



Independence Curriculum Progression

| | Pride | Have a Go | Basics | Responsibility | Educational |
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| Before Starting School | <ul style="list-style-type: none"> • Sit properly on a chair (feet down) • Use of basic manners – saying hello/goodbye, please and thank you • Starting new conversations with new friends (greeting) | <ul style="list-style-type: none"> • Taking off/putting on their own jumpers/cardigan independently • Hanging their belongings on pegs • Trying to be kind and thoughtful to others (sharing and taking turns) • Following instructions • Enjoy extended play together | <ul style="list-style-type: none"> • Know their first name. • Use a knife and fork correctly to eat food that is cut up • Know how and when to ask to go to the toilet: 'Please can I go to the toilet?' • Manage own toileting needs (wipe bottom using appropriate amount of toilet roll, flush the toilet, wash and dry hands). • Get out toys & equipment, tidy them up and put them away | <ul style="list-style-type: none"> • Put on own coat, hat and gloves • Zip/unzip coat • Put shoes on the correct feet and fasten them (velcro) • Walk to school (no pushchairs) • Carry own bags and belongings | <ul style="list-style-type: none"> • Recognise the shape of their first name • Recognise the difference between numbers and letters • Share stories |
| Reception | <ul style="list-style-type: none"> • Use their initiative in the learning areas i.e. moving resources from one area to another • Give eye contact when being spoken to • Respond appropriately to greetings • Line up properly and | <ul style="list-style-type: none"> • Have a go at activities rather than waiting for adults to lead these • Leave parents at the gate and enter school independently (by end of first half term) | <ul style="list-style-type: none"> • Know their first name and surname • Collect own lunch • Cut up own food independently • Clear own plates in the hall (scrape leftovers into the bin) • Tuck in own chair • Peel fruit | <ul style="list-style-type: none"> • Be self-sufficient at hanging up and collecting coats and book bags • Put/get own things in and out of own bags • Independently undress and dress fully for after school clubs (fastening and | <ul style="list-style-type: none"> • Recognise own first name and surname • Use a pencil with a tripod grip • Use scissors safely and with good control • Recognise all letters of the alphabet • Have a concept of time: now, |

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| | <p>keep up with the line when walking</p> <ul style="list-style-type: none"> • Use good table manners • Know when to use 'excuse me' and how/when it is appropriate to interrupt | | <ul style="list-style-type: none"> • Get and use a tissue to wipe their nose and to catch a cough or sneeze and wash their hands | <p>unfastening buttons)</p> | <p>next, today, tomorrow</p> <ul style="list-style-type: none"> • Write first name (and beginning to write surname) • Write numbers one number per square (larger squares) • Write letters within the lines |
| Year One | <ul style="list-style-type: none"> • Gather the resources for a task • Pass books/pencils/resources appropriately to another person | <ul style="list-style-type: none"> • Complete a simple task unaided and without the need for reassurance | <ul style="list-style-type: none"> • Know their first name, middle name and surname. • Refill own water bottle and replace lid correctly • Change and clean themselves following a toileting accident • Open packets (packed lunches) | <ul style="list-style-type: none"> • Independently fold and tidy away own clothing when undressing and dressing for after school clubs • Select their own book from a pile of books, looking at the name to ensure it is their own. | <ul style="list-style-type: none"> • Write own full name (first and surname) accurately and with a capital letter • Write the date and title/learning objective • Use a ruler to underline • Write numbers one number per square (smaller squares) • Write on the line • Write next to the margin • Know the marking symbols and respond to these appropriately, with adult support where needed. • Stick in A4 sheets accurately, making sure no edges stick out. • Stick in smaller sheets using the lines or squares as a guide, making sure |

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| | | | | | <p>these do not stick out or go over the middle of the book.</p> <ul style="list-style-type: none"> • Turn to the next clean page of an exercise book |
| Year Two | <ul style="list-style-type: none"> • Use resource banks for improvement in work before asking for help | <ul style="list-style-type: none"> • Gather all items needed for a task and begin straight away, then return these items when finished • Move objects to wipe a cluttered area (e.g. cleaning up after using paint in art) | <ul style="list-style-type: none"> • Pour own drink from a jug • Tie shoelaces (do not buy school shoes with laces until they can do this) • Know their own birthday and address | <ul style="list-style-type: none"> • Complete homework independently and (with the aid of parents) bring in on time • Write in their own reading record and parents sign it at end of week • Take ownership of stationery and pencil case in school • Pack own bags at home ready for school • Be responsible for remembering own glasses • Collect all belongings at the end of the day | <ul style="list-style-type: none"> • Independently respond to T Mail • Fold a sheet of paper in half • Use a ruler to cross out errors (one neat horizontal line) |
| Year Three | <ul style="list-style-type: none"> • To take responsibility for what they need to bring to school, PE kit etc. | <ul style="list-style-type: none"> • If they encounter a problem, try and self-solve this | <ul style="list-style-type: none"> • Be able to clean own glasses (parents to provide wipes/cloth for children to do so) • Know their own date of birth • Know a contact phone number | <ul style="list-style-type: none"> • Take complete ownership of their homework • Ask teacher for homework if they have been absent • If homework is a problem, ensure that they request support from the teacher prior to deadlines • Change independently for swimming | <ul style="list-style-type: none"> • Know the timings of the school day and use an analogue clock to work out how long until the next transition point • Sharpen own pencil |

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| | | | | <ul style="list-style-type: none"> • Get new equipment independently e.g. a new glue stick if it runs out | |
| Year Four | <ul style="list-style-type: none"> • Try a solution before giving up. 'I can't' is not used. | <ul style="list-style-type: none"> • Use a range of strategies before asking teacher for help, e.g. peer support | <ul style="list-style-type: none"> • Follow multistep instructions given by teacher without the need to 'double check' | <ul style="list-style-type: none"> • Bring homework back on time and completed | <ul style="list-style-type: none"> • Check through answers to assessments thoroughly. |
| Year Five | <ul style="list-style-type: none"> • Take responsibility and have pride in their own appearance, including their work | <ul style="list-style-type: none"> • Support others when the need arises, using own initiative | <ul style="list-style-type: none"> • Keep classroom resources ready to use and ensure that they are tidied away afterwards | <ul style="list-style-type: none"> • Hand in homework which may have different deadlines during the week. • Ensure they collect their own homework if they were absent on day it was issued | |
| Year Six | <ul style="list-style-type: none"> • Tackle open ended tasks and investigations without need for support | <ul style="list-style-type: none"> • Without prompting, check, edit and improve their own work and that of others | <ul style="list-style-type: none"> • Manage their own behaviour when no adult is present | <ul style="list-style-type: none"> • Fulfil the school responsibilities and coordinate and run certain school activities without seeking reassurance | |

We acknowledge that some children with Special Educational Needs may not be able to have the same level of independence as their peers as a result of their needs. Careful consideration will always be given to each individual so that they make progress and become the best version of themselves.