identify my own belongings and items of clothing. I can show some independent skills when dressing and undressing. I can demonstrate the need for privacy and the need to check my appearance with support. I can identify appropriate clothing for common weather conditions. I can identify suitable clothing for specific places and activities. I can locate named equipment needed for self-care routines. I can tolerate and follow key self-care routines. I can share information about myself. I can share information about my family. I can work alongside others with support to achieve a common goal. I can experience different modes of transport and behave appropriately with support. I can follow rules to keep safe whilst in the wider community. | Age 11 |
| KS1&2 | 2 | - Eating Independently  - I know What I need and Can be Independent  - Time Skills in my Community  - Cleaning my Teeth  - Keeping Myself Clean  - Dressing Independently  - Money Skills in my Community  - Preparing Breakfast  - A Clean and Tidy Classroom  - Using a Telephone | I can cut up my food and I can use cutlery to successfully feed myself. I understand how to be safe in a kitchen and am starting to use basic cooking skills independently, e.g. grating and chopping. I know that I need to tidy up after using equipment in the kitchen and can do so with adult support. I can clean my face and hands after eating, with minimal support. I can match and recognise coins and implement this skill in practical situations. I can explain what I need money for and exchange money for items I want to buy. I can list items that I can buy in different places, e.g. bread from a bakery. I can put my shoes on by myself on the correct feet and can ask for help to tie my shoelaces. I know the days of the week and understand the routine of different days, e.g. Monday I go to school. I can explain what activities happen at the start and end of the day, and with support, I can order the daily timetable. I understand what a clock is used for and can identify important times of the day for me, e.g. 12noon is dinner time. I can organise my belongings, e.g. get my things out of my bag and put them on my peg, and I can put items away when they have a certain place. I can use a phone for fun, e.g. playing games, and I can ring 999 in an emergency and I know when to use the number. I can role play using the phone and can use appropriate language, with support, e.g. saying hello and goodbye. I can brush my teeth independently and am beginning to understand how long to brush my teeth for. | Age 11 |
| KS1&2 | 3 | - Cooking at School  - Developing Organisational Skills  - Time Skills  - Personal Hygiene  - Understanding and Following Signs  - Money Skills  - Preparing My Own Snacks  - Developing Independence Skills  - Telephone Skills | I can cook a range of different types of food and I know how to use most of the basic equipment in the kitchen. I can follow food hygiene principles and have some understanding of why they are important. I can organise the things I need for school and I can follow daily routines independently. I want to do things for myself. I understand that different times of day have different routines. I know the key times of the day which are important to me, e.g. 12noon is dinner. I brush my teeth and go to the toilet independently. I’m starting to wash and look after my personal hygiene independently and understand why personal care is important. I recognise a collection of familiar signs that I may see in school or out and about and know what they mean. I am used to dealing with money and I know how to buy things from a shop. I can choose the right coins for small purchases. I know how to input a number and make a phone call. I know that I can ring 999 in an emergency and understand the importance of only ringing in emergency situations. I recognise the term ‘county lines’ and I am aware that this is when people or gangs try to get children to sell drugs for them. When I’ve finished my snack, I know how to wash the dishes and clean up. | Age 11 |
| KS3 | 1 | - I Can Manage my Own Belongings  - Organisational Skills  - TITAN - Preparing to go Out and About  - Clothing and Dressing  - TITAN - Clothing and Dressing  - Independent Cooking Skills - Preparing Snacks  - Working with Others / Working Independently  - Helpful Information  - TITAN - Safe Travel in my Community | I know where to put my bag, PE Kit and coat. I can take my planner to a member of staff when I arrive and I can keep my classroom tray tidy. I know where find books, pencils, scissors in my classroom. I can put items away when they have a certain place. I can collect together items I need for going out, e.g. coat, hat, sun cream. I can travel safely as a pedestrian, with support, e.g. crossing the road, walking along pavement. I know who to talk to/approach if I get lost and what to do/say. I can identify appropriate items of clothing and the order in which they are put on. I am developing my skills when getting dressed by myself and try to assist when putting tricky items on, e.g. socks. I can identify common utensils and equipment used for food preparation. I can carry out basic cooking skills with minimal support, e.g. spreading butter. I can work alongside peers and participate in group activities. I understand turn taking and can follow familiar verbal instructions. I can receive and understand some verbal and visual information, such as class timetables. I can take people to familiar places within my environment. | Age 14 |
| KS3 | 2 | - Reading and Writing Skills  - Money Skills  - TITAN - Money  - Time Skills  - TITAN ‘Time’  - Independent Cooking Skills ‘Preparing Simple Meals’  - Telephone and Information Skills  - Helpful Information  - TITAN ‘Social Skills’ | I can verbally express my full name, where I live and talk about the area that I live in, e.g. what shops are there. I can recognise most coins and notes and understand why we need money to buy the items we want. I know that I need to exchange money when buying items and can do this in practical situations. I can tie my shoelaces with support. I understand a.m. and p.m. days of the week and months of the year and I know my birthday. I understand my daily routine and know specific times of the day, e.g. 12noon is dinner, and 8pm is bedtime. I know the different emergency services, their roles and how to contact them. I can role play how to make an emergency call and explain when we need to phone 999. I know about ‘county lines’ and that this is where criminals exploit children or young adults to sell drugs for them. I can make a phone call and recall the information I have been told on the phone, e.g. pass on a message. I can navigate around a supermarket and use a simple shopping list. I can communicate to my friends in a social situation and begin to resolve conflict effectively. I can be safe in the kitchen and I know how to use the equipment. I have basic cooking skills and can use these to follow a simple recipe, e.g. chopping. I can identify what foods I like and can identify what ingredients I need to make a simple meal. | Age 14 |
| KS3 | 3 | - Reading and Writing Skills  - Money Skills  - TITAN ‘Money’  - Time Skills  - TITAN ‘Time’  - Independent Cooking Skills ‘Preparing Meals’  - Telephone and Information Skills  - Helpful Information  - TITAN ‘Social Skills’ | I can reasonably estimate how much items I want to buy cost. I can go shopping independently knowing that I have enough money and whether I will need change. I know what a bank account is, and I know how to apply for one. I know where safe places are in my local community and how to access these places. I can ask for help, directions or information safely either face to face, over the phone or via email/letter. I know how to get to school independently and safely. I can participate in activities after school time unsupervised. I know about ‘county lines’ and that this is where criminals exploit children or young adults to sell drugs for them. I am aware that the name comes from the fact that often the children travel across counties, and they use dedicated mobile phone ‘lines’ to supply drugs. I understand the importance of personal care and what products I need to use daily, e.g. deodorant and I can keep myself clean, get dressed and tie my shoelaces. I can make my own breakfast and other simple meals and I can make hot and cold drinks safely. I can plan a simple meal and write a list of what ingredients are needed. I can tidy up after cooking and understand how to use different cleaning products safely, e.g. kitchen spray. I can use a washing machine and can change my bed linen independently. I can hoover and dust and keep my room tidy. | Age 14 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 14-19 | 1 | Rights and Responsibilities-Everybody Matters, Taking Part in Daily Routine Activities, Developing Independent Living Skills - Having Your Say, Developing Independent Living Skills - Keeping Safe, Using Shopping Facilities, Developing Independent Living Skills - Looking After Your Own Home  **OCR Life and Living Skills Entry Level 1**:  D3, D7, M1, M3, M5, M6 | I can complete basic personal hygiene tasks e.g. wash my body in a shower and brush my teeth independently, and I understand why I need to brush my teeth. I know when I need to do personal hygiene e.g. wash my hands after the toilet, when I need the toilet, and can mostly toilet independently or ask for help from an appropriate person/carer. I have some understanding of the medication I take and why. I understand my daily routine and can communicate about this either verbally or by using symbols. I can make and read a basic shopping list and correctly buy the items from a supermarket, with minimal support. I understand why we have money, can recognise all coins independently and I can exchange money in a practical situation to buy the items I want. I understand the basic concepts of rights and responsibilities and how they apply to me. I can understand what an opinion is and voice this in some way, either verbally or through symbols, e.g. likes and dislikes. I can indicate when I do not want to take part by saying or signing no. I can make simple requests through verbal communication, signing or symbols, e.g. wanting a drink or the toilet. I can take part in domestic activities with support to ensure that our environment is healthy and safe. I can select items of food that need to be used next, e.g. checking use by dates. I can follow basic safety rules to ensure the environment is safe, e.g. hanging up coats on pegs. I can make informed decisions regarding my future, e.g. college. I understand modes of transport and how to get from one destination to another with adult supervision. | Age 18 |
| 14-19 | 2 | Reading and Writing Skills, Money Skills, TITAN ‘Shopping for Daily Living’, Taking Responsibility, TITAN ‘Time’, Cleaning, Washing, Drying and Sorting Laundry, Telephone & Information Skills, Food Preparation & Cooking Skills, TITAN ‘Social Skills’  **OCR Life and Living Skills Entry Level 2/Entry Level 3:**  B10, B11, B13, D10, D12, D13, F7, M10, M19 | I can read a short text and answer simple questions about the text and I can identify the purpose of written instructions, identifying the main points. I can produce accurate written, personal information, e.g. on a CV. I can recognise the value and count coins up to £1.00, work out the cost of items in whole pounds and work out change from £1.00 for an item costing less than a pound. I can prepare a simple personal weekly budget and I can identify items which need to be bought regularly for daily living requirements, e.g. food. I can identify shops to be visited to buy items for daily living requirements e.g. pharmacy. I can work out how much money will be needed. I can demonstrate appropriate behaviour while buying chosen items. I can read time displayed in an analogue format to the nearest quarter-hour. I can read time displayed in a digital format. I can identify reasons to keep laundry clean, sort laundry ready to be washed and use a washing machine with minimal adult support. I can Identify a suitable ICT based source to use to find information. I can find recipes to make a simple meal and make a shopping list of ingredients needed from the recipe. I can follow basic instructions from a recipe to make a meal using the correct equipment appropriately. I can tidy up after cooking and I understand the importance of cleaning equipment correctly and safely, e.g. sharp knives. I know about ‘county lines’ and that this is where criminals exploit children or young adults to sell drugs for them. | Age 18 |
| 14-19 | 3 | Reading and Writing Skills, Money Skills, TITAN ‘Money’, Time Skills, TITAN ‘Transition’, Telephone and Information Skills, Working as Part of a Group, Helpful Information, TITAN ‘Social Skills’  **OCR Life and Living Skills Entry Level 3:**  B16, B17, B18, C11, J11, J12, M30, M33 | I can identify key information in a document and understand the need to be able to interpret different texts. I can use writing as a form of communication and understand why we have different purposes for writing, e.g. letters. I know how to budget effectively and manage my bills. I know the difference between credit and debit cards and how they are used. I can read the time in digital or analogue and can organise my time so that I am punctual to important events or appointments. I can plan a safe route walking and using public transport and can read various timetables. I can communicate via telephone and e-mail effectively and appropriately with peers and professionals. I can show tolerance towards others and respect different opinions. I can communicate effectively and appropriately in social situations such as buying items in a shop, asking for directions and boarding transport. I know about ‘county lines’ and that this is where criminals exploit children or young adults to sell drugs for them. I am aware that the name comes from the fact that often the children travel across counties, and they use dedicated mobile phone ‘lines’ to supply drugs. I can plan a set of meals, writing a shopping list and considering budgets. I can prepare a meal for myself and others using different kitchen equipment safely, e.g. sharp knives. I can independently clean up after cooking and know how to use different cleaning equipment appropriately. I am able to use different household equipment independently, e.g. a washing machine. | Age 16-18 |