



Life skills

EYFS Framework

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



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 toothbrushing.

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.



Life skills

Year 1	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Employment skills and enterprise
	<ul style="list-style-type: none"> To recognise the coins and notes that we use. To select notes and coins to pay. To begin to explain how to keep your money safe. To explain the consequences of money being lost or stolen. 	<p>Caring for myself</p> <ul style="list-style-type: none"> To tie my shoe laces with increasing independence. To identify two hygiene activities and the equipment associated with these (teeth cleaning, putting clothes in the wash basket, handwashing etc). Independently use a knife and fork. <p>Caring for others (pets)</p> <ul style="list-style-type: none"> To identify animals that are kept as pets. To identify the equipment needed to look after a pet. To understand how to meet the dietary needs of a pet. To understand the hygiene needs of a pet (cleaning out, brushing, clipping nails). 	<p>Painting and decorating</p> <ul style="list-style-type: none"> To recognise the tools needed to decorate. To identify a location or object around school to paint and/or decorate. To prepare a surface for painting (cleaning, sanding). To select appropriate tools to paint and decorate an area or object.
	Helping around the home	Staying safe	On the move
<ul style="list-style-type: none"> To know my address. To make my bed. To clean work surfaces after use. To show good table manners when eating. 	<p>Stranger danger</p> <ul style="list-style-type: none"> To explain what a stranger is. To identify safe and unsafe strangers. To identify safe and unsafe scenarios. To understand what to do if I get lost. To explain how to stay safe if a stranger approaches me. 	<p>Walking and riding a scooter</p> <ul style="list-style-type: none"> To know how to walk safely on the pavement. To find a pedestrian crossing and safely use it with an adult. To push and steer a scooter. To stop a scooter safely. To ride a scooter safely on the pavement/around an obstacle course. 	



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