

Living in the Wider World Key Stage 2 Progression Framework

OLS	Living in the Wider World
Working towards	<ul style="list-style-type: none"> • Asks questions about a new or unfamiliar topic / object • Listens and responds to simple information or instructions • Demonstrates an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) • Describes shopping experiences simply • Matches coins • Sorts coins into silver and copper with minimal assistance • Cooperates with a peer during a staff led activity • Helps to hand out objects to a group when asked
Stepping Stones	<ul style="list-style-type: none"> • Asks for more information to aid their understanding • Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc. • Asks simple questions which are sometimes relevant to the current topic • Accepts that they cannot just take what they want • Declares that something is not fair • Demonstrates awareness that some things can be hurt or damaged • Identifies behaviour that could be considered as right and wrong • Identifies the rules they have to follow • Handles coins • Sorts coins by colour and size • Counts up to five £1 coins correctly • Counts up to five 1p coins correctly • Counts up to three £1 coins correctly • Recognises that they need to pay for their food with money • Comprehends the meaning of the terms 'Accidental' and 'Deliberate'

<p>Oakwood Learning Stage 1</p>	<ul style="list-style-type: none">• Respond to stimuli about the different jobs adults in school do.• Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).• Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.• Respond with curiosity to stimuli about the natural environment.
<p>Oakwood Learning Stage 2</p>	<ul style="list-style-type: none">• Identify some different jobs that people we know do.• Identify some different groups that we may belong to (e.g. family, school, clubs, faith).• Identify living things that people can care for (e.g. house plants, pets, gardens).
<p>Oakwood Learning Stage 3</p>	<ul style="list-style-type: none">• Identify some of the ways in which different adults who work in school contribute to school life• Describe things we do in the groups we belong to.• Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).

<p>Oakwood Learning Stage 4</p>	<ul style="list-style-type: none"> • Describe a range of jobs that people might have and the qualities they might need to do them. • Identify a job we might like to do in the future • Describe how being part of a group makes us feel. • Identify specific things we take part in as a member of these groups. • Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.
<p>Oakwood Learning Stage 5</p>	<ul style="list-style-type: none"> • Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do. • Describe what it means to be part of a community. • Identify different groups that make up our community. • Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).
<p>Oakwood Learning Stage 6</p>	<ul style="list-style-type: none"> • Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. • Recognise how strengths, qualities and things we learn in school might link to possible future jobs • Explain how it feels to be part of a community. • Suggest ways we can help people to feel welcome in the different groups and communities we belong to. • Identify our feelings and values in relation to climate change and the environment.