

Green Preparing for Adulthood

Independent Living

-Personal care skills

- []Is able to undo and do up buttons, zips Velcro.
- []Take off and put on a range of different clothing items e.g. PE kit, school uniform, swimming kit, shoes.
- []Explores tying shoelaces
- []Follows basic personal care routines. E.g. getting a plate for snack, making a drink, getting ready for school in the morning, organising their belongings on arrival in class. Initially with adult support then independently
- []Recognises when they have been to the toilet
- []Recognises when they need the toilet.
- []Completes toilet routine with support
- []Completes toilet routine independently

-Developing independence within all other areas of learning.

- []makes progress away from adult dependence
- []makes progress away from adult support (physical help and verbal)
- []makes progress away from adult direction (verbal)
- []Remain focused on learning activity for increasing amounts of time.
- []Can follow key word instructions
- []Can follow multi step instructions
- []Complete learning activities independently
- []Develops growth mind-set and resilience that they can achieve.
- []Celebrates achievements

-Travelling skills

- []Travels independently around the classroom
- []Travels independently around familiar areas school
- []Explores unfamiliar setting with support
- []Explores unfamiliar setting independently
- []Explores different ways of travelling walking, mini bus and public bus.
- []Explores safety awareness
- []Stops, looks and listens when crossing a road.

--[]Identifies where they need to go and how they will get there.

Community

-My Play

--Developing relationships with others.

--[]Noticing others around them

--[]Taking toys they want to play with from someone else.

--[]Waiting until someone has finished playing with a toy they want

--[]Choosing and inviting someone to play with / communicate with.

--[]Asking to share a toy

--[]Leading in play directing other people

--[]Being led in play taking instructions from someone else.

--[]Taking turns when playing with 1 or more people

--[]Playing a game as part of a group

--[]Identify who is important to us. Friends, family, strangers

--[]Explore different types of relationships.

-My World

--Exploring my world (home, school and the local community)

--[]Experiences a wide range of different settings and environments.

--[]With support transitions from one familiar area to another

--[]Independently transitions within familiar environments e.g. classroom, school, home.

--[]Knows where their belongings are in their environment.

--[]Explore unfamiliar environments.

--[]Experiences different types of travel e.g. walking, bus, and train.

--[]Explores a range of community environments including shops, play park etc.

--[]Names familiar places

--[]Identifies places they like and dislike.

--[]Recognises people from the local community e.g. policemen.

--Exploring places locally and across the world.

--[]Explores different areas local and further afield e.g. forest school area, community shops, farm, and beach.

--[]Explores different seasons and weather.

--[]Experiences life around the world exploring different countries and environments.

--[]Explore different food around the world

--[]Explore different languages around the world

--[]Compares different countries describing how life is the same/ different.

--[]Identifies different types of transport to travel short and long distances.

--Exploring different cultures including religions.

--[]Experiences a wide range of different cultural and religious festivals and celebrations.

--[]Explore how people are the same and how they can be different

--[]Share their own views

--[]Listen to the views of others

Employment

-Jobs and Careers

--[]Pupil can identify different jobs that people know we do

--[]Pupil can identify different ways in which adults at school contribute to school life

--[]Pupil can identify different jobs that adults do in the local community

--[]Pupil understands that there are different jobs

--[]Pupil begins to understand that different jobs need different skills

--[]Pupil identifies a job they may wish to do in the future

- Work Experience

--[]Explores different workplaces

--[]Encounters different employers in society

--[]Participates in a work experience placement

--[]Participates in a supported work experience placement related to own interests

--[]Participates in a work experience placement independently related to own interests

Health

-Developing physical control of my body

--[]Moving different body parts.

--[]Developing gross motor skills: Running, running, jumping, swimming, walking down stairs etc.

--[]Sequencing two or more movements together.

--[]Developing fine motor skills.

--[]Choosing a writing hand

--[] Completing two handed activities.

-Developing an understanding of my emotions.

- [] Show emotional responses to stimulus / events
- [] Listen to an adult labelling their emotions
- [] Observe emotions and facial expressions using mirrors
- [] Seeking self-calming activities
- [] Identify when I feel happy and sad
- [] Identify what makes me feel happy and sad.
- [] Begin to name a wide range of emotions
- [] Explore how different emotions make my body feel.
- [] Recognise emotions in other people.
- [] Show empathy – e.g. attempt to comfort someone who looks upset.
- [] Identify how they are feeling with increasing levels of accuracy.
- [] Describe what has happened to make them feel different emotions
- [] Describe why they think someone might feel a certain way.
- [] Seek support from other when experiencing negative emotions
- [] Develop skills to self-regulate emotions.

-Developing healthy lifestyles

-Food and drink:

- [] Eat food when it is given to them.
- [] Identify when they are full and stop eating.
- [] Recognise not everything is edible.
- [] Develop preferences for food
- [] Explore a wide range of foods including food from different cultures
- [] Making choices about what they want to eat.
- [] Explore healthy and unhealthy food.
- [] Describe healthy and unhealthy food
- [] Make healthy choices when eating.

-Exercise:

- [] Experience exercise naturally through play
- [] Participate in adult led exercise activities.

- [] Explore how exercise makes us feel.
- [] Show understanding exercise is healthy
- [] Describe why exercise is good.
- [] Choose to exercise because it is good for our bodies.

-Understanding how our bodies grow and change

- [] Identify different body parts
- [] Understand the difference between female and male
- [] Explore human life cycles.
- [] Order the life cycle of a human
- [] Observe and measure our bodies changing e.g. height, shoe size, weight.
- [] Identify how our bodies change as we get older.
- [] Explore animal and human reproduction.