

Life Skills Progress WT-2

Area		WORKING TOWARDS	STAGE 1	STAGE 2
Healthy Living and Personal Care	Lifestyle		<ul style="list-style-type: none"> I CAN THINK ABOUT HEALTHY CHOICES WITH SUPPORT I can touch / smell / lick or nibble new foods I am aware of my likes and dislikes regarding food 	I CAN MAKE HEALTHY CHOICES WITH SUPPORT <ul style="list-style-type: none"> I can eat a healthy range of foodstuffs and understand need for variety in food I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	Eating	I CAN EXPRESS HUNGER OR THIRST <ul style="list-style-type: none"> I can communicate hunger or thirst through sounds I am aware of the support of the adult with my water flush with the use of the gastro object of reference 	I CAN EAT AND DRINK WITH SUPPORT <ul style="list-style-type: none"> I can hold own bottle or cup I can hold finger foods and bring them to my mouth I can attempt to use my spoon (can guide towards mouth but food often falls off) I can communicate my likes and dislikes in food and drink I am willing to try new food textures and tastes I can hold my cup with both hands and drinks without much spilling I can feed myself competently with spoon I can drink without spilling 	I CAN USE A KNIFE AND FORK TO EAT MEALS <ul style="list-style-type: none"> I can hold a fork with my dominant hand I can use a fork to stab food I can hold a fork in one hand and knife in the other I can hold my food with the fork and slice with a knife
		I CAN EXPERIENCE EATING AND DRINKING <ul style="list-style-type: none"> I can anticipate food routines with interest I can request a drink or snack with less support at appropriate times of the day I can make a simple choice between two for my snack and lunch I am aware of the support of the adult with my gastro feed with the use of the dinner object of reference 		
	Dressing	I CAN HELP THE ADULT WITH DRESSING ME <ul style="list-style-type: none"> I can hold out arms / legs to aid with dressing I can sit / stand still keep my body still to aid dressing 	I CAN DRESS WITH SUPPORT <ul style="list-style-type: none"> I can help with clothing, e.g. puts on hat, takes off unbuttoned shirt. I can dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers I can get ready for PE with help 	I CAN PUT ON MY COAT BY MYSELF <ul style="list-style-type: none"> I can put on my coat I can take off my coat I can hang up my coat
I CAN PUT ON MY JUMPER BY MYSELF <ul style="list-style-type: none"> I can put on my jumper I can take off my jumper 				
I CAN FASTEN MY ZIP/ BUTTONS BY MYSELF <ul style="list-style-type: none"> I can zip up my clothes I can unzip my clothes I can do up buttons on my clothes I can undo buttons on my clothes 				
Personal	I AM AWARE OF MY TOILETING ROUTINE	I CAN GO TO THE TOILET WITH SUPPORT <ul style="list-style-type: none"> I can help with changing (lies still, helps hold legs up) 	I CAN GO TO THE TOILET IN A FAMILIAR SETTING BY MYSELF <ul style="list-style-type: none"> I am clean and dry during the day 	

		<ul style="list-style-type: none"> An adult can show me the object of reference for the hygiene suite and I am aware of where I am going I am happy for changes of position e.g. wheelchair to achieve if appropriate I will follow an adult when they ask me to go to the toilet I will allow the adult to wash my hands 	<ul style="list-style-type: none"> Starts to communicate urination, bowel movement I can communicate when I have wet or soiled nappy or pants I can show some awareness of bladder and bowel urges I can recognise what a potty or toilet is used for. I can say/sign when I need the toilet I will wash my hands with support 	<ul style="list-style-type: none"> I can use appropriate language to ask for the toilet I can ask for help if needed I can have a wee/poo on the toilet I can wipe myself I can flush the toilet I can wash and dry my hands
Area		WORKING TOWARDS	STAGE 1	STAGE 2
Independent living and Personal Safety	Own Safety	I AM EXPERIENCING FEELING SAFE <ul style="list-style-type: none"> I can respond to sensitive physical contact and care 	I CAN START TO KEEP MYSELF SAFE <ul style="list-style-type: none"> I am wary of unfamiliar people. 	I CAN KEEP MYSELF SAFE WITH SUPPORT <ul style="list-style-type: none"> I can show that I need help I can move around safely in my space
	Confidence	I AM EXPERIENCING MY ENVIRONMENTS <ul style="list-style-type: none"> I can move around the school environment with adult support I am aware of different types of environments and exposed to them regularly 	I CAN RECOGNISE FAMILIAR ENVIRONMENTS <ul style="list-style-type: none"> I can show purposeful actions in my everyday environment I can change my behaviour in response to something nearby 	I CAN BUILD MY CONFIDENCE IN FAMILIAR SETTINGS <ul style="list-style-type: none"> I am confident to talk to other children when playing, and will communicate freely about own home and community. I show confidence in asking adults for help. I am confident to speak to others about own needs, wants, interests and opinions. I can describe myself in positive terms and talk about abilities.
	Rules	I AM EXPERIENCING RULES <ul style="list-style-type: none"> I can respond to an adult saying “no” with intonation or gesture by pausing in what they are doing I can sometimes follow the request of ‘no’ with an appropriate response I am beginning to understand what an adult is asking me to do and respond. 	I CAN BEGIN TO RECOGNISE CLASS RULES <ul style="list-style-type: none"> I am beginning to understand ‘yes’, ‘no’ and some boundaries. I can respond to a few appropriate boundaries, with support. I am beginning to learn that some things are mine and some are shared 	I CAN RECOGNISE CLASS AND SCHOOL RULES <ul style="list-style-type: none"> I can show understanding and cooperates with some boundaries and routines. I can stop myself from doing something I shouldn’t do. I can usually adapt behaviour to different events, social situations and changes in routine. I am aware of class and school rules
	Independence	I AM EXPERIENCING A SENSE OF SELF <ul style="list-style-type: none"> I can respond to own name by a familiar person I can respond to own name by an unfamiliar person I can communicate needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. 	I CAN DEVELOP MY INDEPENDENCE IN FAMILIAR PLACES <ul style="list-style-type: none"> I can show a sense of self, e.g. wants to do things independently, says “No” to adult. I can separate from main carer with support and encouragement from a familiar adult. I can express own preferences and interests. I can start to soothe myself, and may like to use a comfort object 	I CAN DEVELOP MY INDEPENDENCE IN FAMILIAR SETTINGS <ul style="list-style-type: none"> I can select and use activities and resources with help. I am more outgoing towards unfamiliar people and more confident in new social situations

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Independence in the Community	Social Relationships	<p>I AM EXPERIENCEING A SENSE OF FAMILY</p> <ul style="list-style-type: none"> I can recognise and am most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. I can seek physical and emotional comfort from trusted adults. I can make own sounds in response when talked to by familiar adults. 	<p>I CAN RECOGNISE FAMILIAR ADULTS IN MY LIFE</p> <ul style="list-style-type: none"> I am curious about people and show interest in stories about myself and my family. I enjoy pictures and stories about myself, my family and other people. I have a sense of own immediate family 	<p>I CAN RECOGNISE KEY PEOPLE AND EVENTS IN MY LIFE</p> <ul style="list-style-type: none"> I can show an interest in the lives of people who are familiar to them. I can talk about my family and friends I can remember and talks about significant events in their own life. I can describe special times or events for family or friends
		<p>I CAN BEGIN TO RECOGNISE MY FAMILY AND COMMUNITY</p> <ul style="list-style-type: none"> I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I can learn that I have similarities and differences to others. 	<p>I CAN RECOGNISE MY FAMILY AND COMMUNITY</p> <ul style="list-style-type: none"> I can show interest in different ways of life. I know some of the things that make me special, and can talk about some of the similarities and differences in relation to friends or family. I enjoy joining in with family customs and routines. I can recognise different groups I belong to. 	
	My World	<p>I AM EXPERIENCING THE WORLD AROUND ME</p> <ul style="list-style-type: none"> I can turn towards a familiar sound then locates range of sounds with accuracy I can reach out for, touch and begins to hold objects. I can look round a room with interest; visually scans environment for novel, interesting objects and events. I am aware of what is going to happen next when I am shown an "object of reference" e.g. for dinnertime 	<p>I AM BEGINNING TO LEARN ABOUT THE WORLD AROUND ME</p> <ul style="list-style-type: none"> I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling etc I can remember where objects belong. I can match parts of objects that fit together, e.g. puts lid on teapot. I like playing with small-world models such as a farm, a garage, or a train track. I can explore other people's beliefs 	<p>I AM LEARNING ABOUT THE WORLD AROUND ME</p> <ul style="list-style-type: none"> I can talk about and ask questions about aspects of their familiar world such as the place where they live or the natural world. I can talk about some of the things they have observed such as plants, animals, natural and found objects. I can talk about why things happen and how things work. I can develop an understanding of growth, decay and changes over time. I can respect other people's beliefs
		<p>I AM EXPERIENCEING FAMILIAR SPACES</p> <ul style="list-style-type: none"> I can explore my environment with support I can follow familiar adults across the room 	<p>I CAN ACCESS FAMILIAR SPACES</p> <ul style="list-style-type: none"> I can move around the space available safely 	<p>I CAN ACCESS THE COMMUNITY WITH SUPPORT</p> <ul style="list-style-type: none"> I can go where I'm meant to in school independently I can walk safely in the community next to an adult I can show some awareness of danger
	Travelling			
	Area	WORKING TOWARDS	STAGE 1	STAGE 2

Emotional understanding and Relationships	Relationships	<p>I AM EXPERIENCING RELATIONSHIPS</p> <ul style="list-style-type: none"> • I can enjoy the company of others and seek contact with others • I can gaze at faces • I can copy facial movements. e.g. sticking out tongue, opening mouth and widening eyes, smiling 	<p>I CAN START TO BUILD FRIENDSHIPS</p> <ul style="list-style-type: none"> • I can build relationships with special people. • I can interact with others and explores new situations when supported by familiar person. • I can show interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. • I can seek out others to share experiences. • I can show affection and concern for people who are special to them. • I can start to form a special friendship with another child. • I am beginning to have my own friends 	<p>I CAN BUILD FRIENDSHIPS</p> <ul style="list-style-type: none"> • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with friends and familiar adults. • I can take steps to resolve conflicts with other children, e.g. finding a compromise.
	Play	<p>I AM EXPERIENCING PLAY</p> <ul style="list-style-type: none"> • I can laugh and gurgle, e.g. shows pleasure at being tickled and other physical interactions. • I can smile with pleasure at recognisable playthings. • I can engage with a peer who is in close proximity by reaching out or vocalising • I can tolerate an adult in parallel play 	<p>I CAN LEARN HOW TO PLAY WITH OTHERS</p> <ul style="list-style-type: none"> • I can play alongside others. • I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. • I am interested in others' play and start to join in. • I can initiate a social game • I can take part in turn taking activities 	<p>I CAN PLAY WITH OTHERS</p> <ul style="list-style-type: none"> • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • I can initiate play, offering cues to peers to join them. • I can begin to accept the needs of others and can take turns and share, sometimes with support. • I can keep play going by responding to what others are saying or doing. • I can share favoured items
	Emotions	<p>I AM EXPERIENCING AND EXPRESSING EMOTIONS</p> <ul style="list-style-type: none"> • I can show a range of emotions such as pleasure, fear and excitement. • I can react emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. • I can calm from being upset when held, rocked, spoken or sung to with soothing voice • I can show excitement in anticipation of a favourite activity 	<p>I CAN START TO RECOGNISE FEELINGS WITH SUPPORT</p> <ul style="list-style-type: none"> • I can use a familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • I am aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. 	<p>I CAN EXPRESS MY FEELINGS AND RECOGNISE FEELINGS OF OTHERS</p> <ul style="list-style-type: none"> • I can express my feelings such as sad, happy, cross, scared, worried. • I can respond to the feelings and wishes of others. • I try to help or give comfort when others are distressed. • I am aware of my own feelings, and knows that some actions and words can hurt others' feelings. • I am starting to distract self when upset, e.g. by engaging in a new play activity.

		<p>I AM EXPERIENCING INTERACTIONS</p> <ul style="list-style-type: none"> • I can respond when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements • I can use voice, gesture, eye contact and facial expression to make contact with people and keep their attention • I can react with abrupt change when a face or object suddenly disappears from view • I can listen to, distinguish and respond to intonations and sounds of voices. • I can react in interactions with others by smiling, looking and moving. • I can quieten or become alert to the sound of speech. • I can look intently at a person talking, but stop responding if speaker turns away. • I can listen to familiar sounds, words, or finger plays. • I can communicate in more inconsistent ways 	<p>I CAN START TO GAIN ATTENTION FROM OTHERS</p> <ul style="list-style-type: none"> • I can gain attention in a variety of ways, drawing others into social interaction. • I can consistently greet known people in a preferred mode of communication • I can use please and thank you with encouragement • I can say sorry with encouragement 	<p>I CAN GAIN ATTENTION APPROPRIATELY</p> <ul style="list-style-type: none"> • I can see comfort from familiar adults when needed. • I can initiate conversations, attend to and take account of what others say. • I can explain own knowledge and understanding, and asks appropriate questions of others • I can recognise when to say please and thank you
Interactions				<p>I CAN START TO UNDERSTAND HOW MY ACTIONS AFFECT OTHERS</p> <ul style="list-style-type: none"> • I am aware that some actions can hurt or harm others. • I am starting to understand that my own actions affect other people • I am beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy • I can say sorry
Area		WORKING TOWARDS	STAGE 1	STAGE 2
Skills for Success (Careers)	Things I am good at	<p>I CAN SHOW MY REACTION TO AN ACTIVITY</p> <ul style="list-style-type: none"> • React positively (smile, laugh) to something I like • Show a negative reaction to something I don't like 	<p>I CAN TAKE AN INTEREST IN MY CLASS</p> <ul style="list-style-type: none"> • Recognise a photo of myself • Choose a photo of my friend from the class • Join in an activity I enjoy 	<p>I CAN RECOGNISE THINGS I AM GOOD AT</p> <ul style="list-style-type: none"> • Name at least 2 things I am good at in school • Name at least 2 things I am good at out of school • Explain how doing something I am good at makes me feel • Give a reasons why I am special • Name a way I am different to one of my friends

Jobs people do	<p>I CAN EXPERIENCE IDEAS ABOUT JOBS</p> <ul style="list-style-type: none"> Listen to stories about people that do different jobs Engage in an experience with someone from a specific job, e.g. Firefighter 	<p>I CAN IDENTIFY FAMILIAR JOBS</p> <ul style="list-style-type: none"> Identify different jobs people do in school Identify jobs familiar adults do Identify different jobs people do in stories/experiences I have 	<p>I CAN RECOGNISE JOBS THAT MAKE UP MY COMMUNITY</p> <ul style="list-style-type: none"> Identify the different roles in school and how these jobs contribute to school life Recognise a range of different jobs in my local community Identify the jobs of those in the emergency services
Rules and laws	<p>I CAN RESPOND TO A FAMILIAR ADULT</p> <ul style="list-style-type: none"> Respond to positive praise, e.g. smiling, hi 5, putting stars up, etc Respond to negative reminders, e.g. when not made the correct choice 	<p>I CAN UNDERSTAND SCHOOL EXPECTATIONS</p> <ul style="list-style-type: none"> Recognise things we are allowed to do in school Recognise things we are not allowed to do in school Use manners in an appropriate context 	<p>I CAN IDENTIFY AND RESPECT RULES IN DIFFERENT PLACES</p> <ul style="list-style-type: none"> Identify rules we have in the classroom Identify rules we have at home Understand that rules are in place to keep us safe Identify positive consequences for abiding by the rules in a familiar situation, e.g. positive praise, reward systems Identify negative consequences for breaking the rules in a familiar situation, e.g. not getting praise, missing reward time
Taking care of the environment	<p>I CAN ENGAGE IN AN ENVIRONMENTAL EXPERIENCE</p> <ul style="list-style-type: none"> Listen to stories about animals and the environment Engage in an experience with the school dog Engage in an experience in the environment, e.g. nature walk 	<p>I CAN RECOGNISE THAT WE NEED TO TAKE CARE OF THE ENVIRONMENT</p> <ul style="list-style-type: none"> Recognise simple ways we take care of animals Recognise simple ways we take care of the environment 	<p>I CAN NAME WAYS WE NEED TO LOOK AFTER ANIMALS AND THE ENVIRONMENT</p> <ul style="list-style-type: none"> Describe our own home and explain how we are family members may take care of it Name at least 2 reasons why it is important to look after animals Name at least 2 reasons why it is important to look after plants Name at least 2 ways we can take care of our school environment Identify a routine of taking care of a pet
Money	<p>I CAN EXPERIENCE USING MONEY IN THE REAL WORLD</p> <ul style="list-style-type: none"> Experience different shops and watch an adult pay for something 	<p>I CAN RECOGNISE MONEY AND ITS USES</p> <ul style="list-style-type: none"> Recognise what money is used for Recognise different forms of money (coins, notes, cards) Recognise items that cost something and something that is free, e.g. buying something in Lidl, picking up a Lidl magazine for free 	<p>I CAN UNDERSTAND MONEY CAN BE USED TO BUY DIFFERENT THINGS</p> <ul style="list-style-type: none"> Name at least 3 places we can buy things in real life Name at least 3 places we can buy things online Name at least 2 ways to keep your money safe Name at least 2 ways you can get money, e.g. jobs, present, pocket money Name at least 3 things adults have to buy to help us live, e.g. food, clothes, gas, electric

	Belonging to a community	<p>I CAN TAKE PART IN A GROUP ACTIVITY</p> <ul style="list-style-type: none"> Participate in a group activity in my class Participate in a group activity in a wider school situation 	<p>I CAN RECOGNISE SOME GROUPS I BELONG TO</p> <ul style="list-style-type: none"> Recognise people who are in the same group as me, e.g. class, at my school, club Recognise people who are in my 'family' 	<p>I CAN NAME THE BENEFITS OF BEING IN A GROUP</p> <ul style="list-style-type: none"> Name at least 2 things I do when I am part of my group Name at least 2 things other people in my group do Name at least 2 things I enjoy about being part of my group Name 1 thing I would change about my group Recognise others can belong to different groups, e.g. cubs, sports clubs, Bridge
	Skills for learning	<p>I CAN GET MYSELF READY FOR LEARNING WITH HELP</p> <ul style="list-style-type: none"> I can sit on a chair ready for learning I can transition to my next activity with adult support <p>I CAN IDENTIFY WHAT I LIKE AND DON'T LIKE IN SCHOOL</p> <ul style="list-style-type: none"> Show a positive emotion to a subject/activity we like to do in school Show a negative emotion to a subject/activity I don't like to do in school 	<p>I CAN GET MYSELF READY FOR LEARNING</p> <ul style="list-style-type: none"> I can recognise when I need to move to a table to learn I can use my now and next chart with support I can point to visual timetables <p>I CAN TAKE PART IN ACTIVITIES USING DIFFERENT LEARNING STYLES</p> <ul style="list-style-type: none"> Participate in a visual learning activity Participate in auditory learning activity Participate in a kinaesthetic learning activity Show a preference through a verbal or non-verbal response to the different activities 	<p>I CAN GET MYSELF READY FOR LEARNING</p> <ul style="list-style-type: none"> I can get a pen, glue stick, scissors etc I can recognise symbols on the visual timetable I can recognise certain times of the day based on lessons <p>I CAN TALK ABOUT MY LIKES AND DISLIKES</p> <ul style="list-style-type: none"> Identify which subjects in school we like Identify which subjects in school we don't like Identify activities and interests out of school we like Identify activities and interests out of school we don't like Recognise if there is a pattern to what we like, e.g. outside/inside, practical, specific topics Recognise if there is a pattern to what we don't like, e.g. outside/inside, practical, specific topics