



Harrietsham CE Primary School

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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.



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	<ul style="list-style-type: none"> 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. <p>Understanding of the World</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene). <p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. 	<ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. <p>Understanding the World</p> <ul style="list-style-type: none"> 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.
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Year R	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	<ul style="list-style-type: none"> To recognise some of the coins that are used to pay for things. To role play shops To explore different types of shops 	<p>Caring for myself</p> <ul style="list-style-type: none"> To become more independent with dressing myself. To participate in two personal hygiene activities (washing hands and brushing teeth). <p>Caring for others (people who help us)</p> <ul style="list-style-type: none"> To understand the roles of doctor and dentist. To understand how a dentist might help us. Possible dentist visit. To understand what happens when we visit the dentist. 	<p>Tidy up time</p> <ul style="list-style-type: none"> To recognise the need to keep our space tidy. To identify ways to organise the space.
	Helping around the home	Staying safe	On the move
	<ul style="list-style-type: none"> To help keep my bedroom tidy. To clear up my toys when I have finished playing. To help make my bed. 	<p>Being outside</p> <ul style="list-style-type: none"> To explore the different places we visit. To identify when places are busy and quiet. To understand the importance of holding hands when out and about. To begin to understand what to do if I get lost. <p>Pol-Ed</p> <ul style="list-style-type: none"> To consider that following rules shows respect for others. To recognise how to deal with big emotions. 	<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 safely. To take part in Cycle Ready.



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Year 1	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	<ul style="list-style-type: none"> To recognise coins and notes that we use. To identify the value of different notes and coins. 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 shoelaces with increasing confidence. To identify two hygiene activities and the equipment associated with these. To participate in two personal hygiene activities (washing hands, brushing teeth). <p>Caring for others (pets)</p> <ul style="list-style-type: none"> To identify animals that are kept as pets. To identify 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, priming). 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 dust a surface using polish. To make my bed. To use a blender to make a smoothie. 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 safely. To stop a scooter safely. To ride a scooter safely on an obstacle course.

		<p>Pol-Ed</p> <ul style="list-style-type: none">• To develop skills of respect and empathy and consider the importance of being responsible towards other people.• To understand why it is important to make sensible decisions about following rules.• To learn about the role of the police to help keep us safe and happy.• To understand how to respect the rules for different places.	
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Year 2	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me 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. To begin to calculate change. 	<p>Caring for myself</p> <ul style="list-style-type: none"> To identify two hygiene activities and the equipment associated with these. To participate in two personal hygiene activities (washing hands, brushing teeth). <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>Words for work – National Literacy Trust project</p> <ul style="list-style-type: none"> To ask appropriate questions to find out more about a career. To explore a range of STEM careers through role play. 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 show good personal hygiene when cooking (hair tied back, clean hands, no jewellery). 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>Pol-Ed</p> <ul style="list-style-type: none"> To learn how needs and wants change. To understand why we have age restrictions on internet games. 	<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 get on and off a bus safely. To state the destination you would like to get to. To hand over money to pay the bus fare (with support).



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Year 3	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	<ul style="list-style-type: none"> To identify at least one way of tracking your money. To plan and track savings by keeping simple records. To explain why it is important to keep track of spending and saving. To explain the difference between a 'need' and a 'want'. To calculate the total price and change when paying for goods or a service. 	<p>Caring for myself</p> <ul style="list-style-type: none"> To identify three products that are needed to maintain personal hygiene. To select the appropriate products/items to complete a personal hygiene activity (washing hair, applying deodorant, washing clothes). To explain why it is important to maintain good personal hygiene routines. <p>Caring for the environment</p> <ul style="list-style-type: none"> To explain why it is important to look after the environment. To identify two ways to care for your local environment. To participate in an activity that helps to improve the local environment (litter pick). 	<p>Gardening</p> <ul style="list-style-type: none"> To recognise and use two or more garden tools. To explain how to stay safe when using garden tools. To take part in activities to grow and care for plants. To begin to understand the difference between weeds and other plants.
	Helping around the home	Staying safe	On the move
	<ul style="list-style-type: none"> To understand how to store food safely. To make a hot drink using a kettle. To fold clothes ready for storage. To wash and dry a range of kitchen equipment. To follow a simple recipe. 	<p>Pedestrian safety</p> <ul style="list-style-type: none"> To identify two hazards that a pedestrian should be aware of. To identify two safety precautions a pedestrian could take. To identify a safe place to cross the road. To explain how to cross a road safely. 	<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 get on and off a bus safely. To state the destination you would like to get to.

		<p>Pol-Ed</p> <ul style="list-style-type: none">• To understand that the police make informed decisions.• To think about the type of person that I want to be.	<ul style="list-style-type: none">• To hand over money to pay the bus fare (with support).
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Year 4	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	<ul style="list-style-type: none"> To identify and compare different ways of paying for goods. To choose the most appropriate way of paying in different situations. To explain how to stay safe when paying for goods. To understand some of the key language associated with credit and debit cards. To read and understand receipts. 	<p>Caring for myself</p> <ul style="list-style-type: none"> To identify things that positively and negatively affect a person's mental health. To take part in two whole class activities which contribute to mental health and wellbeing (exercise, mindfulness, scrapbook) <p>Caring for the environment (recycling)</p> <ul style="list-style-type: none"> To explain what waste is. To explain the impact that waste has on the environment. To identify alternative ways of dealing with waste (reduce, reuse, recycle). 	<p>Woodwork</p> <ul style="list-style-type: none"> To identify two or more woodwork tools (hand drill, palm drill, saw, hammer). To explain and demonstrate how to use these tools safely. To use a tape measure or ruler to measure the equipment needed for a project. To carry out a series of cuts to create a product. To carry out a series of joins to create a product (glue, nail).
	Helping around the home	Staying safe	On the move
	<ul style="list-style-type: none"> To explain how to safely use a microwave. To use a microwave to prepare for a snack. To identify safety hazards in two rooms of the house (kitchen and bathroom). To change the batteries of a household item. To identify household cleaning products used for washing clothes. 	<p>Water safety</p> <ul style="list-style-type: none"> To identify dangers that can be hidden underwater. To identify dangers that can be found near bodies of water. To understand the effect that cold water can have on the body. To explain how to help someone who is having difficulty in water. <p>Pol-Ed</p> <ul style="list-style-type: none"> To understand about identity. To understand about prejudice and hate crime. 	<p>Travelling on a train</p> <ul style="list-style-type: none"> To use a train timetable to identify the location for the start and end of a journey. To use a train timetable to identify the arrival time of a train. To get on and off a train safely. To state the required destination when travelling on a train. To give the appropriate fare when travelling on a train.



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Year 5	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	<ul style="list-style-type: none"> To explain why people use bank accounts. To identify some of the risks associated with spending money online. To suggest some ways of keeping money safe when using the internet. To read and interpret simple financial information. To use simple financial information to plan and manage a basic budget. 	<p>Caring for myself</p> <ul style="list-style-type: none"> To identify two services that are provided by: a dentist, doctor, optician and nurse. To state when a routine check-up is needed by a dentist and optician. <p>Caring for a baby</p> <ul style="list-style-type: none"> To give one reason for being a good parent. To give three qualities of a good parent. To identify the basic needs of a baby. To list the equipment needed to meet these needs. To demonstrate that you are able to meet some of these needs (holding, feeding, changing and bathing a baby). 	<p>Virgin Money – ‘Make £5 grow’</p> <ul style="list-style-type: none"> To explain what makes a successful entrepreneur. To work as part of a team to come up with enterprising business ideas. To decide on a business idea and carry out market research. To create a brand for your business. To market and sell a product or service. To evaluate the success of the enterprise product.
	Helping around the home	Staying safe	On the move
	<ul style="list-style-type: none"> To make a snack by: finding a recipe, making a list of ingredients and going shopping for these ingredients). To use an online shopping tool to find the best value for money. To sew a two-hole button onto fabric. To repair/upcycle a garment by stitching. 	<p>Fire safety</p> <ul style="list-style-type: none"> To state at least three signs of a fire. To identify sources of fire and heat at home and in school. To explain how these sources of fire and heat can become hazardous. To explain what to do if there is a fire at home or at school. To identify things you can do to prevent fire. 	<p>Travelling on a train</p> <ul style="list-style-type: none"> To use a train timetable to identify the location for the start and end of a journey. To use a train timetable to identify the arrival time of a train. To get on and off a train safely. To state the required destination when travelling on a train.

		Pol-Ed <ul style="list-style-type: none"> • To identify ways in which we should respect our community. • To identify risks with using the internet and how age restrictions can mitigate this. 	<ul style="list-style-type: none"> • To give the appropriate fare when travelling on a train.
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Year 6	Living independently	Health and wellbeing	Exploring the wider world
	Money sense	It's kind to care	Future me and enterprise
	Money and wellbeing <ul style="list-style-type: none"> To describe different jobs that you might do to earn money. To understand that some jobs pay more than others and that money is one factor in choosing a job. To understand that the choices you make about work and money will affect your life. To explain how money can affect your feelings. To explain what debt is and the impact it can have. 	Caring for myself <ul style="list-style-type: none"> To identify two emotions associated with good mental health. To identify two emotions associated with poor mental health. To research one voluntary organisation which can help with poor mental health. To choose and participate in an activity to look after your own mental health. Caring for others (first aid) <ul style="list-style-type: none"> To model how to make a clear and efficient call to the emergency services. To provide first aid in at least two scenarios (head injury, bite/sting, asthma attack, bleeding, choking). 	Supporting a local charity <ul style="list-style-type: none"> To explain what a charity is. To participate in a class debate (Would you give a day's wages to charity? Should everyone volunteer for a charity once a week?) To research charities in the local area. To suggest ways to support and fundraise for a local charity. To plan and carry out fundraising/ volunteering activities. To understand how their donations will be used by the chosen charity.
	Helping around the home <ul style="list-style-type: none"> To understand at least three laundry care symbols. To sort washing according to care labels. To sort household waste for recycling. To identify hazards around the home and understand how to stay safe. To make a list of essential household items and go shopping for them. To understand expiration dates on food. 	Staying safe Bikeability <ul style="list-style-type: none"> To prepare yourself for a journey/check your bicycle. To safely set off, pedal, slow down and stop. To pedal confidently (including looking behind, cycling one-handed, turning and controlling speed. To identify and respond to hazards while riding. 	On the move Planning an unfamiliar journey (secondary school) <ul style="list-style-type: none"> To locate your house and your secondary school on a map. To identify different ways to travel to secondary school. To use a map or plan your route to secondary school.

		<ul style="list-style-type: none">• To comply with signals, signs and road markings. Pol-Ed <ul style="list-style-type: none">• To understand that our actions have consequences.• To consider what effect anti-social behaviour has on people and communities.	<ul style="list-style-type: none">• To calculate the length of time your journey will take (using timetables if using public transport).
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