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 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 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 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 |