

LLfL Life Skills curriculum progression map

Our Life Skills key concepts are:

- *Basic first aid*
- *Independent living*
- *Being safe*

These concepts have been chosen with the statutory Relationships Education, Relationships and Sex Education and Health Education (England) framework 2019 in mind and based on the needs of our pupils. The yearly program has been written in a cyclical format, to allow pupils to revisit learning. For example, pupils will learn about the emergency services in Term 1, and then hazardous substances in Term 2.

Pre-Scheme A					
Managing Risks	Emergency Services	Cleaning	Getting Dressed	Road and Travel Safety	Rubbish and Recycling
<p>Core Vocabulary: want, help, stop, go, home, school, outside, wait, off, yes, no, first, then, now, next</p>	<p>Core vocabulary- Want, help, stop, first, then, who, what, where</p>	<p>Core vocabulary- Want, help, stop, finished</p> <p>Stories/ Songs: Tidy up song</p>	<p>Core vocabulary- Want, help, on, first, then, weather, sunny, rainy, cloudy, today</p>	<p>Core vocabulary- Want, help, on, stop, finished</p>	<p>Core vocabulary- Want, help, stop, in</p>
<p>Stories/ Songs:</p> <p>Transition songs</p> <p>Giraffes can't dance- Giles Andreae</p>	<p>Stories/ Songs: Here Come the Helpers- Leslie Kimmelman & Barbara Bakos</p> <p>Police Car Patrol- Stanley Strickland</p> <p>Busy People Firefighter- Ando Twin & Lucy M.George</p>				<p>Stories/ Songs: My Green Day- Melanie Walsh</p> <p>Tidy up song</p>

	<p>Busy People Police Officer- Ando Twin & Lucy M.George</p> <p>Busy People Teacher-Ando Twin & Lucy M.George</p> <p>Busy People: Vet- Ando Twin & Lucy M.George</p>				
<p>Co-operates with school fire procedures.</p> <p>Co-operates with classroom routines.</p> <p>Able to use first/ then visual schedules</p>	<p>Can recognise the roles of others in British society.</p>	<p>Begins to recognise that their coat and bag belong to them.</p> <p>Co-operate with a tidying up routine.</p>	<p>Able to assist with adults' dressing, following toileting and swimming.</p> <p>Put on your own coat.</p> <p>Assists an adult in putting on their coat.</p> <p>Slides their feet into shoes.</p> <p>Pupils will encounter songs about the weather</p> <p>Explore the natural world around them</p>	<p>Able to walk on a pavement with high support from an adult.</p> <p>Able to allow an adult to put on their seatbelt.</p> <p>Keep their seatbelt on once it is on.</p>	<p>Co-operate with a tidying up routine.</p> <p>Co-operate with a lunch time/ snack routine.</p> <p>Begins to recognise their lunch box and belonging to them.</p> <p>Is able to put rubbish back into their lunchbox or bin.</p> <p>To be able to sort objects into their correct place</p>

LLfL Life Skills

		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
Term 1	Key Concept	Being Safe	Being Safe	Being Safe	Being Safe	Being Safe
	Topic	Managing risk	Managing risk	Managing risk	Managing risk	Managing risk
	Composite Component	<p>Citizenship programme of study (KS1)- The need for rules and why they help everyone</p> <p>To know that rules in school are put in place to keep them safe and recognise everyday hazards in school. To know what safe and unsafe mean. To know the importance of following safety rules from parents and other adults. To know what it means when something is an accident. To know some procedures that help us keep safe in school (fire procedures, rules etc). To be able to identify everyday hazards- school.</p>	<p>Citizenship programme of study (KS1)- The need for rules and why they help everyone</p> <p>To know that rules in the home are put in place to keep them safe and recognise everyday hazards in the home. To be able to identify everyday hazards in the home. To know rules for keeping themselves safe around water in the home. To know rules for keeping themselves safe around electrical appliances in the home. To know rules for keeping themselves safe around fire in the home- including matches. To know the emergency first steps to treat burns</p>	<p>Citizenship programme of study (KS1)- The need for rules and why they help everyone</p> <p>To be able to identify hazards in the environment beyond home and school and know safety rules about managing environments safely. To be able to identify hazards at the beach. To know steps that they can take to keep themselves safe on the beach. To be able to identify hazards at the swimming pool. To know steps that they can take to keep themselves safe at the swimming pool. To be able to identify hazards around open water. To know water safety steps in the environment. To know ways that fireworks can be dangerous. To know ways to keep themselves safe around the use of fireworks.</p>	<p>RSHE framework for KS3- To know the characteristics of positive and healthy friendships.</p> <p>To know when something may be risky (could go wrong/ have harmful consequences) To know when something may be dangerous (may hurt us) To understand that we can take positive risks. To be able to identify between positive risk taking and dangerous behaviour. To be able to manage the pressure from peers to take risks.</p>	<p>RSHE framework for KS3-</p> <p>To know that some behaviours in relationships are criminal, including violent behaviour and coercive control.</p> <p>To be able to seek support if they are concerned about the actions of their peers. To be able to recognise dangerous and illegal behaviours in peer groups. To be able to recognise illegal behaviours in peers groups online, including image sharing and pornography. To know that some behaviours are illegal.</p> <p>To know the concepts and laws relating to exploitation.</p> <p>To know that behaviours in gangs are unsafe and in what way. To know how gangs can exploit children and young people. To know that individuals may seek to gain a relationship with them in order to manipulate them into doing things. To know how to seek support if they are worried.</p>

				To know the emergency first steps to treat burns To know how to remove themselves from danger.		
Term 2	Key Concept	Basic First Aid		Basic First Aid		
	Topic	Emergency Services		Emergency Services		
	Composite Skills Component skills	<p>RSHE framework- Knows how to make a clear and efficient call to emergency services if necessary.</p> <p>To be able to recognise some common jobs. To know the ways in which some people help us. To know what an emergency is To know what the different emergency services are. To know what the different emergency services do. To know they need to call 999 to get help from the emergency services.</p>		<p>RSHE framework- Knows how to make a clear and efficient call to emergency services if necessary.</p> <p>To be able to make an emergency call and request the correct emergency service. To be able to communicate the problem when making an emergency call. To be able to state their emergency contact information. To be able to provide their location when making an emergency call. To be able to use an app to find their location if it is not known to them.</p>		
Term 3	Key Concept	Independent Living		Independent Living		
	Topic	Cleaning		Cleaning		
	Composite Skills Component skills	<p>To be able to recognise when something needs tidying or cleaning.</p> <p>To be able to recognise things that need to be tidied away. To be able to tidy things away in their correct place To be able to identify when something is dirty and needs to be cleaned. To be able to clean a table. To be able to dry spills on a table.</p> <p>To be able to recognise common harmful substances and know rules to use them safely.</p> <p>To recognise things around the home that may be harmful. To be able to recognise warning labels on packaging. To know never to eat things that they find. To know never to ingest harmful substances. To know that they need to seek help if they get harmful substances</p>		<p>To be able to recognise common harmful substances and know rules to use them safely.</p> <p>To know that most cleaning products around the home are hazardous substances. To be able to recognise warning labels on packaging and know what they mean. To know what they need to do if they ingest, inhale, or get harmful substances in their eyes and skin (including first aid)</p> <p>To be able to clean common areas of a house.</p> <p>To be able to Hoover to clean a carpet To learn how to handle and use harmful cleaning substances safely. To be able to mop a floor to clean a spill. To know how and where to use given cleaning products around the home (surfaces, kitchen and bathroom)</p>		

		on their skin, eyes, mouth, or if they are inhaled.	
Term 4	Key Concept	Independent Living	Independent Living
	Topic	Getting Dressed- Scheme A	Managing Laundry- Scheme B
	Composite Skills Component skills	<p>To be able to dress themselves To be able to dress themselves when clothes are the correct way around To be able to dress themselves when clothes are inside out To be able to identify clothing suitable for the weather Can wear clothing suitable for the weather.</p> <p>To be able to put on shoes Can put on shoes with velcro Can put on shoes, including those with laces</p>	<p>To be able to use a washing machine to wash clothes that are dirty using the correct setting To be able to identify dirty clothes. To be able to sort clothes to be washed. To be able to recognise washing symbols on clothing labels and know what they mean. To be able to turn on and load a washing machine to wash clothes, not considering different settings. To be able to use a washing machine to wash clothes using the correct setting. To learn to use laundry detergent and fabric conditioner and understand how to use them safely. To be able to remove stains in clothes.</p>
		Managing Laundry- Scheme C	<p>To be able to dry and put away clothes once they have been washed To be able to recognise drying symbols on clothing labels to identify how they should be dried. To be able to dry clothes on a washing line. To be able to dry clothes on an airer. To be able to dry clothes in a tumble dryer. To be able to recognise symbols on clothes to identify how they should be ironed. To be able to iron clothes. To be able to iron clothes using the correct setting. To be able to fold clothes.</p>
Term 5	Key Concept	Being Safe	Being Safe
	Topic	Road and Travel Safety	Road and Travel Safety
	Composite Skills Component skills	<p>To be able to travel safely in a car To know they need to wear a seatbelt in a car. To be able to put on their seatbelt and keep it on while travelling. Knows how to travel safely when they are a passenger in a car. Knows which is the safest door to use when getting in and out of the car To know where it is safe to wait when they exit a car.</p> <p>To be able to walk along a road safely To know how to walk on a pavement safely. To know to stop at a kerb and why to do this. To recognise a zebra crossing and know that this is a safe place to</p>	<p>Is able to cross a road safely Is able to cross a road using common pedestrian crossings. Is able to cross the road safely if there is no crossing. Knows where to walk if there is no pavement.</p> <p>Is able to use traffic signs and signals to safely use roads when travelling Is able to recognise traffic light signals and their meanings. Is able to recognise common road signs and their meanings.</p>

		cross the road.		
Term 6	Key Concept	Independent Living	Independent Living	Independent Living
	Topic	Rubbish and Recycling- scheme A	Rubbish and Recycling- Scheme B	Rubbish and Recycling- Scheme C
	Composite Skills Component skills	<p>To know that rubbish should go in a bin and that littering is harmful to the environment</p> <p>To learn to sort between objects that need discarding and objects that need to be kept</p> <p>To know that rubbish needs to be put in a bin</p> <p>To be able to put rubbish in the bin</p> <p>To know what littering is</p> <p>Is able to identify litter in the environment</p> <p>Know that littering is harmful</p> <p>To be able to sort rubbish- waste and recycling</p> <p>To know which bin to put rubbish in- waste and recycling</p> <p>To be able to sort rubbish- waste and different types of recycling (glass, plastic, paper, metal)</p>	<p>To be able to empty a bin</p> <p>To learn how to empty the bins when they are full.</p> <p>To learn to put a new bin liner in.</p> <p>To know where to put bags of recycling and waste.</p> <p>To know what littering is and know how it is harmful to the environment.</p> <p>To know how littering can be harmful to our health</p> <p>To know what littering is and how it is harmful to wildlife</p> <p>To know how plastic pollution impacts the health of the oceans.</p> <p>To know how to reduce the impact of plastic pollution</p> <p>To know how to recycle effectively at home</p> <p>To know what recycling is and the benefits that it has on the environment.</p> <p>To be able to sort rubbish effectively- waste and different types of recycling</p> <p>To be able to sort rubbish- waste and different types of recycling- compost</p>	<p>Knows strategies that people use to reduce the negative impact of climate change</p> <p>To know ways to help the environment through reducing waste- reduce, reuse, recycle.</p> <p>Knows what climate change is (global warming)</p> <p>Knows things that contribute to climate change (global warming)</p> <p>Knows some of the impacts of climate change - environmental (including wildlife)</p> <p>Knows some of the impacts of climate change - human</p> <p>Knows lifestyle changes that they can take to help support climate change, including- purchase of palm oil, electricity and water usage, diet, and supporting wildlife.</p>