

# Curriculum Area Progression Summary

## Area of Learning: Life and Living Skills – Health and selfcare



Stage	Summary of key skills and knowledge to be acquired
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Demonstrates fleeting anticipation and realisation to stimuli that can often only be observed by very familiar adults and requires adult interpretation</li> <li>• Fleeting and or inconsistent response to repetitive stimuli</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Actively cooperates with dressing and personal care tasks</li> <li>• Responds to functional OOR for eating, drinking, toileting and other self-care tasks</li> <li>• Actively explores during washing tasks, eg. moving hands in water</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• Can make a choice of food from two real objects</li> <li>• Recognises and attempts to use self care tools such as hairbrush, tooth brush, face wipe intentionally</li> <li>• Cooperates and takes active participation in hygiene routines</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>• Beginning to recognise and seek support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support, eg. turn on tap and place hands under the water</li> </ul>
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>• Respond to stimuli about different health professionals and how they take care of us.</li> </ul>
<b>Stage 6</b>	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>

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<b>Stage 7</b>	<ul style="list-style-type: none"><li>• Pupils manage their own basic hygiene and personal needs successfully, including dressing independently.</li><li>• Try new food.</li><li>• Knows that regular activity contributes to good health.</li><li>• Pupils can wash their own hands correctly.</li></ul>
<b>Stage 8</b>	<ul style="list-style-type: none"><li>• Makes healthy food choices some of the time.</li><li>• Beginning to understand the effects of exercise on the body systems.</li><li>• Can understand why regular washing of the body is important.</li><li>• Understands the need for safety and manages the risk in familiar activities.</li></ul>
<b>Stage 9</b>	<ul style="list-style-type: none"><li>• Can identify what contributes to good sleep.</li><li>• Undertakes new physical activities.</li><li>• Pupils show an understanding of regularly going outside, getting sunlight and experiencing the countryside.</li><li>• Pupils understand the importance of keeping hydrated.</li><li>• Recognises some early signs of physical illness</li></ul>
<b>Stage 10 Entry Level 1</b>	<ul style="list-style-type: none"><li>• Understand what the basic food groups are and their benefit to well-being.</li><li>• Understand the health issues associated with eating too much fat &amp; sugar.</li><li>• Regularly takes part in activity that improves physical health.</li><li>• Can wash/shower on a daily basis and after physical activity.</li><li>• Pupils are motivated to participate in self-care.</li></ul>