

Northwood Community Primary School

Functional Life Skills: Curriculum Progression

Functional life skills are essential to learning for children in the DSP at NCPS. In order to ensure our children are prepared for the wider world and for high school we endeavour to support each child on a bespoke basis to develop, revisit/embed and master these skills, so that they can function in the world beyond primary school.

Personal Skills and Other Priorities:

All skills are assessed as follows:

Emerging – seen scarcely, only seen in once context, heavily modelled or scaffolded / supported by an adult

Developing – seen sometimes (around half the time), in a few contexts with scaffolding or support from an adult around half the time

Secure – seen consistently in a range of situations, mostly independently

Skill	Descriptor
Personal Skills and Other Priorities: Organisation and Study Skills	<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
Personal Skills and Other Priorities: Managing their own behaviour	<ul style="list-style-type: none"> • I can recognise when my behaviour is dysregulated • I can manage my dysregulated behaviour with support from staff • I can moderate and change my dysregulated behaviour patterns with support from staff

	<ul style="list-style-type: none"> • I can self-regulate to control my dysregulated behaviour.
<p>Personal Skills and Other Priorities:</p> <p>Managing their own emotions</p>	<ul style="list-style-type: none"> • Self-Awareness- I can name different emotions using simple words/visuals/gestures or facial expressions • Self-Awareness- I can describe how different emotions feel using simple words/visuals/gestures or facial expressions • Self-Awareness – I can describe how I am feeling using simple words/visuals/gestures or facial expressions • Self-Awareness- I can explain when and why I might feel different emotions • Self-Awareness- I have a well developed sense of self • Emotional Control- I can use a range of control strategies in regard 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>Personal Skills and Other Priorities:</p>	<ul style="list-style-type: none"> • Retrieving a pre-prepared drink when thirsty • Retrieving a pre-prepared snack when hungry (understanding hunger and knowing food will resolve the issue) • Retrieving water to quench thirst

<p>Daily living skills - domestic</p>	<ul style="list-style-type: none"> • Making their own cold drink (mixing juice and water) • Preparing their own simple snack (crackers, buttering toast, making a sandwich etc) • Recognising a balanced diet <p>Preparation of food:</p> <ul style="list-style-type: none"> • Following simple instructions to prepare food using visuals (pictures, symbols, widgeits) or simple verbal instructions or written support • Following recipes to prepare food- using visuals (pictures, symbols, widgeits) or simple verbal instructions or written support • Cooking skills – spreading • 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>Personal Skills and Other Priorities:</p> <p>Daily living skills in the wider community</p>	<ul style="list-style-type: none"> • Developed social sight vocabulary i.e. signage, symbols • Use different facilities and amenities in the community i.e. toilets, park, cafe, playground, library, police station • Recognise places in the local area • Road safety skills – safe pavement walking • Road safety skills – using a crossing patrol • Road safety skills – using a pedestrian crossing • Road safety skills – safety crossing car parks

	<ul style="list-style-type: none"> • 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 – link to financial education • Using a telephone • Getting help i.e. from the police, nurse • Practical use of money • Planning for and using public transport

Skills for Learning:

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Skill	Descriptor
<p>Skills for Learning:</p> <p>Working with others in a team</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

	<ul style="list-style-type: none"> • 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>Skills for Learning:</p> <p>Reflecting on learning</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>Skills for Learning:</p> <p>Problem solving and independent inquiry</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

	<ul style="list-style-type: none"> • 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 <p>EVALUATION- recognising when existing plans and strategies need changing</p>

Thinking Skills

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Skill	Descriptor
<p>Thinking Skills</p> <p>These skills could be accompanied by language to explain but competence can also be understood through observation by adult practitioner who knows the child and understands their prior learning and method of communication</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



- OUTPUT – Re-organising strategies based on prior knowledge / experience, i.e. understanding cause and consequence and altering actions on the basis of this