**Life Skills Progress 3-5**

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| Area | | **STAGE 3** | **STAGE 4** | **STAGE 5** |
| **Healthy Living and Personal Care** | **lifestyle** | I CAN MAKE HEALTHY CHOICES INDEPENDENTLY   * I can recognise the right food and exercise help people stay healthy * I can name the food groups included in a healthy diet * I can recognise the importance of portion size (palm of the hand etc) | I CAN RECOGNISE WHAT IS NEEDED TO LIVE A HEALTHY LIFESTYLE:   * I can recognise things we do in everyday life to keep our bodies healthy * I can take steps to maintain my health * I can research what makes a healthy diet * I can identify local health services | I CAN RECOGNISE WHAT IS NEEDED TO LIVE A HEALTHY LIFESTYLE   * I can recognise the activities that contribute to a healthy lifestyle * I can identify foods that are part of a healthy lifestyle * I can identify my personal care needs and plan a suitable routine * I can identify personal care facilities in the local area |
| I CAN RECOGNISE THE IMPORTANCE OF EXERCISE AND THE EFFECT IT HAS ON THE BODY   * I can recognise different exercises for different purposes (cardio/ strength etc) * I can recognise the importance of regular exercise as part of a healthy lifestyle | I CAN CONTRIBUTE ACTIVITIES TOWARDS A HEALTHY LIFESTYLE   * I can choose an activity that can contribute to a healthy lifestyle * I can follow a healthy lifestyle plan of my choosing * I can recognise the importance of nutrition for exercise/ sport |
| **Cooking** | I CAN MAKE A HEALTHY MEAL WITH SUPPORT   * I can choose a simple, healthy meal from a small selection * I can recognise the ingredients I need * I can prepare the ingredients with support * I can cook the ingredients with support | I CAN SHOW HOW TO MAKE A HEALTHY MEAL   * I can choose a simple healthy meal * I can choose the ingredients I need * I can prepare the ingredients * I can cook the ingredients | I CAN MAKE A HEALTHY MEAL INDEPENDENTLY   * I can follow a recipe and prepare my ingredients * I can use kitchen equipment independently |
| **Illness** | I CAN RECOGNISE SIGNS OF BEING UNWELL AND HOW TO STAY HEALTHY   * I can recognise signs of common illnesses * I can recognise the importance of sleep in keeping healthy | I CAN RECOGNISE SIGNS OF ILLNESS AND WITH SUPPORT KNOW HOW TO TREAT THEM   * I can recognise the signs of different illnesses * I can recognise the signs of different injuries (burns etc) * I can recognise what medicine treats different illnesses | I CAN RECOGNISE SIGNS OF ILLNESS AND KNOW HOW TO TREAT THEM INDEPENDENLTY   * I know the signs of different illnesses * I know which medicines treat different illnesses * I know how to get different medication (over-the counter or from the doctors) |
| **Clothes** | SEE INDEPENDENT LIVING AND PERSONAL SEFETY - DRESSING | I CAN CARE FOR CLOTHES WITH SUPPORT   * I can recognise how we keep clothes clean with support * I can recognise that different clothes need looking after in different ways | I CAN CARE FOR CLOTHES INDEPENDENTLY   * I can recognise equipment needed to keep clothes clean * I can identify how clothes need caring for (reading labels) * I can recognise symbols on clothing labels |
| **Alcohol** | I CAN RECOGNISE ALCOHOL AND SOFT DRINKS   * I can recognise different soft (non-alcoholic) drinks * I can recognise different alcoholic drinks | I CAN UNDERSTAND WHAT ALCOHOL IS AND ITS EFFECTS   * I can find out about units of alcohol and the number of units in common drinks * I can identify the physical risks of drinking alcohol * I can identify the links between alcohol and mental health * I can identify signs of alcohol poisoning | I CAN UNDERSTAND THE LAW AROUND ALCOHOL   * I can recognise the legal age limit * I can recognise the law around alcohol and driving * I can recognise the law around alcohol in public places |
| **Tobacco** | I CAN RECOGNISE SMOKING PRODUCTS   * I can recognise different things that people smoke (cigarettes/ vapes/ pipes etc) * I can recognise these are bad for me | I CAN RECOGNISE THE EFFECTS OF TOBACCO   * I can recognise the short- and long-term effects of smoking * I can recognise the effects of nicotine and its associated risks * I can recognise the benefits of quitting smoking | I CAN UNDERSTAND THE LAW AROUND SMOKING   * I can recognise the legal age limit * I can recognise the law around smoking in public |
| **Drugs** | I CAN RECOGNISE THE IMPORTANCE OF MEDICINE AND FIRST AID   * I can recognise legal medicines/ drugs * I can understand when to call 999 * I can apply simple first aid (using an ice pack/ applying a plaster) | I CAN RECOGNISE THE EFFECTS OF LEGAL DRUGS   * I can identify legal drugs * I can recognise how drug use can be harmful in the short and long term * I can identify the links between drugs and mental health conditions | I CAN RECOGNISE THE HEALTH RISKS OF LEGAL AND ILLEGAL DRUGS   * I can recognise the short-term health implication of drugs * I can recognise the long-term health implication of drugs |
| **Law** |  | I CAN RECOGNISE THE LAW IN RELATION TO SMOKING, DRUGS AND ALCOHOL   * I can recognise legal and illegal drugs * I can understand the consequences of taking or possessing different categories of drugs | I CAN UNDERSTAND THE LAW IN RELATION TO LEGAL AND ILLEGAL DRUGS   * I can recognise legal and illegal drugs * I can recognise categories of drugs * I can understand the consequences of taking and possessing different drugs |
| **Puberty** | I CAN RECOGNISE THE CHANGES OF PUBERTY ON MY BODY WITH SUPPORT   * I am aware of how my body will change * I am aware of emotional changes * I am aware of the menstrual cycle and the effect on the body | I CAN RECOGNISE THE CHANGES OF PUBERTY ON MY BODY   * I can recognise how the body changes depending on male or female * I can recognise the menstrual cycle and its effects on the body | I CAN UNDERSTAND THE EFFECTS OF PUBERTY ON MY BODY   * I can recognise some things may affect how puberty changes my body (drugs, eating disorders etc) |
| **Personal Care** | I CAN RECOGNISE THE IMPORTANCE OF PERSONAL CARE WITH SUPPORT  I can recognise I need to keep myself clean   * I can say why I need to clean my teeth * I can say which parts of my body need to be kept clean | I CAN RECOGNISE THE IMPORTANCE OF PERSONAL CARE   * I can use a variety of personal care products correctly **with support** * I can recognise important times to maintain personal care | I CAN SUCCESSFULLY MAINTAIN MY OWN PERSONAL CARE   * I can recognise the importance of a personal care routine * I can create and follow my own personal care routine * I can use a variety of products independently |
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| **Independent living and Personal Safety** | **Own Safety** | I CAN RECOGNISE RULES IN DIFFERENT SCENARIOS   * I can recognise how rules keep us safe * I can recognise rules in the wider community * I can identify what might happen if we do not follow these rules | I CAN IDENTIFY RISKS TO MY PERSONAL SAFETY **WITH SUPPORT**   * I can recognise common risks to my personal safety * I can show what I can do to reduce these risks | I CAN KEEP MYSELF SAFE IN THE COMMUNITY   * I can recognise risks I might face out in the community * I can show what I can do to reduce these risks |
| I AM BEGIINING TO SHOW AN AWARENESS OF DANGER   * I can recognise and react to some common danger (eg. broken glass) * I can name some things that are dangerous * I can identify tools that might be dangerous * I can identify dangerous places to play in the community * I can describe how to use electrical equipment safely | I CAN RECOGNISE AREAS OF DANGER WITH SUPPORT   * I can recognise dangerous situations at home (hazards in the kitchen/ bedroom etc) with support * I can recognise dangerous situations when out in the community with support | I CAN RECOGNISE AREAS OF DANGER INDEPENDENTLY   * I can recognise dangerous situations at home and how to avoid them * I can recognise dangerous situations when out in the community and how to avoid them |
| **Cleaning** | I CAN RECOGNISE WHEN THINGS ARE DIRTY OR CLEAN   * I can recognise when things are dirty * I can recognise when things are clean * I can clean simple resources (paint brushes etc) with support | I CAN TIDY UP AFTER MYSELF   * I can clean any resources I’ve used (art resources/ cooking resources) * I can put resources I’ve used away in the correct place * I can keep where I work tidy | I CAN KEEP PERSONAL SPACES CLEAN   * I can identify areas of the home that need regular cleaning * I can plan a cleaning routine for my home * I understand why it is important to keep spaces clean (germs etc) |
| **Dressing** | I CAN TIE LACES INDEPENDENTLY   * I can tie a knot in my laces * I can make a loop * I can thread the loops together * <https://www.understood.org/en/learning-thinking-differences/understanding-childs-challenges/simple-changes-at-home/2-minute-tutorial-how-to-teach-your-child-to-tie-shoes> |  |  |
| **Online Safety** | I CAN UNDERSTAND WHO TO GO TO FOR HELP WHEN ONLINE   * I can recognise dangerous situations online with support * I can recognise who to go to if I see or hear something I don’t like | I CAN UNDERSTAND WHY IT IS IMPORTANT TO DEVELOP DIGITAL RESILIENCE   * I can understand when I am at risk online * I can recognise what to do if anything goes wrong * I can understand the consequences of what I post online | I CAN RECOGNISE HOW TO MANAGE UNWANTED ATTENTION IN DIFFERENT ONLINE CONTEXTS   * I can give different examples of unwanted attention * I know the law around trolling/ cyber stalking * I know what to do if I feel uncomfortable around unwanted attention online |
| I CAN IDENTIFY HARMFUL ONLINE BEHAVIOURS   * I can recognise negative online behaviours (trolling etc) * I can identify what I need to do if I am affected by negative online behaviour |
| **Snacks** | I CAN MAKE A SIMPLE DRINK FOR MYSELF   * I can make a cold drink with support * I can make a hot drink with support | I CAN MAKE A SIMPLE SNACK   * I can recognise different simple snacks * I can follow instructions to make different simple snacks | I CAN RECOGNISE WHAT INFLUENCES MY DECISIONS OF WHAT TO EAT   * I can recognise outside influences on my decisions (adverts/ friends etc) * I can recognise when I want to make healthy or unhealthy choices |
| **In the Home** | I CAN PUT EQUIPMENT AND RESOURCES AWAY INDEPENDENTLY   * I recognise where equipment/resources are stored * I can put equipment/resources away in the correct place independently | I CAN USE DIFFERENT HOUSEHOLD APPLIANCES SAFELY WITH SUPPORT   * I can recognise the danger of different household appliances * I can show how to use these appliances safely with support | I CAN KEEP MYSELF SAFE IN THE HOME AND STORE PRODUCTS CORRECTLY   * I can identify how to keep safe preparing a meal * I can identify how to keep safe using household products and appliances |
| I CAN UNDERSTAND HOW TECHNOLOGY IS USED AT HOME AND IN THE COMMUNITY   * I can recognise how and where technology is used * I can say the advantages of technology * I can say the disadvantages of technology * I can show how to use technology safely |
| **Enterprise** | I CAN TAKE PART IN TEAM ACTIVITIES WITH SUPPORT   * I can share resources with someone with support * I can work in a small group with support * I can share ideas with a small group with support | I CAN TAKE PART IN TEAM ACTIVITIES   * I can share resources * I can work in small groups with different people * I can share my ideas in different groups | I CAN TAKE PART IN TEAM ENTERPRISE   * I can work with others to decide on a suitable scheme * I can create a short-term plan * I can help manage a simple budget and work out profit |
| **Sewing** | I CAN USE MY CUTTING AND STICKING SKILLS IN DIFFERENT SCENARIOS   * I can cut different shapes out of material * I can stick different materials together using glue * I can stick on buttons/ detail using glue | I CAN DEVELOP SIMPLE SEWING SKILLS   * I can recognise different sewing equipment * I can thread a needle with support * I can tie a knot with support * I can do a simple stitch | I CAN USE SEWING SKILLS TO REPAIR   * I can sew on a button * I can sew together a rip on a garment |
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| **Independence in the Community** | **Social Relationships** | I CAN RECOGNISE MY COMMUNITY AND GROUPS I BELONG TO   * I can talk about the things I do in the groups I belong to * I can describe how being part of a community makes me feel * I can identify how different groups make up our community * I can identify how to make other people feel welcome in different community groups | I CAN SHOW HOW TO DEVELOP HEALTHY RELATIONSHIPS ACROSS CULTURE AND SOCIETY   * I can identify groups in the local community * I can recognise the different identities in groups * I can recognise discrimination and celebration in different social groups | I CAN DEMONSTRATE KNOWLEDGE OF LOCAL COMMUNITY GROUPS   * I can identify groups in the local community * I can say what different groups offer * I can find information and contact details on different groups |
| I CAN TAKE PART IN COMMUNITY ACTIVITIES   * I can raise money to support a local community group * I can take part in a placement at a local community group (Thoresby) |
| **Transport** | I CAN ACCESS MY COMMUNITY   * I know the basic rules of the road * I can use pedestrian crossings with support * I can access known places in the local area with support * I can start to use public transport with support | I CAN ACCESS LOCAL AND NATIONAL PUBLIC TRANSPORT WITH SUPPORT   * I can use public transport in my community with support * I can use public transport outside my community with support | I CAN ACCESS LOCAL PUBLIC TRANSPORT INDEPENDENTLY   * I can use public transport in my community independently * I can plan my journey independently * I can make sure I have what I need for my journey (bus pass/ money etc) |
| **Travelling** | I CAN SHARE PERSONAL INFORMATION   * I can say my address * I can say my home phone number * I can write my address * I can write my home phone number | I CAN SOLVE PROBLEMS THAT MAY OCCUR WHEN TRAVELLING   * I can identify problems that may occur when travelling * I can recognise different solutions with support * I can put solutions into practice if I have a problem when travelling | I CAN UNDERSTAND THE RISK WITHIN THE CONTEXT OF PERSONAL SAFETY, ESPECIALLY ACCIDENT PREVENTION   * I can describe ways to keep myself safe (not going out at night etc) * I can say how to keep myself safe when out on my bike * I can say how to keep myself safe when using motorised vehicles (mopeds/ cars etc) |
| **Time Management** | I CAN UNDERSTAND AND USE THE SCHOOL TIMETABLE   * I can recognise significant times of the day (break, lunch, home) using times on the clock | I CAN READ SIMPLE TIMETABLES AND SCHEDULES WITH SUPPORT   * I can be organised and ready for travel training * I can read time to quarter past and quarter to | I CAN READ SIMPLE TIMETABLES AND SCHEDULES   * I can use timetables to get to a given destination * I can read time to 5min intervals * I can apply time management to real life situations eg. appointments, diary dates |
| **Leisure** | I CAN SAY THINGS I LIKE AND DISLIKE   * I can say activities I like to do * I can say activities I don’t like to do | I CAN RECOGNISE MY HOBBIES WITH SUPPORT   * I can recognise things I do in my spare time with support * I can say what I like doing about these activities * I can say how these activities help me | I CAN MAKE USE OF MY LEISURE TIME AND CHOOSE A SUITABLE ENRICHMENT OPTION   * I can identify my hobbies and interests * I can identify benefits of leisure activities * I can take part in an activity I find relaxing * I can take part in an activity I find challenging |
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| **Emotional Understanding and Relationships** | **Emotions** | I CAN EXPRESS MY FEELINGS AND RECOGNISE FEELINGS OF OTHERS   * I can recognise when myself and others are sad or happy * I can match emotions to a face * I can share what I would do if I was treated unkindly | I CAN DEMONSTRATE HOW TO TALK ABOUT EMOTIONS   * I can create a list of common emotions * I can recognise different positive and negative emotions | I CAN IDENTIFY SITUATIONS THAT CAUSE ME TO FEEL PROUD/ JEALOUS/ FRIGHTENED/ EMBRRASSED ETC   * I can recognise more complicated emotions in myself * I can recognise different situations that cause me to feel these emotions * I can recognise what helps me when I feel these emotions |
| **Rights & Responsibilities** | I CAN RECOGNISE CAUSES OF EMOTIONS   * I can recognise when I have made someone feel happy or sad * I can say what has happened to make someone feel that way * I can recognise if my actions have caused someone to feel happy or sad | I CAN MAKE A CHOICE FROM A RANGE OF OPTIONS   * I can make a choice from a range of options * I can say I have made my choice * I can explain why I haven’t chosen other options | I CAN RECOGNISE I HAVE RIGHTS AND RESPONSIBILITIES   * I can recognise my rights as an individual * I can recognise what might stop my rights from being met * I can recognise my responsibilities at home and in the community |
| I CAN MAKE A SIMPLE CHOICE AND EXPRESS PREFERENCES   * I can make a choice between 2 or 3 objects * I can give a reason for my choice | I CAN RECOGNISE ASPECTS OF CULTURAL DIVERSITY   * I can recognise groups that deal with equality/ diversity issues |
| I CAN UNDERSTAND THE VALUE OF RESPECT AND UNDERSTANDING   * I can recognise how we show respect in school * I can recognise how we show respect in the community |
| **Wellbeing** | I CAN IDENTIFY WAYS TO MANAGE CONFLICT **WITH SUPPORT**   * I can work with a trusted adult to come up with strategies * I can recognise what help I need to calm | I CAN DEVELOP STRATEGIES TO MAINTAIN POSITIVE  EMOTIONAL WELLBEING   * I can recognise activities that contribute to positive emotional wellbeing (exercise etc) * I can use strategies such as mindfulness to help me | I CAN USE MINDFUL STRATEGIES TO HELP ME IN A RANGE OF SITUATIONS   * I can recognise activities that help me reduce anxiety * I can begin to explain how they help me calm * I can apply these strategies to a range of situations |
| **Peer Pressure** | I CAN BEGIN TO RECOGNISE SOCIAL AND PEER PRESSURE WITH SUPPORT   * I can join group activities that make me happy * I can recognise when people say “no” or “stop” * I can try to play within the rules of a game | I CAN RECOGNISE SOCIAL AND PEER PRESSURE   * I can recognise how people show peer pressure * I can use strategies to deal with peer pressure | I CAN DEVELOP STRATEGIES TO CHANNEL ANTI-SOCIAL BEHAVIOUR   * I can recognise types of anti-social behaviour * I can recognise situations where people might display anti-social behaviour |
| **Interactions** | I CAN RECOGNISE DIFFERENT PEOPLE IN MY LIFE   * I can recognise my family and friends * I can recognise different people who help me * I can talk about my family | I CAN RECOGNISE HOW TO MANAGE EMOTIONS IN DIFFERENT RELATIONSHIPS   * I can recognise different types of relationships with people * I can recognise how to react and talk to different people | I CAN UNDERSTAND HOW TO INTERACT WITHIN FAMILIAR SOCIAL SITUATIONS   * I can recognise different social situations where I interact with others * I can find examples of positive behaviour in different social situations * I can find examples of negative behaviour in different social situations |
| I CAN DEMONSTRATE HOW TO INTERACT WITHIN FAMILIAR SOCIAL SITUATIONS   * I can take part in group conversations appropriately * I can recognise formal and informal ways to act in different social situations |
| I CAN SHOW APPROPRIATE WAYS TO WORK WITH OTHERS   * I can set ground rules to working in a group * I can share out roles in my group |
| I CAN PLAY AN ACTIVE ROLE IN A GROUP   * I can choose roles that best suit my skills * I can support and help others when working in a group |
| I CAN REVIEW MY ROLE IN A GROUP   * I can recognise what went well * I can recognise what went less well * I can say what I would change in the future |
| **Relationships** | I CAN RECOGNISE RELATIONSHIPS I HAVE WITH SUPPORT   * I can recognise my family and friends * I can recognise the relationships I have with other people (staff/ medical professionals etc) | I CAN UNDERSTAND WHAT MAKES HEALTHY AND UNHEALTHY RELATIONSHIPS   * I can recognise positive behaviours in a relationship * I can recognise negative behaviours in a relationship | I CAN RECOGNISE DIFFERENT LEVELS OF INTIMACY AND THEIR CONSEQUENCES   * I can recognise people in my social circles * I can recognise that I will share different information and emotions with these people * I can recognise the difference between friendships and intimate relationships * I can recognise positive and negatives behaviours in an intimate relationship |
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| **Skills for Life (Careers)** | **Personal strengths** | I CAN RECOGNISE WHAT I AM GOOD AT   * Teach a small group something I am good at * Understand the term ‘unique’ * Identify things that my friends are good at that are different to what I am good at * Identify something I would like to get better at | I CAN NAME STRENGTHS AND SKILLS   * Identify skills that I use in different situations * Name at least 2 things I can do on my own * Name at least 2 things I need help with * Name a strength my friend has * Teach others a skill/talent that I have * Identify a hope/dream I have for the future * Create a simple plan for achieving a realistic aspiration | I CAN UNDERSTAND HOW I AND OTHER CAN IMPACT ON MY SELF-ESTEEM   * Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves * Identify some simple strategies to help managing negative opinions/comments * Explain how we can feel about ourselves (self-esteem) can be affected by what is happening in our lives * Give reasons why media, including social media can affect how people feel about themselves |
| **Preparation for adulthood** | I CAN IDENTIFY DIFFERENT JOBS   * Identify the skills that people need to have to do different jobs * Identify a ‘job’ I might like to do in the future * Identify how the community is helped by the different roles people do * Explore vocational options for Key Stage 4/Post 16 | I CAN UNDERSTAND THE SKILLS AND TYPES OF WORK   * Recognise how my own strengths, qualities and things we learn in school might link to future ‘jobs’ * Identify different types of work people can undertake, e.g. full time/part time, paid, volunteering, apprenticeships, supported internships * Identify people and organisations that can provide advice and support for future employment * Recognise that there are different ways of financing adult life, e.g. paid work, personal independence payment * Recognise different living arrangements, e.g. supported living, residential care, living independently | I CAN UNDERSTAND THE PROCESS OF GETTING AND BEING SUCCESFUL IN A JOB   * Explore career paths based on different interests and skills * Identify wages and qualifications needed to get specific jobs * Understand the process for applying for a job * Prepare for an ‘interview’ * Identify aspirations for adulthood life * Recognise that some jobs are paid more than others and money is one factors which may influence a person’s career choice * Describe some of the things that help to keep people healthy and safe at work |
| **Diversity, rights and responsibilities** | I CAN UNDERSTAND RULES, LAWS AND CONSEQUENCES   * Explore the difference between rules and laws * Identify some laws that we have in society * Identify the familiar consequences for breaking the law, e.g. prison, fines, bans, community service * Identify what might happen if we did not have rules and laws or people ignored them * Identify what is meant by a ‘right’ * Identify what is meant by a ‘responsibility’ | I CAN IDENTIFY RIGHTS AND RESPONSIBILITIES   * Identify some of the similarities and differences between young people of our age * Recognise that we all have things in common despite our differences, e.g. age, ability, sex, sexual orientation, gender identity * Identify how rules and laws may be different based on race, religion and culture * Identify some of the rights we have in and out of school * Identify some of the responsibilities we have in and out of school | I CAN UNDERSTAND OUR RIGHTS AND WHAT CAN BE A BARRIER   * Name some of the ways we benefit from diversity in our friendships * Name some of the ways we benefit from diversity in our community * Recognise that everyone has human right and these are protected by the law * Identify the rights to education * Identify the rights to employment * Understand what a ‘stereotype’ is * Explain how a stereotype can lead to discrimination * Identify how to safely challenge stereotypes or discrimination if we witness or experience it * Identify who you can speak to if you are worried about your rights or those of others |
| **Taking care of the environment** | I CAN NAME WHY IT IS IMPORTANT TO LOOK AFTER THE ENVIRONMENT   * Explain the importance of a routine when taking care of animals or plants * Name at least 3 ways of showing compassion towards living things * Name at least 4 ways the environment can be damaged if it is not taken care of, e.g. vandalism, graffiti, litter, pollution | I CAN TAKE AN ACTIVE ROLE IN LOOKING AFTER THE ENVIRONMENT   * Identify my responsibility and role in caring for the environment and living things * Identify the responsibility and role of others in my community in caring for the environment and living things * Explain how everyday choices can affect the environment positively (reducing, reusing and recycling) * Explain how everyday choices can affect the environment negatively (single use plastic, waste, pollution) | I CAN UNDERSTAND WIDER ENVIRONMENTAL ISSUES   * Identify the responsibility and role of the wider society, e.g. Government, businesses in my community in caring for the environment and living things * Research a current topic around environmental damage and its impact on the world, e.g. ethical clothing |
|  | **Managing finances** | I CAN NAMES GOODS AND SERVICES   * Recognise different ways to pay for things, including online payments * Identify different ways to get cash, e.g. cash machine, cash back * Identify what is meant by a ‘need’ and a ‘want’ in relation to spending money * Give examples of what is a ‘want’ and what is a ‘need’ * Explain why it is important to save money * Understand the difference between ‘goods’ and ‘services’ * Give at least 2 examples of goods we buy * Give at least 2 examples of services we buy/use * Take part in an enterprise project – selling goods/services and taking money | I CAN UNDERSTAND THE VALUE OF MONEY   * Identify the consequences of losing money * Identify ways we are encouraged to spend money, including online * Identify consequences of spending more money than we have * Understand the terms ‘afford’, ‘borrow’ and ‘loan’ in terms of money * Take part in an enterprise project –including working out related costs | I CAN UNDERSTAND HOW TO MANAGE MONEY   * Identify the difference between an essential and a luxury purchase * Understand simple budgeting (how much coming in, going out, what’s left) * Understand the difference between ‘debt’ and ‘credit’ * Understand what is meant by ‘value for money’ * Identify the benefits of saving for the future * Identify what we can do if something we buy is faulty and we want to return it (our legal rights) |
|  | **Belonging to a community** | I CAN IDENTIFY THE GROUPS IN THE COMMUNITY   * Identify what is special about being part of a group * Identify how being part of a group makes me feel * Recognise different groups in the community, e.g. identify different schools/football clubs, etc in the local area | I CAN RECOGNISE THE IMPORTANCE OF COMMUNITY   * Recognise what different groups bring to the community * Explain how it feels to be part of a community * Suggest ways we can help people to feel welcome in the community * Plan a community event | I UNDERSTAND HOW PEOPLE CAN BECOME ISOLATED   * Identify ways people can be isolated from their community * Identify facilities and groups in the community that support community inclusion |
|  | **Skills for learning** | I CAN IDENTIFY MY OWN LEARNING STYLES   * Identify a special skill or talent they have * Identify what can make it easier for them to learn, e.g. quiet space, learning outside, small groups * Identify what can make it harder for them to learn, e.g. noise, too many instructions * Identify an achievable short term goal to achieve in their learning * Create an and complete an action plan with manageable steps to achieve the target | I CAN IDENTIFY THE IMPORTANCE OF GOALS   * Identify the difference between a short tem target and a long term goal * Understand the difference between realistic and unrealistic goals * Identify ways that can help us be organised in our learning * Recognise the positive emotions related to achieving a goal * Recognise the negative emotions related to not achieving a goal * Identify positives that can come from failure | I CAN UNDERSTAND HOW TO SUCCEED   * Understand the term ‘resilience’ and how it applies to different areas of our lives * Understand how to set SMART targets to increase levels of success * Identify ways out current learning can inform our future plans * Name ways our strengths, interests and skills can help us make choice about our future * Create a careers plan and the steps to achieve this |