

Year Group: KS3 (Year B)

Term: Summer 2

Life Skills: Home Skills

Key Concepts	SMSC & British Values	Lesson Objectives	Key Vocabulary
<p>Independence and self-management Personal organisation and routine Safety, hygiene and responsibility Following instructions and sequencing tasks Nutrition, healthy choices and basic home skills Communication and teamwork</p> <p>Prior Knowledge</p> <p>Basic listening and attention skills Following simple one-step instructions Turn-taking and sharing resources Recognition of familiar routines Basic awareness of safety rules in school Everyday vocabulary for common objects and actions Simple personal care and hygiene routines Experience of practical, hands-on learning</p> <p>Cross-Curricular Links</p> <p>English: speaking and listening, reading simple instructions, writing lists, labels and short reflections Maths: counting, measuring, timing, sequencing, money awareness and simple problem-solving Science: hygiene, healthy eating, materials, change, observation and recording Design and Technology: cooking, using equipment, selecting materials, evaluating practical outcomes</p>	<p>Spiritual: reflecting on personal strengths, choices and progress Moral: understanding safe, respectful and responsible behaviour Social: cooperating with others, sharing, turn-taking and working as part of a group Cultural: recognising different home routines, foods, customs and ways of living British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of different backgrounds and routines</p> <p>Assessment</p> <p>Evidence of completed practical outcomes, photographs and work samples Simple self-assessment using symbols, thumbs up/down or supported reflection Assessment of ability to transfer a skill to another on-site context Monitoring of participation, regulation and resilience during tasks</p> <p>Adaptations</p> <p>Short, clear instructions with one step at a time where needed Visual timetables, symbols, modelling and demonstration Repetition, chunking and overlearning of key routines Reduced written demand and simplified resources Adult scaffolding, prompts and predictable lesson structure Choice-making supported by visual options</p>	<p>1. Follow a simple sequence of home-related tasks with increasing independence, using support to order actions correctly.</p> <p>2. Identify and use common home skills vocabulary to name equipment, routines and actions accurately.</p> <p>3. Demonstrate safe behaviour when using equipment and shared spaces in school and the local area.</p> <p>4. Complete a practical home skills task with reduced prompting, showing growing independence and accuracy.</p> <p>5. Show awareness of hygiene, tidiness and personal responsibility when carrying out practical routines.</p> <p>6. Work with others to complete a shared practical task, make a simple choice and review one success and one target.</p> <p>Links to Future Learning</p> <ul style="list-style-type: none"> Greater independence in school routines and wider community settings Preparation for further ASDAN Personal Development accreditation Development of functional living skills for supported adulthood 	<p>Independence</p> <p>Responsibility</p> <p>Safety</p> <p>Hygiene</p> <p>Routine</p> <p>Sequence</p> <p>Equipment</p> <p>Instruction</p> <p>Choice</p> <p>Community</p> <p>Teamwork</p> <p>Reflection</p>

Possible Enrichment:

Simple community-based observation tasks in the local area
Cooking, cleaning, organising and tidying activities on site
Role-play of everyday home and community scenarios