

Core Learning Skills Progression Document



Unit Overview

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Learning Together	Becoming Better Learners	Speaking and Listening	Think, Think, Think	It's Up To Me	Knowing Me, Knowing You
<ul style="list-style-type: none"> • Learning as part of a group. • Being a good member of a social group. 	<ul style="list-style-type: none"> • Monitoring and evaluating own learning • How I learn and how I develop • Learning strategies • Organisation and planning skills 	<ul style="list-style-type: none"> • Learning to be confident communicators 	<ul style="list-style-type: none"> • Interpreting and Analysing Information • Recording, Presenting and Evaluating Information • Research Skills • Inference and Deduction • Making Judgements and Justifying Opinions • Creativity and Innovation • Problem Investigation 	<ul style="list-style-type: none"> • Taking individual responsibility for self and others • Developing ability to act independently 	<ul style="list-style-type: none"> • Managing one's moral and social development • Recognising feelings and understanding emotions • Developing a positive sense of one's self • Stress management and conflict resolution

From the 'I can statements' for each unit we will highlight a statement to teach explicitly then follow up across the curriculum for each week (3 to 4 statements for the ½ term). If children need longer on a statement, then we will do this before moving on.

On the reverse of each unit we will make notes about our class and any particular strengths and struggles for individuals / as a group.

This set of paperwork should be kept in your assessment folder and passed on to the next year group for them to review as part of getting to know their class.

Unit 1 – Learning Together

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can watch and take an interest in others playing and learning.</p> <p>I can, with encouragement, join a group playing and learning.</p> <p>I can look at those people around me speaking and listen quietly as they speak.</p> <p>I can share an activity with another peer.</p> <p>I can ask for something within a group using please and thank you.</p> <p>I can wait for others to take turns to speak.</p> <p>I can use others names when in a group activity.</p> <p>I can recognise when a classmate is upset or hurt.</p> <p>I can sit down quietly when I'm asked.</p> <p>I can use equipment safely with a little help.</p> <p>I can look at people when I talk to them.</p> <p>I can ask before I borrow something from a classmate.</p> <p>I can put objects and materials away when I finish an activity / when I am asked.</p> <p>I can take turns with sharing materials for a task with adults supporting.</p> <p>I can identify a place to put my belongings in / away.</p> <p>I can ask for help from an adult in an appropriate way.</p>	<p>I can listen to others speaking and ask simple and appropriate questions.</p> <p>I can make suggestions when working in a group about how to achieve the goal.</p> <p>I can use a variety of phrases to promote cooperation in the group, "Please", "Thank you", "Excuse me", "Can I", etc...</p> <p>I can offer simple ways of supporting another in a group.</p> <p>I can recognise when a classmate needs help when I'm working in groups.</p> <p>I can join in with a group carrying out an activity.</p> <p>I know and use all of my classmates' names in a greeting and other social/work contexts.</p> <p>I can undertake a learning activity quietly when needed.</p> <p>I can put objects and materials away when I finish an activity without being asked.</p> <p>I can take turns fairly and share materials, waiting patiently if needed.</p> <p>I can ask permission of others to borrow or use things which are not my own.</p> <p>I can use classroom equipment safely.</p> <p>I can ask for attention or make a request using appropriate language at an appropriate time.</p> <p>I can seek help from another classmate.</p> <p>I can say what some of the class rules are and what I have to do to keep to them.</p>	<p>I can acknowledge and respond to what others say and I am able to offer a simple opinion on what has been said.</p> <p>I can make suggestions and support others with my ideas in a group.</p> <p>I can identify specific needs of those I am directly learning with.</p> <p>I can carry out a role I have been given in a group activity.</p> <p>I can own up when I am in the wrong and say sorry.</p> <p>I can use the right voice and the right words when I'm talking to my teacher and my classmates.</p> <p>I can identify learners in a group that can involve me in a game /activity and ask them if I can join in.</p> <p>I can offer support to a group or a classmate, even though I'd prefer to do another task.</p> <p>I can share responsibility for group tasks including organising materials, cleaning up without being asked.</p> <p>I can offer ways of sharing out materials given to me or to a group that are fair.</p> <p>I can identify ways to support myself or appropriately seek attention for support.</p> <p>I can carry out a responsibility or task given to me by an adult.</p> <p>I can interact with a selected group of classmates and seek support from them.</p> <p>I can describe what my classmates are good at and what they need help with.</p> <p>I can contribute to discussion about what the class code of conduct should be.</p>	<p>I can give constructive feedback to my peers on their ideas identifying what is good and how it could be improved.</p> <p>I can allocate tasks within a group activity.</p> <p>I can recognise differences in skills and characteristics amongst those in the group.</p> <p>I can use some strategies to support the learning of others matched to their needs.</p> <p>I can work within a group with others who may learn at a different pace or learn in a different way.</p> <p>I can interact with a wide range of individuals in my class, asking for support and cooperation.</p> <p>I can select materials I need to carry out a task.</p> <p>I can work on a task independently when given a set of processes to follow.</p> <p>I can describe what the class code of conduct is and explain why we have this code.</p>

Unit 2 – Becoming Better Learners

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can show what I think is good about a piece of work I have just done.</p> <p>I can make simple judgements about my work i.e. what I think is good, what is not so good.</p> <p>I can identify when I have succeeded in doing something for the first time.</p> <p>I can copy physical movements in dance/drama/PE.</p> <p>I can use simple picture cues / symbols to enable me to understand what I need to do next.</p> <p>I can follow a one or two part verbal instruction given by an adult.</p> <p>I can watch someone else undertake a task and join in, copying actions where I can.</p> <p>I can identify things, objects, materials and people who are able to help me start a task.</p> <p>I can show knowledge of daily routines in school and am beginning to anticipate without prompts.</p> <p>I can find classroom equipment.</p> <p>I can find my way around the school.</p>	<p>I can identify something I want to learn how to do.</p> <p>I can identify something I have done well and give reasons.</p> <p>I can identify some things I have learnt to do.</p> <p>I can identify some things I find hard.</p> <p>I can comment on things that have helped me to learn "something new".</p> <p>I can use simple questions to help me access a task /activity.</p> <p>I can use simple visual cues to complete a simple task.</p> <p>I can follow simple verbal instructions given to support a task.</p> <p>I can copy a simple activity / task modelled for me with adult support.</p> <p>I can choose from a selection of resources to help me do a task.</p> <p>I can identify what I need to do to start a task.</p> <p>I can identify what I need to do to finish a task.</p> <p>I can keep my own things safe during the day.</p> <p>I can show knowledge of what happens on different days of the week.</p>	<p>I can set simple goals for myself using a framework describing skills</p> <p>I can think of simple ways of improving the way I have done something.</p> <p>I can give feedback on my learning using simple scales (e.g. easy, ok, hard).</p> <p>I can make basic judgements about the quality of my work including using rating scales.</p> <p>I can identify simple strategies that have helped me learn something new.</p> <p>I can use visual cues to support my learning</p> <p>I can use verbal instructions to support a task, asking for information as I require it.</p> <p>I can model things for myself, practising and rehearsing tasks physically.</p> <p>I can choose a range of resources to help me undertake a task and give reasons for my choice.</p> <p>I can remember to bring items to school.</p> <p>I can identify different parts to a task.</p> <p>I can use prompts to help me finish a task on time e.g. 10 min warning.</p>	<p>I can set realistic goals and evaluate performance, modifying future goals as appropriate.</p> <p>I can identify something that I need to practise and get better at.</p> <p>I can identify what I need to do to get better at something.</p> <p>I can make informed judgements about my work based on criteria given to me.</p> <p>I can use visual strategies including simple pictures, diagrams, maps, lines, boxes drawn to aid my learning.</p> <p>I can use my listening skills to support my learning and stimulate my thinking.</p> <p>I can use a range of kinaesthetic strategies such as actions to support my learning</p> <p>I can use diaries and schedulers as reminders.</p> <p>I can make a good guess how long it will take to complete a simple task.</p> <p>I can identify what I need to do in order to complete a task.</p> <p>I can identify what the finished task may look like.</p> <p>I can use IT equipment safely.</p> <p>I can arrive at lessons with equipment I need.</p>

Unit 3 – Speaking & Listening

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Speaking:</p> <p>I can use simple phrases and statements to communicate my ideas.</p> <p>I can describe something that happened to me.</p> <p>I can articulate my words and speak in a voice which can be heard and understood.</p> <p>I can use everyday vocabulary naming most common objects, using action words and a range of descriptive words.</p> <p>I can speak clearly to others with increasing confidence and control.</p> <p>Listening:</p> <p>I can listen to familiar stories and rhymes and tell whether something has been left out or changed.</p> <p>I can listen to a new story / poem / presentation and answer some simple questions.</p> <p>I can follow a range of simple instructions and carry simple messages.</p> <p>I can carry simple messages.</p> <p>I can listen to a story, sitting quietly and looking at the speaker.</p> <p>Conversation and discussion Skills:</p> <p>I can answer a simple open question and include relevant details.</p> <p>I can listen to and join in with simple songs and rhymes.</p> <p>I can listen carefully to what others are saying in a group and I usually make an appropriate contribution.</p> <p>I can take turns in a conversation with one other; listening and waiting to speak until they have finished.</p>	<p>Speaking:</p> <p>I can talk confidently about something I am interested in to an audience.</p> <p>I can explain my ideas and interests, providing relevant details.</p> <p>I can show that I am aware of the listener when I am speaking by holding eye contact and by adjusting what I say.</p> <p>I am beginning to adapt the way I speak to take account of different audiences and purposes, e.g. when talking one to one, to the class, in assembly.</p> <p>I can show that I can retell an event I have seen and can include interesting details to help the listener understand.</p> <p>I can take part in a brief presentation.</p> <p>I can speak clearly and can be understood by adults and learners alike, using appropriate language.</p> <p>I am beginning to be aware of Standard English, and when it is used.</p> <p>I can give accurate instructions to others to carry out a simple one or two step task.</p> <p>Listening:</p> <p>I can listen carefully to the views of others and usually respond appropriately to show I have listened e.g. by making comments, asking questions.</p> <p>I can carry out instructions with several steps.</p> <p>I can talk about specific characters in a performance I have listened to.</p> <p>I can respond to stories with increasing attention and recall.</p> <p>I can follow and understand instructions given to a large group.</p>	<p>Speaking:</p> <p>I can take an active part in discussions and talk about my ideas confidently to different groupings.</p> <p>I can give sustained accounts of real or imagined stories which keep the listeners' interest.</p> <p>I can discuss the main points of what I have heard.</p> <p>I have started to adapt my speech to take account of the listeners' needs, varying the vocabulary and the detail.</p> <p>I can confidently make a presentation to my class with some help to prepare.</p> <p>I can vary the use of my vocabulary and level of detail to the purpose of the communication. I am beginning to use Standard English where appropriate.</p> <p>I can articulate words clearly and use appropriate intonation to communicate my ideas.</p> <p>Listening:</p> <p>I can listen attentively to what others are saying in a discussion and respond with relevant comments, questions or actions.</p> <p>I can demonstrate careful listening by making relevant verbal responses & by body language.</p> <p>I can, in a class discussion, listen carefully to a range of classmates even if they are hesitant or rather unclear.</p> <p>I can listen carefully to information presented by my teacher or other adults and describe the main points to a classmate.</p> <p>I can listen to stories, plays or videos and relate the events and main characters.</p>	<p>Speaking:</p> <p>I can develop my ideas and line of argument, describing my thoughts and opinions clearly.</p> <p>I can use facial expressions and other gestures effectively to communicate ideas, feelings and information.</p> <p>I can adapt the way I speak to reflect the purpose and the audience.</p> <p>I can explain facts, information, instructions and events precisely and clearly.</p> <p>I can talk confidently in a wide range of contexts including some which are of a formal nature.</p> <p>I can consider which presentation techniques to use when speaking and listening in different contexts, and for different audiences, to engage the audience and get information across.</p> <p>I can use some of the features of Standard English vocabulary and grammar appropriately.</p> <p>I can use a range of oral techniques to present a persuasive argument.</p> <p>I can sometimes use Standard English in formal situations.</p> <p>Listening:</p> <p>I can listen with concentration in discussions, which allows me to question others' ideas and opinions responsively.</p> <p>I can listen with concentration to a wide range of styles of presentation and in different contexts.</p> <p>I can describe how a speaker uses language and gesture to help the listener understand and pay attention.</p> <p>I can maintain appropriate listening behaviour during a presentation.</p>

	<p>I can listen with sustained concentration to a presentation or talk and can ask for help or clarification if I do not understand.</p> <p>I can listen to tapes and videos and express my views when asked.</p> <p>I can demonstrate listening to the speaker by eye contact, nodding, body position, etc.</p> <p>Conversation and discussion skills:</p> <p>I can share ideas confidently and give an opinion.</p> <p>I can listen to what others have said, remember, and then repeat and add facts.</p> <p>I can show that I can take my turn when speaking in a larger group or with the whole class.</p> <p>I can ask questions of the teacher or a guest as part of a group interview, with some preparation.</p> <p>I can listen, and then ask questions that show that I have understood what has been said.</p> <p>I can listen carefully to what others are saying in a group discussion and make an appropriate response.</p> <p>I can discuss a piece of work with others in a small group and begin to give suggestions for others to follow.</p>	<p>Conversation and discussion skills:</p> <p>I can listen confidently in different contexts, exploring and communicating ideas.</p> <p>I can reflect on, and evaluate, the main points of a presentation, referring to its key points.</p> <p>I can add comments to recounts, descriptions and presentations, e.g. I believe that.... We need to take them seriously because....</p> <p>I can ask and answer probing questions as part of an expert group.</p> <p>I can interview an adult as an expert witness.</p>	<p>I can clearly retell events and specific points with detail for a group.</p> <p>Conversation and discussion skills:</p> <p>I can listen carefully, making contributions and asking questions about others' ideas and views</p> <p>I can compare how the main arguments or points of a speaker are presented and comment on them.</p> <p>I can compare and contrast different points of view, and formulate an argument.</p> <p>I can take part in a class debate using the conventions and language of the debate and handling relevant questions from an audience.</p> <p>I am confident about interviewing someone using appropriate specialist vocabulary and spoken Standard English.</p> <p>I can listen to and tolerate views of others.</p> <p>I can clearly re-tell events and specific points with detail for a group.</p>
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Unit 4 – Think, Think, Think

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can show I know that pictures, signs and symbols carry meaning and can be interpreted.</p> <p>I can describe what is happening in a picture.</p> <p>I can ask questions of adults to gain information.</p> <p>I can extract information from various sources when directed to them, e.g. pictures /TV programmes /a story.</p> <p>I can sort objects into simple categories, e.g. by colour, size, shape; clothes for warm or cold weather.</p> <p>I can arrange a few objects in order by criteria such as height, size and weight.</p> <p>I can sequence pictures that tell a story and some events in my own life.</p> <p>I can describe some events that happen daily or weekly and some that happen less frequently e.g. birthdays, festivals etc.</p> <p>I can recognise similarities and differences between things.</p> <p>I am starting to identify when I have done some good work and also how something I did could be better.</p> <p>I can draw a picture to record an event.</p> <p>I can describe in words something I have seen.</p> <p>I can make shape patterns with different objects and materials.</p> <p>I can use a variety of materials to make a picture or model.</p>	<p>I can use various sources to find information, e.g. pictures, texts, videos, diagrams and graphs.</p> <p>I can use organisational features of texts to find information, e.g. indexes, chapters and simple data bases.</p> <p>I can use alphabetical systems to retrieve information, e.g. simple dictionaries.</p> <p>I can identify where to find some information.</p> <p>I can sequence events in chronological order.</p> <p>I can make comparisons between events and objects, e.g. can group living things according to observable differences and similarities.</p> <p>I can sort and sequence objects in relevant material properties, e.g. hardness, roughness and by alphabetical and numerical order.</p> <p>I can recognise and begin to describe patterns in results and observations.</p> <p>I can compare two different ideas and distinguish simple differences</p> <p>I can comment on whether information gathered from one source is better or worse than that from another.</p> <p>I can record results and observations in simple charts, pictograms and text.</p> <p>I can use a simple data base to enter a piece of information.</p> <p>I can ask questions about why things happen and how things work.</p> <p>I can describe what I observed in a sequence of events.</p> <p>I can collect information from other classmates and adults when given a set of questions.</p>	<p>I can compare two sources of information and judge which is the most helpful.</p> <p>I can comment on a range of sources of information, comparing their quality.</p> <p>I can select relevant information from a range of sources provided (including ICT) and begin to suggest what these might be.</p> <p>I can sort in a variety of ways that I choose, giving my reasons for doing so.</p> <p>I can give appropriate classification to groups of objects.</p> <p>I can explain simple patterns in recorded measurements and observations and I am beginning to use this information to make further related predictions.</p> <p>I can identify and interpret patterns and trends in simple line graphs.</p> <p>I can compare two different ideas and describe simple differences.</p> <p>I am beginning to decide for myself which is the best way to present my findings/data (including the use of ICT).</p> <p>I can record a range of measurements.</p> <p>I can, with support, comment on the possible validity of information that I can find.</p> <p>I can make suggestions about how to collect data to answer questions.</p> <p>I can use sources of information and my experiences to answer questions.</p> <p>I can say what information I will need to collect in order to answer a question.</p> <p>I can use a variety of sources of information to answer questions.</p>	<p>I can use organisational features and systems to find texts and information, e.g. index systems, data bases, catalogues.</p> <p>I can select relevant information from a range of written, visual, oral and ICT based sources.</p> <p>I can make suggestions as to the best sources of information and can comment on quality of information from a variety of sources.</p> <p>I can scan text to retrieve information.</p> <p>I can interpret summaries and integrate a range of information from a variety of sources and across subject areas.</p> <p>I am beginning to identify measurements and observations which do not fit the main pattern, or trend shown.</p> <p>I can put forward credible conclusions from information gathered.</p> <p>I can compare and contrast different points of view.</p> <p>I can make more sophisticated comparisons between groups and systems.</p> <p>I can analyse evidence and draw conclusions; finding patterns and data and begin to relate these to scientific knowledge and understanding.</p> <p>I can select a format to record an observation or event and give reasons for my choice.</p> <p>I can select different ways to present information for particular audiences.</p> <p>I can present information orally, graphically and in writing.</p>

<p>I can improvise with play equipment to act out familiar situations.</p> <p>I can make up my own story from a picture book and develop stories in play.</p> <p>I can show curiosity and interest in my surroundings and can describe things I have seen and what is happening.</p> <p>I can work out how to solve a simple problem e.g. stand on a box to reach something (i.e. involves 2/3 steps).</p> <p>I can investigate how things work.</p> <p>I can ask questions about what, who, when.</p> <p>I can use labels / name tags to help me find my things and classroom equipment.</p> <p>I can answer a simple question about a story I've heard, a TV programme etc.</p> <p>I can explore how objects work, what will happen if.....</p> <p>I can give a simple description of an event.</p> <p>I can make choices between activities.</p> <p>I can state likes and dislikes, e.g. favourite meal.</p> <p>I can list what is good about my favourite game or story etc.</p>	<p>I can read a piece of text and answer simple questions.</p> <p>I can describe what happened in a sequence of events.</p> <p>I can (with a little help) make a suggestion as to why something happened.</p> <p>I can complete "I think that...." with teacher prompt.</p> <p>I can express views on ideas, options, books and events, explaining what aspects I liked or did not like.</p> <p>I can complete "I think that...." with teacher prompt.</p> <p>I can describe some good things about another person's idea.</p> <p>I can modify something I have made to make it work better / make it fit.</p> <p>I can use trial and error strategies to construct something / make something work.</p> <p>I can use experiences to generate ideas.</p> <p>I can offer simple, relevant ideas on "what if..." we tried something.</p> <p>I can describe what happened when we tried to fix a problem.</p> <p>I can draw a picture and use words to describe what I am going to make or do.</p> <p>I can follow simple instructions to make an investigation.</p> <p>I can describe a problem that I am, or a group are, trying to solve e.g. how to stop the toy boat sinking.</p> <p>I can say whether what happened was what we expected.</p>	<p>I can identify what questions need to be asked to solve a problem when given some help.</p> <p>I can respond to simple questions posed by someone else, e.g. about stories, places and environments.</p> <p>I can draw simple conclusions from results and information.</p> <p>I can express opinions about major events and ideas in stories, poems and non-fiction; I can use more than one criteria to give reasons for my opinion.</p> <p>I can explain why this is my favourite story / TV programme.</p> <p>I can express an opinion about someone else's idea or plan.</p> <p>I can sometimes generate novel or innovative ideas for a piece of work / how to solve a problem / how to describe something.</p> <p>I can contribute to a group mind map to generate lots of ideas for a piece of work / project / investigation.</p> <p>I can use a variety of materials and media to express an idea, tell a story, explain an event etc.</p> <p>I can contribute to making choices from a range of possible ideas for planning an investigation.</p> <p>I can give useful ideas about how to solve a simple problem and how these could be tested.</p> <p>I can describe how a particular action or component contributed to a given outcome.</p> <p>I can begin to describe why we got a different outcome than we expected in an investigation.</p> <p>I can make predictions of outcomes based on existing knowledge/previous experience</p>	<p>I can ask questions about different courses of action, to carry out an investigation.</p> <p>I can discuss what information is needed and where I can find it.</p> <p>I can plan what I have to do for a piece of work, suggesting a sequence of actions and alternatives, if needed.</p> <p>I can make systematic observations and measurements, including the use of ICT for data logging.</p> <p>I can review what I and others have done to help us develop our ideas and describe how it has helped and how it has not helped.</p> <p>I can draw simple conclusions based on evidence with support.</p> <p>I can search for patterns in my results, develop logical thinking and explain my reasoning.</p> <p>I can analyse evidence and draw conclusions within a framework.</p> <p>I can reflect on my own point of view and that of others giving reasons for opinions and ideas; using evidence to explain my feelings.</p> <p>I can talk about the strengths and weaknesses of different ideas – my own and those of others.</p>
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Unit 5 – It's Up to Me

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can demonstrate that I understand basic rules and routines by following them.</p> <p>I can suggest ways to help others.</p> <p>I can express my opinion of right and wrong.</p> <p>I can keep my body to myself to avoid hurting others.</p> <p>I can show care for something (a pet, plant, object etc.).</p> <p>I can understand the difference between things that are fair and unfair.</p> <p>I can, with help from an adult, dress myself.</p> <p>I can, with support, keep my body clean.</p> <p>I can make simple choices about what is good to eat / good for me and what is not.</p> <p>I can select an activity from a range provided for me.</p> <p>I can demonstrate that I know who can help me start an activity and help me to understand.</p> <p>I can play a variety of games / take part in physical exercise.</p> <p>I can undertake a short activity independently when within a structured setting and with prompts</p>	<p>I can follow the rules and routines and offer reasons for having them.</p> <p>I can support others around me by sharing, showing and giving information.</p> <p>I can offer reasons for why I feel that something is right or something is wrong.</p> <p>I can identify different ways of caring for those in my immediate environment.</p> <p>I can identify ways of making unfair situations fairer.</p> <p>I can take responsibility for simple jobs in the classroom.</p> <p>I can dress myself and undress myself.</p> <p>I can decide when I need to wash to keep my body clean and hygienic.</p> <p>I can make choices and give reasons for what is good to eat / what things could harm me.</p> <p>I can make simple decisions about which activities I need to do and the order I do them in.</p> <p>I can select various resources to support me during an activity including asking for adult help.</p> <p>I can make simple decisions about who has access to my body.</p> <p>I can ask and answer simple questions to help me understand.</p> <p>I can undertake a short activity independently when given instructions</p>	<p>I can offer suggestions when developing rules and routines.</p> <p>I can offer ways of putting something wrong, right.</p> <p>I can describe most of the class rules community code/class rules and show how to keep them.</p> <p>I can identify specific ways of caring for a wide range of people in my environment.</p> <p>I can help put right unfair situations that may arise.</p> <p>I can take responsibility for jobs around the school.</p> <p>I can dress and undress myself as appropriate.</p> <p>I can prioritise my time in order to undertake activities I have been asked to do / I have selected to do.</p> <p>I can undertake activity with minimum support asking for clarification only when necessary.</p> <p>I can produce simple daily routines for myself.</p> <p>I can make confident choices about who has access to my body and identify reasons for this.</p> <p>I can contribute to the planning of a group or independent task with some help from an adult.</p> <p>I am confident to ask and answer questions to help my understanding.</p>	<p>I can describe what the community code (rules) are for the class and for the whole school, and I can explain why we have them.</p> <p>I can keep to the community code/ class rules for the majority of the time.</p> <p>I can demonstrate various ways of caring and looking after those around me, my immediate environment and my belongings.</p> <p>I can recognise when I need to be a helpful member of the school community.</p> <p>I can take responsibility for a job and maintain it over time.</p> <p>I can select a range of appropriate clothing to suit a variety of activities / situations.</p> <p>I can describe some of the negative effects of drugs, alcohol, lack of exercise and unprotected sex.</p> <p>I can plan the sequence of my activities with confidence, allocating time and resources as necessary.</p> <p>I can plan an exercise programme and set goals for myself.</p> <p>I can contribute my ideas to the planning of an activity and carry out my part independently.</p> <p>I can carry out part of an activity by myself which contributes to a group task.</p> <p>I can frame complex questions and answer open ended questions to further my understanding.</p>

Unit 6 – Knowing Me, Knowing You

Early Years	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can use my face to convey simple messages to others.</p> <p>I can show an interest in others around me by noticing something different about them.</p> <p>I can share my beliefs with others.</p> <p>I can appreciate simple similarities and differences between people in my immediate environment.</p> <p>I can identify a friend.</p> <p>I can sit or lie down calmly and quietly for a few minutes.</p> <p>I can show disagreement when I feel something is wrong for me and show agreement when I feel it is right.</p> <p>I can express basic emotions such as happy \ sad.</p> <p>I can explain why I feel the way I do.</p> <p>I can express my basic needs to those around me.</p> <p>I can recognise a range of feelings and emotions in others.</p> <p>I can be kind to other children.</p> <p>I can choose an activity and maintain interest in it over a period.</p> <p>I can say something I'm good at.</p> <p>I can share knowledge about personal experience and belongings.</p> <p>I can use toys and objects to reconstruct familiar environments.</p> <p>I can tell an adult when I'm scared or unhappy.</p> <p>I can identify when I need to seek help from others.</p> <p>I can recognise times that are difficult for me.</p>	<p>I can say when others are feeling happy or sad.</p> <p>I can show interest in those around me and comment on the things I find interesting.</p> <p>I can share my beliefs with others and find simple reasons for believing in them.</p> <p>I can show an interest in the beliefs of others.</p> <p>I can identify similarities and differences between people in my immediate environment and community.</p> <p>I can give reasons why I call some peers 'friends'</p> <p>I can show disagreement when I feel something is wrong for me and agreement when it is right and give simple reasons for my views.</p> <p>I can identify things and situations that make me feel happy and sad.</p> <p>I can say why others may feel the way they do.</p> <p>I can express my basic needs and give reasons.</p> <p>I can express a range of emotions and identify a range of feelings.</p> <p>I can identify simple ways in which I can support others depending upon how they feel, e.g. showing kindness.</p> <p>I can describe how my mood can affect those in my immediate environment.</p> <p>I can explain what I like/dislike and give reasons.</p> <p>I can share positive qualities about myself and my culture with others.</p> <p>I can identify objects/areas that belong to me.</p> <p>I can imagine familiar environments and describe what they look like.</p> <p>I can identify what makes me feel safe/secure.</p> <p>I can use simple coping strategies when I encounter a problem.</p> <p>I can use simple strategies to help me calm down with some help.</p> <p>I can be relaxed/calm for a little while, listening to music or a story, etc.</p>	<p>I can use a range of body language to convey basic messages.</p> <p>I can reflect on those things that interest me in others & actively seek more information / knowledge.</p> <p>I can explain why I believe in something, giving a variety of reasons.</p> <p>I can appreciate why others believe in different things to me.</p> <p>I can manage making & changing friendships.</p> <p>I can use a variety of strategies to demonstrate my view of wrong and right, giving reasons.</p> <p>I can begin to control my emotions.</p> <p>I can explain why others may feel the way they do in a variety of contexts.</p> <p>I can express my needs and identify ways of meeting them.</p> <p>I can express my emotions and feelings with confidence & identify reasons I feel that way.</p> <p>I can show understanding and respect for others' feelings by the way I behave to them.</p> <p>I can use simple strategies / relaxation techniques to modify my mood positively with some help.</p> <p>I can identify ways to be kind to others.</p> <p>I can make simple decisions about the type of activities I do and the time I devote to them.</p> <p>I can identify particular strengths about myself and social activities that are important to me.</p> <p>I can identify how my environment supports and provides for my basic needs.</p> <p>I can identify some of my basic rights, i.e. feeling safe, happy and secure.</p> <p>I can use a range of strategies to help solve conflict including safe place, safe person, and assertive language.</p> <p>I can use simple strategies to help me calm down when I'm arguing/get in a temper.</p>	<p>I can modify my body language in various situations appropriately.</p> <p>I can reflect on my own beliefs and question their validity.</p> <p>I can show respect for the beliefs of others.</p> <p>I can appreciate similarities and differences in various communities, including those that are unfamiliar to me.</p> <p>I can sustain friendships over a period of time.</p> <p>I can assert the way I feel about something, giving clear explanations about my opinion.</p> <p>I can keep calm in stressful situations and state my point of view calmly.</p> <p>I can have strategies to avoid some situations that I will find very difficult emotionally.</p> <p>I can plan ahead to make it likely my needs will be met.</p> <p>I can identify the reasons that people from different backgrounds and cultures may feel differently from me in different situations.</p> <p>I can demonstrate respect for others' feelings in the way I behave to them.</p> <p>I can know how to get myself safely out of a bad or unhappy mood.</p> <p>I can manage the way I develop my interests and seek out activities I show a talent for.</p> <p>I can utilise the talents of others to help develop my own interests and strengths.</p> <p>I can express my individuality through simple choices I make about my appearance.</p> <p>I can identify a number of things I am good at.</p> <p>I can demonstrate how I exercise my rights, and also my responsibilities to others, as a member of a community.</p>

