

# Life skills



EYFS Framework	3-4 year olds	Reception	Early Learning Goal
	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>show more confidence in new social situations.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Talk with others to solve conflicts.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>start taking part in some group activities which they make up for themselves, or in teams.</li> <li>start eating independently and learning how to use a knife and fork.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>see themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>show resilience and perseverance in the face of challenge.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, and sensible amounts of screen time, having a good sleep routine, being a safe pedestrian).</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas.</li> <li>Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.</li> </ul> <p><b>Personal, Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>

# Life skills



- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

### Understanding of the World

- show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.

- Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene).

### Understanding the World

- Draw information from a simple map.
- Explore the natural world around them.

- Use a range of small tools, including scissors, paint brushes and cutlery.

### Understanding the World

- Talk about the lives of the people around them and their roles in society.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

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Year 1	<i>Living independently</i> Money sense	<i>Health and wellbeing</i> It's kind to care	<i>Exploring the wider world</i> Employment skills and enterprise
	<ul style="list-style-type: none"> <li>• To recognise the coins and notes that we use.</li> <li>• To select notes and coins to pay.</li> <li>• To begin to explain how to keep your money safe.</li> <li>• To explain the consequences of money being lost or stolen.</li> </ul>	<p><b>Caring for myself</b></p> <ul style="list-style-type: none"> <li>• To tie my shoe laces with increasing independence.</li> <li>• To identify two hygiene activities and the equipment associated with these (teeth cleaning, putting clothes in the wash basket, handwashing etc.)</li> <li>• Independently use a knife and fork.</li> </ul> <p><b>Caring for others (pets)</b></p> <ul style="list-style-type: none"> <li>• To identify animals that are kept as pets.</li> <li>• To identify the equipment needed to look after a pet.</li> <li>• To understand how to meet the dietary needs of a pet.</li> <li>• To understand the hygiene needs of a pet (cleaning out, brushing, clipping nails).</li> </ul>	<p><b>Painting and decorating</b></p> <ul style="list-style-type: none"> <li>• To recognise the tools needed to decorate.</li> <li>• To identify a location or object around school to paint and/or decorate.</li> <li>• To prepare a surface for painting (cleaning, sanding).</li> <li>• To select appropriate tools to paint and decorate an area or object.</li> </ul>

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Helping around the home	Staying safe	On the move
<ul style="list-style-type: none"><li>• To know my address.</li><li>• To make my bed.</li><li>• To clean work surfaces after use.</li><li>• To show good table manners when eating.</li></ul>	<b>Stranger danger</b> <ul style="list-style-type: none"><li>• To explain what a stranger is.</li><li>• To identify safe and unsafe strangers.</li><li>• To identify safe and unsafe scenarios.</li><li>• To understand what to do if I get Lost.</li><li>• To explain how to stay safe if a stranger approaches me.</li></ul>	<b>Walking and riding a scooter</b> <ul style="list-style-type: none"><li>• To know how to walk safely on the pavement.</li><li>• To find a pedestrian crossing and safely use it with an adult.</li><li>• To push and steer a scooter.</li><li>• To stop a scooter safely.</li><li>• To ride a scooter safely on the pavement/around an obstacle course.</li></ul>

# Life skills



<b>Year 2</b>	<b>Living independently</b>	<b>Health and wellbeing</b>	<b>Exploring the wider world</b>
	<b>Money sense</b>	<b>It's kind to care</b>	<b>Employment skills and enterprise</b>
	<ul style="list-style-type: none"> <li>To explain where people get their money from.</li> <li>To explain why it is important to save money.</li> <li>To understand the link between working and earning money.</li> <li>To explore how notes and coins can be combined to make a total.</li> </ul>	<p><b>Caring for myself</b></p> <ul style="list-style-type: none"> <li>To understand the purpose of personal hygiene products from a selection.</li> <li>To select and use the appropriate products/items to complete personal hygiene activities (brushing hair, washing face, cleaning nails).</li> </ul> <p><b>Caring for others (first aid)</b></p> <ul style="list-style-type: none"> <li>To identify scenarios when first aid may be needed.</li> <li>To know who to call in an emergency.</li> <li>To understand how to treat a graze.</li> <li>To understand how to treat a minor burn.</li> </ul>	<ul style="list-style-type: none"> <li>To ask appropriate questions to find out more about a career.</li> <li>To explore a range of careers through roleplay.</li> <li>To understand the future importance of skills such as teamwork, leadership, speaking and listening.</li> </ul>
	<b>Helping around the home</b>	<b>Staying safe</b>	<b>On the move</b>
<ul style="list-style-type: none"> <li>To identify hazards in one room of the house (kitchen or bathroom).</li> <li>To sweep and clean the floor to remove waste.</li> <li>To set the table in preparation for a meal.</li> <li>To use a toaster to create a snack.</li> <li>To wash kitchen equipment after use.</li> </ul>	<p><b>Electrical safety</b></p> <ul style="list-style-type: none"> <li>To identify appliances around the home/school that run off electricity.</li> <li>To explain why electricity can be dangerous.</li> <li>To identify electrical hazards around the home.</li> <li>To give two ways to stay safe when using an electrical appliance.</li> </ul>	<p><b>Travelling on a bus</b></p> <ul style="list-style-type: none"> <li>To follow instructions to collect the personal items needed for a bus journey (e.g. money, bag, and coat).</li> <li>To select the bus stop sign from a choice of signs.</li> <li>To look at local bus routes.</li> </ul>	

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<b>Year 3</b>	<b>Living independently</b>	<b>Health and wellbeing</b>	<b>Exploring the wider world</b>
	<b>Money sense</b>	<b>It's kind to care</b>	<b>Employment skills and enterprise</b>
	<ul style="list-style-type: none"> <li>To identify at least one way of tracking your money.</li> <li>To plan and track savings by keeping simple records.</li> <li>To explain why it is important to keep track of spending and saving.</li> <li>To explain the difference between a 'need' and a 'want'.</li> </ul>	<p><b>Caring for myself</b></p> <ul style="list-style-type: none"> <li>To identify three products that are needed to maintain personal hygiene.</li> <li>To select the appropriate products/items to complete a personal hygiene activity (washing hair, applying deodorant, washing clothes).</li> <li>To explain why it is important to maintain good personal hygiene routines.</li> </ul> <p><b>Caring for the environment</b></p> <ul style="list-style-type: none"> <li>To explain why it is important to look after the environment.</li> <li>To identify two ways to care for your local environment.</li> <li>To participate in an activity that helps to improve the local environment (litter pick).</li> </ul>	<p><b>Gardening</b></p> <ul style="list-style-type: none"> <li>To recognise and use two or more garden tools.</li> <li>To explain how to stay safe when using garden tools.</li> <li>To take part in activities to grow and care for plants.</li> <li>To begin to understand the difference between weeds and other plants.</li> </ul>
	<b>Helping around the home</b>	<b>Staying safe</b>	<b>On the move</b>
<ul style="list-style-type: none"> <li>To understand how to store food safely.</li> <li>To fold clothes ready for storage.</li> <li>To wash and dry a range of kitchen equipment.</li> <li>To follow a simple recipe.</li> </ul>	<p><b>Pedestrian safety</b></p> <ul style="list-style-type: none"> <li>To identify two hazards that a pedestrian should be aware of.</li> <li>To identify two safety precautions a pedestrian could take.</li> <li>To identify a safe place to cross the road.</li> <li>To explain how to cross a road safely.</li> </ul>	<p><b>Planning a bus journey</b></p> <ul style="list-style-type: none"> <li>To use a bus timetable to identify the location for the start and end of a journey.</li> <li>To use a bus timetable to identify the arrival time of a bus.</li> <li>To discuss the appropriate fare when travelling on a bus.</li> </ul>	

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<b>Year 4</b>	<b><i>Living independently</i></b>	<b><i>Health and wellbeing</i></b>	<b><i>Exploring the wider world</i></b>
	<b>Money sense</b>	<b>It's kind to care</b>	<b>Employment skills and enterprise</b>
	<ul style="list-style-type: none"> <li>To identify and compare different ways of paying for goods.</li> <li>To choose the most appropriate way of paying in different situations.</li> <li>To explain how to stay safe when paying for goods.</li> <li>To understand some of the key language associated with credit and debit cards.</li> <li>To read and understand receipts.</li> </ul>	<p><b>Caring for myself</b></p> <ul style="list-style-type: none"> <li>To identify things that positively and negatively affect a person's mental health.</li> <li>To take part in two whole class activities which contribute to good mental health and wellbeing (exercise, mindfulness scrapbook).</li> </ul> <p><b>Caring for the environment (recycling)</b></p> <ul style="list-style-type: none"> <li>To explain what waste is.</li> <li>To explain the impact that waste has on the environment.</li> <li>To identify alternative ways of dealing with waste (reduce, reuse, recycle).</li> </ul>	<p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>To identify two or more woodwork tools (hand drill/palm drill, saw, hammer).</li> <li>To explain and demonstrate how to use these tools safely.</li> <li>To use a tape measure or a ruler to measure the equipment needed for a project.</li> <li>To carry out a series of cuts to create a product.</li> <li>To carry out a series of joins to create a product (glue, nail).</li> </ul>
	<b>Helping around the home</b>	<b>Staying safe</b>	<b>On the move</b>
<ul style="list-style-type: none"> <li>To explain how to safely use a microwave.</li> <li>To use a microwave to prepare a snack.</li> <li>To identify safety hazards in two rooms of the house (kitchen and bathroom).</li> <li>To change the batteries of a household item.</li> <li>To sort and prepare laundry for washing.</li> <li>To identify household cleaning products used for washing clothes.</li> </ul>	<p><b>Water safety</b></p> <ul style="list-style-type: none"> <li>To identify dangers that can be hidden under water.</li> <li>To identify dangers that can be found near bodies of water.</li> <li>To understand the effect that cold water can have on the body.</li> <li>To understand how to stay safe when near/in water.</li> <li>To explain how to help someone who is having difficulty in water.</li> </ul>	<p><b>Travelling on a train</b></p> <ul style="list-style-type: none"> <li>To use a train timetable to identify the location for the start and end of a journey.</li> <li>To use a train timetable to identify the arrival time of a train.</li> <li>Discuss how to get on and off a train safely.</li> <li>To discuss the appropriate fare when travelling on a train- payments and fines.</li> </ul>	



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Year 5	<i>Living independently</i>	<i>Health and wellbeing</i>	<i>Exploring the wider world</i>
	Money sense	It's kind to care	Employment skills and enterprise
	<p><b>Money safety and budgeting</b></p> <ul style="list-style-type: none"> <li>To explain why people use bank accounts.</li> <li>To identify some of the risks associated with spending money online.</li> <li>To suggest some ways of keeping money safe when using the internet.</li> <li>To read and interpret simple financial information.</li> <li>To use simple financial information to plan and manage a basic budget.</li> </ul>	<p><b>Caring for myself</b></p> <ul style="list-style-type: none"> <li>To identify two services that are provided by: a dentist, a doctor, an optician and a nurse.</li> <li>To state when a routine check-up is needed by a dentist and optician.</li> </ul> <p><b>Caring for a baby</b></p> <ul style="list-style-type: none"> <li>To give one reason for being a good parent.</li> <li>To give three qualities of a good parent.</li> <li>To identify the basic needs of a baby.</li> <li>To list the equipment needed to meet these needs.</li> <li>To demonstrate that you are able to meet some of these needs (i.e. holding, feeding, changing and bathing a baby).</li> </ul>	<p>Project</p> <ul style="list-style-type: none"> <li>To explain what makes a successful entrepreneur.</li> <li>To work as part of a team to come up with enterprising business ideas.</li> <li>To decide on a business idea and carry out market research.</li> <li>To create a brand for your business.</li> <li>To market and sell a product or service.</li> <li>To evaluate the success of the enterprise product.</li> </ul>
	Helping around the home	Staying safe	On the move
	<ul style="list-style-type: none"> <li>To make a snack by: finding a recipe, making a list of ingredients and going shopping for these ingredients).</li> <li>To use an online shopping tool to find best value for money.</li> </ul>	<p><b>Fire safety</b></p> <ul style="list-style-type: none"> <li>To state at least three signs of a fire.</li> <li>To identify sources of fire and heat at home and in school.</li> <li>To explain how these sources of fire and heat can become hazardous.</li> <li>To explain what to do if there is a fire at home or school.</li> <li>To identify things you can do to prevent a fire.</li> </ul>	<p><b>Planning a journey</b></p> <ul style="list-style-type: none"> <li>To identify the destination of a journey.</li> <li>To explore different transport options for the journey.</li> <li>To identify the route for each transport option and cost.</li> <li>To find out how long it would take to reach the destination using each transport option.</li> <li>To safely undertake the planned journey.</li> </ul>

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<b>Year 6</b>	<b>Living independently</b>	<b>Health and wellbeing</b>	<b>Exploring the wider world</b>
	<b>Money sense</b>	<b>It's kind to care</b>	<b>Employment skills and enterprise</b>
	<b>Money and wellbeing</b> <ul style="list-style-type: none"> <li>To describe different jobs that you might do to earn money.</li> <li>To understand that some jobs pay more than others and that money is one factor in choosing a job.</li> <li>To understand that the choices you make about work and money will affect your life.</li> <li>To explain how money can affect your feelings.</li> <li>To explain what debt is and the impact it can have.</li> <li>To understand what a mortgage is and how they work.</li> <li>Discuss monthly bills and costing.</li> </ul>	<b>Caring for myself</b> <ul style="list-style-type: none"> <li>To identify two emotions associated with good mental health.</li> <li>To identify two emotions associated with poor mental health.</li> <li>To research one voluntary organisation which can help with poor mental health.</li> <li>To choose and participate in an activity to look after your own mental health.</li> </ul> <b>Caring for others (first aid)</b> <ul style="list-style-type: none"> <li>To model how to make a clear and efficient call to the emergency services.</li> <li>To provide first aid in at least two scenarios (head injury, bite or sting, asthma attack, bleeding, choking). Epi-pen if required.</li> </ul>	<b>Supporting a local charity</b> <ul style="list-style-type: none"> <li>To explain what a charity is.</li> <li>To participate in a class debate (Would you give a day's wages to charity? Should everyone volunteer for a charity once a week?)</li> <li>To research charities in the local area.</li> <li>To suggest ways to support and fundraise for a local charity.</li> <li>To plan fundraising/volunteering activities.</li> <li>To understand how their donations will be used by the chosen charity.</li> </ul>
	<b>Helping around the home</b>	<b>Staying safe</b>	<b>On the move</b>
<ul style="list-style-type: none"> <li>To understand at least three laundry care symbols.</li> <li>To sort washing according to care labels.</li> <li>To sort household waste for recycling.</li> <li>To identify hazards around the home and understand how to stay safe.</li> <li>To make a list of essential household items and go shopping for them.</li> <li>To understand expiration dates on food.</li> </ul>	<b>Cycling</b> <b>Recap of road safety</b> <ul style="list-style-type: none"> <li>To prepare yourself for a journey.</li> <li>To check your bicycle is ready for a journey.</li> <li>To safely set off, pedal, slow down and stop.</li> <li>To pedal confidently (including looking behind, cycling one handed, turning and controlling speed).</li> <li>To identify and respond to hazards while riding.</li> <li>To comply with signals, signs and road markings.</li> </ul>	<b>Planning an unfamiliar journey (Frenchgate)</b> <ul style="list-style-type: none"> <li>To locate the Frenchgate Centre</li> <li>To identify different ways to travel to the Frenchgate Centre.</li> <li>To use a map to plan your route to the Frenchgate Centre.</li> <li>To calculate the length of time your journey will take (using timetables if using public transport).</li> </ul>	