

Life Skills Curriculum Progression

<p><u>Skills for Learning:</u> <u>Working with others in a team</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Developing Social Skills- awareness and tolerance of others • Developing Social Skills- empathy and awareness of the feelings of others • Developing Social Skills- empathy and awareness of perspectives of others • Developing Social Skills- turn taking • Developing Social Skills- sharing • Developing Social Skills- getting a balance between listening and responding • Developing Social Skills- negotiating with others • Developing Social Skills- supporting others • Gaining the attention of others • Maintaining the attention of others • Directing the attention of others • Adopting and accepting different roles appropriate to the setting i.e. being the helper, the scribe • Recognising the rules and conventions of different groups in formal and informal settings according to the size of the group i.e parties, playground games, 1:1 conversations
<p><u>Skills for Learning:</u> <u>Reflecting on learning</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Recognise why a task is carried out and what it involves i.e joining in with baking activities as know it will result in cakes! • Recognise the completion of a task • Communicate preferences and choices- i.e. in ways of working or activities • Give reasons for individual preferences i.e. liking a certain activity and explaining why • Recognise personal achievements • Recognise difficulties experienced • Identify and evaluate strengths • Identify and evaluate weaknesses • Learn from mistakes to improve their own performance • Set targets/goals • Develop attention and concentration to tasks
<p><u>Skills for Learning:</u> <u>Problem solving and independent inquiry</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • PERCEPTION- Recognise opportunities i.e. taking part in group attempts to solve problems • PERCEPTION- recognising and identifying problems i.e. scooter being used by someone else when they want a turn • THINKING- breaking down a problem into elements i.e. cooking a cake, weighing ingredients, mixing, cooking and clearing away • THINKING- thinking through the relevant features of a problem i.e. what to do when faced with an overflowing sink, lack of snack • THINKING- planning ways to solve a problem • ACTION- remembering how to solve a problem i.e. using social story, visual prompts • EVALUATION- evaluating how a plan worked • EVALUATION- recognising when existing plans and strategies need changing
<p><u>Thinking Skills</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p>

	<ul style="list-style-type: none"> • INPUT- Obtaining information through sensory awareness and perception to confirm 'What I know'. • INPUT- Organising information through sensory awareness and perception to confirm 'What I know'. • CONTROL- thinking through a situation i.e. planning • CONTROL- making actions meaningful i.e. decision making and evaluating • OUTPUT- Developing strategies for using knowledge and solving problems that combine 'What I do' with 'What I know' i.e. remembering and thinking about and generating new ideas
<p><u>Personal Skills and Other Priorities: Organisation and Study Skills</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Attending to instructions for a task • Directing attention to a given task • Sustaining interest and motivation on a task • Selecting equipment for a task • Managing their own time for a task • Completing a task • Taking responsibility for a task i.e. being class helper, working independently on a game, sheet etc
<p><u>Personal Skills and Other Priorities: Managing their own behaviour</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • I can recognise when my behaviour is unacceptable/negative • I can manage my unacceptable/negative behaviour with support from staff • I can moderate and change my unacceptable/negative behaviour patterns with support from staff • I can self regulate to control my unacceptable/negative behaviour.
<p><u>Personal Skills and Other Priorities: Managing their own emotions</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Self Awareness- I can name different emotions • Self Awareness- I can describe how different emotions feel • Self Awareness- I can explain when and why I might feel different emotions • Self Awareness- I have a good developed sense of self • Emotional Control- I can use a range of control strategies in regards to my uncomfortable/comfortable emotions with adult support • Self Motivation- I can use a range of self control strategies in regards to my comfortable/uncomfortable emotions • Empathy- I can empathise with how other might be feeling in a particular situation • Empathy- I can understand how my emotional state and corresponding actions can affect others • Handling relationships- I can reflect on how my behaviour affects others • Handling relationships- I can suggest ways to repair/restore relationships damaged by my behaviour
<p><u>Personal Skills and Other Priorities: Daily living skills - domestic</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Making their own drink • Preparing their own snack • Preparation of food • Recognising a balanced diet • Following instructions to prepare food • Following recipes to prepare food- written or symbol support

	<ul style="list-style-type: none"> • Cooking skills- slicing • Cooking skills- grating • Cooking skills- whisking • Cooking skills- chopping • Cooking skills- mixing • Cooking skills- pouring • Using appliances i.e. food processor, toaster, microwave, cooker, kettle • Understanding and following hygiene rules • Understanding and following health and safety rules
<p><u>Personal Skills and Other Priorities:</u> <u>Daily living skills - community</u></p>	<p>All areas below are assessed using following criteria: Aware; Achieved in specific contexts; Generalised.</p> <ul style="list-style-type: none"> • Developed social sight vocabulary i.e. signage • Use different facilities and amenities in the community i.e. park, cafe, playground, library • Recognise places in the local area • Developing shopping skills- locate shop and items in it • Developing shopping skills- use of shopping lists • Developing shopping skills- using checkout to pay for items • Using a telephone • Getting help i.e. from the police, nurse • Practical use of money • Planning for and using public transport
<p><u>The Junior Award Scheme for Schools (JASS)</u></p>	<p>The Junior Award Scheme for Schools (JASS) is an accredited award for young people. By providing a structured programme, JASS aims to support young people through the transition from primary school to lower secondary school. JASS has been designed to be flexible and adaptable to the interests and abilities of individuals to ensure it is achievable by all participants, whilst matching the goals of their Schools Curriculum.</p> <p>JASS is structured into four sections, designed to stretch different aspects of developing confident individuals.</p> <ul style="list-style-type: none"> • My Interests: developing an interest or learning a new skill • Get Active, Stay Active: taking part in sport and physical activity • Me and My World: contributing to the local community • Adventure: outdoor activity and learning, including teamwork and problem solving