**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
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| 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
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| **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 SUPPORTI 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
 |
| Area | **STAGE 3** | **STAGE 4** | **STAGE 5** |
| **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>
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| **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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| Area | **STAGE 3** | **STAGE 4** | **STAGE 5** |
| **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)
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| **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
 |
| Area | **STAGE 3** | **STAGE 4** | **STAGE 5** |
| **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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| Area | **STAGE 3** | **STAGE 4** | **STAGE 5** |

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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
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| **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
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|  | **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
 |