



EdisonLearning™ Primary Curriculum

Core Learning Skills Unit no. 66 Key Stage Two

Sample pages only

Core Learning Skill Focus:
Developing Independence and Responsibility

Version 3.3

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Introduction

About Edison Learning Core Learning Skills

This unit is one of a series designed to support pupils developing their Core Learning Skills – these are skills that are fundamental to learning and performance in education, work and life. They are universal.

Intentional Planning for Core Learning Skills Development

Each Core Learning Skills Unit has a focus core skill and as schools follow through the complete set of units, this will support systematic development of the pupils' skill set.

Tables 1a & b show an overview of the Core Learning Skills (CLS). The CLS are organised into four categories each of which is divided into 'Learning Strands'. In turn, the Learning Strands are subdivided into a number of Skills.

Each Skill is described by a set of skill statements – the 'I can' statements – see Table 2. These statements support planning and assessment to ensure progression for pupils in these essential learning skills.

The focus core skill for this Learning Unit is the Learning Strand: 'Developing Independence and Responsibility'; this is made up of two skill areas 'Developing ability to act independently' and 'Taking individual responsibility for self and others'.

Table 1a - Core Learning Skills

Category	Learning Strand
Thinking Skills	Information Processing and Evaluation Reasoning and Enquiry Creative Thinking Problem-solving
Communications	Speaking and Listening Writing Visual
Literacies	Reading Numeracy Technologies
Personal and Social Competencies	Improving own learning and performance Developing a sense of self worth and understanding of self and others Developing independence and responsibility Learning with others

Table 1b – Personal and Social Competencies

Category	Learning Strand	Skills
Personal and Social Competencies	Improving own learning and performance	Monitoring and evaluating own learning How I learn and how I develop - learning styles Organisation and planning skills
	Developing a sense of self worth and understanding of self and others	Managing ones moral and social development Recognising feelings and understanding emotions Developing a positive sense of one self Stress management and conflict resolution
	Developing independence and responsibility	Developing ability to act independently Taking individual responsibility for self and others
	Learning with others	Learning as part of a group Being a good member of a social group

Table 2

Highlight (i) in red 'I can's' where **some** pupils are proficient, (ii) in amber 'I can's' where **most** pupils are proficient, (iii) in green 'I can's' where **all** pupils are proficient

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Personal and Social Competencies	Developing independence and responsibility	Personal responsibility for self and others	I can demonstrate that I understand basic rules and routines by following them. (a)	I can follow the rules and routines and offer reasons for having them.	I can offer suggestions when developing rules and routines.	I can describe what the school and class code of conduct is and explain why we have this code.	I can adjust my behaviour to support the need of a peer e.g. to be quiet	I can identify when to use particular ways of behaviour that are appropriate to a particular context.
			I can suggest ways to help others		I can suggest ways of putting something	I can keep to the class code of conduct for the majority of the time.	I can help others that times and help	
					I can follow the class rules	I can demonstrate caring and looking after me, my immediate surroundings and belongings.		
					I can show respect for caring for others	I can keep to the class code of conduct to conduct the majority of the time.		
					I can follow instructions that are given	I can respond helpfully to communication		
					I can follow instructions around the school	I can maintain my personal appearance		
					I can see myself as a member of the school community	I can select appropriate clothing to suit different situations		
					I can manage my time in order to complete activities I have been asked to do.	I can describe the effects of exercise		
					I can take activity with minimum supervision asking for clarification only when necessary.	I can plan an exercise programme	I can plan to use resources as needed	
					I can select an activity provided for me. (a)	I can make confident choices about what to do and the resources I need.	I can plan an exercise programme and set goals for myself.	I can effectively plan and schedule my work independently, effectively planning and scheduling work and I can apply this in individual and group working.
Developing ability to act independently			I can demonstrate that I know who can help me start an activity (a) and help me to understand.	I can suggest ways to help others		I can contribute my ideas to the planning of an activity and carry out my part independently.	I can effectively plan and schedule my work independently and undertake this with minimum adult support.	
			I can keep my body to myself when I need to.					
			I can play a variety of games / take part in physical exercise.					
			I can undertake a short activity independently when within a structured setting and with prompts.	I can understand and respond to questions to help my understanding.	I can frame complex questions and answer open ended questions to further my understanding.			

Having identified "All/Most/Some" – choose 'I can' statements for Core Learning Skills for whole class, groups or individuals

Selecting Specific Learning Objectives for Core Learning Skills Development

1. To effectively progress your pupils' C.L.S it is helpful to have a small number of specific skills (3 or 4 'I can' statements) to focus on as learning objectives. Assessing your pupils' current levels of competence in relation to the 'I can' statements will support this process. These specific learning objectives should be built into shorter term lesson planning and can be differentiated for the various groups and individuals in your class.
2. Using the 'I can' statements in Table 2 and your knowledge of your class group, assess what skills your pupils have in this area. You may do this by highlighting those 'I can' statements in which you feel your pupils, in the main, are proficient. Those areas that remain can then become the initial focus for development and sit alongside the National Curriculum learning objective for the lesson/s. To help you identify specific 'I can' statements for the whole class, for groups, or for individuals that you are aiming to develop during this Learning Unit, you can highlight in 3 stages –
 - (i) Red = skills where some pupils are proficient
 - (ii) Amber = skills where most pupils are proficient
 - (iii) Green = skills where all pupils are proficient

These Core Learning Skills learning objectives can also be highlighted for every individual pupil as part of the Termly Learning Conferences.

Assessment and Self Review

3. As you progress through the Learning Unit any evaluation of progress against these skills can be recorded on the table and used to inform the next steps of learning for the whole class and provide information to differentiate opportunities for groups and/or individuals.
4. Whilst this particular group of core skills is the main focus for this Learning Unit you will need to regularly revisit this audit as the year progresses in order to consolidate, revisit and extend your pupils' skills in this area.

To ensure the objectives and learning activities for each lesson are moving the pupils on effectively, ongoing assessment is recommended. A class profile assessment sheet is included together with a self-review sheet for pupils. A core 'learning to learn' skill is that of being able to assess one's own learning and progress.