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 KS

EYFS

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| **Building Relationships** | **Managing Self** | Self-Regulation  |
| - I can see myself as a valuable individual.- I can build constructive and respectful relationships.***Early Learning Goal:****- I can work and play cooperatively and take turns with others.* *- I can form positive attachments to adults and friendships with peers.**- I can show sensitivity to my own and to others needs.*  | - I can manage my own needs. ***Early Learning Goal:****- I can be confident to try new actives and show independence, resilience and perseverance in the face of challenge.* *- I can explain the reasons for rules, know right from wrong and try to behave accordingly.**- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.* | - I can express my feelings and consider the feelings of others.- I can show resilience and perseverance in the face of challenge. - I can identify and moderate my feelings socially and emotionally. - I can think about the perspectives of others.***Early Learning Goal:****- I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.* *- I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.* *- I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.* |

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 strategies 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  |