



The Hive – PSED- Life Skills Teaching Focus for each Phase

| EYFS & Lower Phase (B&G) | Middle Phase (P&O) | Upper Phase (Y&R) |
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| <p>In the Lower Phase, children will explore social skills, eating and cooking, dressing and taking care of our things, personal care, being on the playground, play and life skills</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • Social skills – <i>What is it like being in my class?</i> • Eating and cooking – <i>How do we mix and stir? What do I need to do when I am eating at the table? Who is helping hands today and what do they need to remember?</i> • Dressing and taking care of our things – <i>Where do my things go? What do I need to be ready to go out to play/home? How do I put my shoes and socks on and off?</i> • Personal care – <i>How do I wash my hands and why do I need to? What can I do to learn my toileting routine?</i> • Being on the playground – <i>Where can I play in school and how do I keep safe? What games can I play on the playground (focus on ball skills and circle games)? How do we play chase?</i> • Play and life skills – <i>Do you want to play with me (adult supported)? How do I decide what to play and who to play with? What does “tidying up” mean?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language and begin to understand and accept school routines (e.g. classroom, playground and timetable). Children will begin to identify things that belong to them and signal this to an adult.</p> <p>Independence – children will begin to form likes and dislikes personal to them. With support, children will try/taste something new. Children will begin to identify things that belong to them and signal this to an adult, they will put their coat on their peg. Children will begin to put on/take off their own socks and shoes.</p> <p>Inclusion – children will be part of a class group and begin to know what it is to be part of a larger group (e.g. link</p> | <p>In the Middle Phase, children will develop their understanding of social skills, eating and cooking, dressing and taking care of our things, personal care, being on the playground, play and life skills</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • Social skills – <i>How do I greet people? When might I need to wait or help (holding the door, passing in a corridor)? Where can I go in school (travelling around the building with more independence)? Who are the people who help us?</i> • Eating and cooking – <i>How do we pour, spread and cut? What am I responsible for when I am helping hands? How do I follow a recipe and use scales?</i> • Dressing and taking care of our things – <i>How do I do up and undo buttons and zips? What helps me to find and look after my things (including making a pile of my clothes)?</i> • Personal care – <i>Why do I need to be private in the toilet area and what does this look like? How do I keep clean and healthy?</i> • Being on the playground – <i>Why do I need to learn to take turns? What new game can I learn to play outside? Where can I play now (exploring a new play space in school or in the community)?</i> • Play and life skills – <i>Do you want to play with me (less adult support)? How can I work it out when things go wrong (asking for help, saying “stop”, negotiating a game)? How do I make my own choices in my play? How can I get even better at tidying up?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language and begin to show a greater understanding and acceptance of school routines. Children will learn and use greetings. Children will have increased confidence in asking for help (e.g. “Help with my zip please?”)</p> | <p>In the Upper Phase, children will continue to develop their understanding of social skills, eating and cooking, dressing and taking care of our things, personal care, being on the playground, play and life skills. They will be working towards greater independence in the wider world, including how to keep themselves safe.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • Social skills – <i>How do I “chat” at social times? Who is a stranger and who are the people I know? Tell me what to do now (in different settings/activities)?</i> • Eating and cooking – <i>How do we peel, slice, grate and chop? What snack can I make by myself? Which kitchen tools can I use (tin opener, toaster)?</i> • Dressing and taking care of our things – <i>How do we get things the right way in, right way on? What do I need to do check my appearance?</i> • Personal care – <i>What can I do to take care of the cloakroom and toilets? How can I show that I know privacy is important? What must I do to keep clean and keep healthy?</i> • Being on the playground and play skills – <i>How do I keep safe in my games and make good choices? What do I need to remember when I play with others (main school playground/play swaps & being safe and respectful)?</i> • Independence and life skills – <i>What is a good sleep routine and why do I need one? What can I do to help at home? Why do I need to learn about managing money? How do I become more independent in the places I go to (hairdressers, doctors, opticians etc)? What does “moving on” look like and feel like (secondary school)?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language and begin to show an understanding of a wider range of social situations. Children will be confident in using greetings and</p> |

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| <p>classes and assemblies). Children will access the playground/play spaces with their peers.</p> <p>Success - children will be able to sort, match and/or use new language and resources linked to our Life Skills learning. Children will show greater independence in routines and play. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p> | <p>Independence – children will say/indicate likes and dislikes (e.g. games on the playground or foods we are tasting). Children will identify things that belong to them and they will organise their belongings at the beginning and end of a day. Children will tackle fastenings with increased independence. Children will mix, stir, pour, spread and cut with minimal support. Children will develop independence in some areas of personal care.</p> <p>Inclusion – children will show a sense of belonging to their class group, link year group and wider school. Children will access the playground/play spaces with their peers with decreasing support.</p> <p>Success - children will be able to sort, match and/or use new language and resources linked to our Life Skills learning. Children will continue to show greater independence in routines and play. Children will identify the things they can do for themselves and think about what they might learn next. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p> | <p>other social etiquettes. Children will be able to say/show they have an awareness of “strangers.”</p> <p>Independence – children will say/indicate likes and dislikes with confidence (e.g. games on the playground or foods we are tasting). Children will identify things that belong to them and they will organise their belongings at the beginning and end of a day. Children will independently check their appearance. Children will be able to use a range of kitchen utensils and appliances with less adult support. Children will develop greater independence in their own personal care. Children will identify experiences they may find challenging and learn some strategies to increase their independence and resilience during these experiences.</p> <p>Inclusion – children will show a sense of belonging to the school community. Children will access the playground/play spaces with their peers independently. Children will access some social situations/appointments outside of school with confidence and some independence.</p> <p>Success - children will be able to sort, match and/or use new language and resources linked to our Life Skills learning. Children will be confident in daily routines, play opportunities and a wider range of social situations. Children will identify the things they can do for themselves and identify next steps for greater independence. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p> |
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