

LIFE SKILLS

Responsible citizens (Computing)	Early Years		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Nursery	Reception	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge	Skill	Knowledge
	Know who to tell if something concerns them online	Begin to understand rules around e-safety and know who to tell if something concerns them online	Understand rules around e-safety and know who to tell if something concerns them online	Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	Communicate safely, respecting and considering other people's feelings online.	Use technology safely and keep personal information private.	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property.	Use technology safely and recognise acceptable and unacceptable behaviour.	Know who to tell if anything worries them online. Identify potential risks when presented with scenarios, including social networking profiles. Use ICT responsibly, securely and safely.	Understand where to go for help and support when he/she has concerns about the content or contact on the internet or other online technologies.	Be a good online citizen and friend. Articulate what constitutes good behaviour online. Find and cite web address for any information or resource found online.	Use technology respectfully and responsibly (Band 6)	Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children.	Use technology respectfully and responsibly

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Budgeting	Attendance reward bank													
	Opportunities throughout the maths curriculum													
	To know that money is used to buy items.	To visit a local shop and make a purchase.	To understand savings can be used to make purchases.	To know money can be saved.	To compare the difference between saving for small and large items.	To know how to keep money safe.	To compare how local shops sell the same item for different amounts.	To know that the same item can be sold for different amounts.	To identify how different households choose to spend their money.	To understand the difference between needs and wants.	To investigate loans and interest.	To understand the concept of a budget and living within your means.	To compare earnings of a range of jobs.	To understand that people earn different amounts of money in different jobs.
Financial Understanding		Understand that money is used to purchase objects they may want/need.		Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.	Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.			Describe different ways people earn and manage money and their personal finances, including how to budget.	Discuss how to make money and show enterprise.	List several ways of saving money, including those linked with banks and building societies.		Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities.		Talk about a range of jobs, and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.

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Confidence and responsibility (PSHE)	Opportunities for group work throughout the curriculum													
	Opportunities for public speaking eg reading, performances, assemblies, Express events													
	Expresses own preferences and interests. Can select and use activities and resources with help.	Welcomes and values praise for what they have done. Children are confident to try new activities, and say why they like some activities more than others.	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Take part in group play or conversations, recognising what they like/ dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.	Recognise what is fair/unfair, right/wrong, kind /unkind and utilise this in planning and deciding.	Know that all living things have needs and we share a responsibility to meet them.	Make positive comments about themselves and others.	Listen actively and show empathy.	Identify positive ways to face new challenges, applying knowledge creatively.	Show responsibility in managing daily tasks and learning, individually and in a team.	Review their progress against objectives and when making decisions.	Take responsibility for a range of tasks, in a range of scenarios, with growing independence.	Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth.	
Views and Opinions (PSHE)	Confident to talk to other children when playing, and will communicate freely about own home and community.	Confident to speak to others about own needs, interests and opinions.	Begin to give simple reasons for their own views/opinions.		Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.		Present their views and opinions with some explanation, beginning to formulate questions.		Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.		Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.		Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.	

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Health and Hygiene (PSHE)	Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.	Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth).	Explain why exercise and rest contribute to a healthy lifestyle.		Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.		Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).		Make informed choices to maintain their health and well-being, and explain reasons for these choices.		Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.
Preparing and cooking food (DT)	Beginning to categorise objects according to properties such as size or shape	Orders two items by weight or capacity	Measure and weigh food items using non-standard measures (e.g. spoons and cups)	Understand how to measure accurately	Cut, peel, grate and chop a range of ingredients to make dishes from other countries.	Understand how to cut, peel, grate and chop safely	Combine a variety of ingredients using a range of cooking techniques.	Understand a range of cooking techniques	Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.	Understand the difference between savoury dishes and sweet dishes	Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)	Understand the different techniques and how to choose the most appropriate one	Use appropriate tools and equipment, weighing and measuring with scales	Understand how the tools and equipment are used and be able to use them effectively

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Relationships and Respect (PSHE)	<p>Opportunities for community interaction eg choir, educational visits, clubs, visitors to school, community themed weeks, local history week</p> <p>Opportunities for visits to various places of worship</p>													
	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.	Identify who to go to if they are worried and how to attract their attention.	Explain how their actions have consequences for themselves and others. Identify people who look after them.	Judge what kind of contact is acceptable and how to respond.	Identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring).	Recognise that their actions affect themselves and others.	Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	Demonstrate respect and tolerance towards people different from themselves.	Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people's feelings.	Explore how information is presented differently in the media and online.	Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves.
	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Children play cooperatively, taking turns with others.	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.		Manage feelings in a positive and effective way.	Learn about loss, change and the feelings involved in those situations.		Describe how 'family' can mean different things to different people.		Describe why someone might start a relationship with another person.		Describe different types of care and love extending their vocabulary and understanding of different emotions.		Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.

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	Opportunities for group work throughout the curriculum													
	Opportunities to evaluate and assess peers' work across the curriculum													
	Various monitor roles or responsibilities available in class and wider school (eg Reading Champions, Maths Champions, Steering Group, Eco Warriors, Classroom monitors, Playground monitors)													
Collaboration (PSHE)	Confident to talk to other children when playing, and will communicate freely about own home and community.	Confident to speak to others about own needs, wants, interests and opinions.	Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt.	Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.	Play and learn co-operatively, developing strategies to solve simple arguments through negotiation.	Explain what it means to be a good friend.	Work collaboratively towards shared goals.	Describe what bullying is and what to do if they are feeling bullied.		List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.		Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation.		Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them.

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Diversity (PSHE)	Celebrations of various festivals														
	PTA themed events (eg Bollywood nights)														
	Refugee training, Show Racism the Red Card,														
			Show an awareness of how needs change as they grow from young to old.	Describe how they are the same as, or different to, a friend or family member.	Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.		Demonstrate sensitivity and understanding of people with different values, customs and cultures.				Explain the words 'discrimination' and 'stereotype' and give examples of both.		Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.		Describe how different types of rights need to be protected, supported and balanced.
	Opportunity to create a Class Charter collaboratively														
Citizenship (PSHE)	Participation in community themed weeks														
		Takes steps to resolve conflicts with other children, e.g. finding a compromise.		Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and communities and contribute to the development of class and group rules.	Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved.		Ask and answer questions, giving a view on a local (or world) issue.	Explain the school rules and basic emergency procedures.	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade.	Recognise the role of voluntary and community groups.	Critically enquire about citizenship issues and give an opinion on them. Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules.	Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion.	Explain how they can make a positive contribution to society, now and in the future.	

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Real Life experiences	Visit a shop to buy items with real money.		Visit a Post Office to post a letter.	Visit a library to borrow a book	Follow a map.	Read and interpret a bus timetable.	Read and interpret a train timetable.	Visit other schools.
	Visit the farm.		Visit a forest.	Visit the beach.	Visit a Chocolate Factory	Visit a science museum.	Visit a history museum. Sleepover	Go bowling Residential

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	Personal targets and aspirations													
	Celebration of external successes													
Goals (PSHE)	Confident to speak to others about own needs, wants, interests and opinions.	Confident to speak to others about own needs, wants, interests and opinions.	Talk about their gifts and talents. Identify a simple goal for themselves.		Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about how they could achieve it. Support others, giving constructive feedback.		Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.		Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.		Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.		Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.	