

Linking Level 1 and Level 2 Learning Programmes

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Level 1 Learning Outcomes Suggested Links to Learning Outcomes
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.4 Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend.</i>	1.14- Clearly indicate preferred objects and / or activities and refuse non-preferred items.
	1.5- Participate in practical formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom.</i>	1.6- Initiate communication with a familiar adult and peers. 1.7- Engage in and enjoy a meaningful exchange with a communicative partner. 1.18- Communicate to express feelings verbally or non-verbally. 1.19- Express interests and opinions through arrange of verbal or non-verbal communication methods.
	1.6- Listen to and respond to a range of stories.	1.20- Illustrate signs of engagement and enjoyment with stories, texts ⁵ above, poetry, funny or favourite reading material.
Using non-verbal behaviour to get the message across	1.7- Identify a range of non-verbal communications methods, e.g. <i>facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action.</i>	1.5- Show awareness of and / or use tone, body language, gestures, pace, vocalisations and volume to impact communication.
	1.8- Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain.</i>	4.21- Gain attention from an adult if feeling unsafe or uncomfortable.
	1.10- Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials.</i>	1.2- Establish consistent patterns of attending to stimuli / personnel / activities in the immediate environment. 1.8- Show recognition of personal and / or standardised objects of reference.
Reading to obtain basic information	1.12- Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby- names of family members.</i>	1.10- Attend and respond to increased vocabulary in text.
	1.14- Interpret different forms of writing and text, including social sight signs and symbols, e.g. <i>common formats of bills, menus, forms, timetables, road and other signs, simple road preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing.</i>	1.22- Show recognition and understanding or symbols, signs, logos, familiar words, letters or visual representations of items. 1.23- Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes. 1.24- Read a book, magazine or other text with understanding.

		1.16- Use a range of reading strategies, e.g. <i>clues, context, sound, prediction and decoding</i> .	1.24- Read a book, magazine or other text with understanding	
	Using a range of writing forms to express opinions.	1.18- Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions</i> .	1.29- Place marks, signs, symbols or texts in the correct sequences and /or with the correct orientation to infer meaning.	
		1.19- Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i> .	1.29- Place marks, signs, symbols or texts in the correct sequences and /or with the correct orientation to infer meaning.	
		1.21- Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a cheque, fill a simple form, complete a diary entry</i> .	1.30- Use signs, symbols or text to share experiences, thoughts, opinions, preferences with peers with growing confidence.	
	Using expressive arts to communicate	1.23- Create a range of images using a variety of materials.	5.4- Gather, explore and use 3D materials (new and recycled).	
		1.24- Produce a piece of work for display.	5.7- Work independently and / or collaboratively to produce a piece of art.	
		1.25- Listen to a range of music and respond by discussing thoughts and feelings, e.g. <i>favourite singer and say why they like their music</i> .	5.10- Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal and instrumental, digital, technological, from a variety of traditions and cultures).	
		1.26- Use drama or dance to explore real and imaginary situations.	5.22- Participate in the re/telling of contemporary / historical / cultural events or stories through interactive games and / or dramatic activities.	
	Numeracy	Managing money	2.2- Pay for an item correctly and count the change in a mock-up or real-life shopping transaction.	2.24- Participate in a shopping experience or in an activity where real money is used functionally.
		Developing an awareness of number	2.8- Recognise numbers up to 100 in N, e.g. <i>knowing how many zeros for tens, hundreds</i> .	2.14- Explore and use familiar numerals.
2.10- Add two-digit whole numbers that total less than 100 in the context of an everyday situation.			2.17- Explore the concepts of addition and subtraction.	
Developing an awareness of temperature		2.13- Use appropriate words to describe temperature, e.g. <i>hot and cold</i> .	2.22- Investigate objects according to measurement.	
Developing an awareness of weight and capacity		2.18- Use appropriate vocabulary to describe the units.	2.22- Investigate objects according to measurement.	
		2.21- Use a graduated vessel to work out the capacity of liquids, e.g. <i>using a jug to measure a litre of milk</i> .	2.23- Participate in everyday activities associated with measurement in the student's environment.	
		2.22- Use a weighing scale to work out the weight of powders and solids, e.g. <i>Use a weighing scale to measure the ingredients for a cake</i> .	2.23- Participate in everyday activities associated with measurement in the student's environment.	
Developing an awareness of length and distance	2.23- Use appropriate vocabulary to describe the units in length and distance, e.g. <i>kilometres, metres, centimetres</i> .	2.22- Investigate objects according to measurement.		

		2.25- Use a ruler to draw/measure different lengths or lines.	2.23- Participate in everyday activities associated with measurement in the student's environment.
	Using a calculator	2.29- Use a calculator to solve simple problems.	2.17- Explore the concepts of addition and subtraction.
Developing spatial awareness		2.23- Use appropriate vocabulary to describe direction, e.g. <i>clockwise, anti-clockwise, horizontal, vertical</i> .	2.19- Participate in activities where the language of movement and position is used.
		2.36- Use the body or body parts to move in a given direction.	2.18- Experiment with the movement of body parts. 6.3- Move purposefully / with intent. 6.7- Move whole body or individual limbs in a range of directions and at different speeds ¹⁴ .
		2.37- Move a range of objects in given directions.	3.24- Use the body to have an effect on objects in the environment. 6.4- Develop consistent movements to have an effect on equipment or in response to a stimulus.
Using data for a range of different purposes		2.38- Identify uses of data in everyday life, .g. <i>class survey on most popular movie for teenagers</i> .	2.25- Participate in recording and displaying number and/or familiar data.
		2.39- Identify basic approaches to collecting data, <i>record sheets, tally systems</i> .	2.25- Participate in recording and displaying number and/or familiar data.
		2.40- Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual.	2.25- Participate in recording and displaying number and/or familiar data.
		2.42- Construct basic representations to communicate data with two criteria, <i>draw a pictogram/bar chart</i> .	2.25- Participate in recording and displaying number and/or familiar data.
Using shape		2.44- Name common 2D and 3D shapes in everyday life, e.g. <i>circles, rectangles, cubes, cylinders, and spheres</i> .	2.21- Discover shape in the immediate and local environment.
		2.47- List the properties of common 2D shapes and 3D forms, e.g. <i>number of faces, edges</i> .	2.20- Explore the features and properties of 3D and 2D regular and irregular shapes by moving, using, matching and sorting them.
Developing an awareness of time		2.49 Tell the time from an analogue clock for the hour, half hour and quarter hour.	2.29- Use instruments such as timers, visual timetables, objects of reference or clocks functionally.

		2.50 Tell the time from digital clock for the hour, half hour and quarter hour.	2.29 - Use instruments such as timers, visual timetables, objects of reference or clocks functionally.
		2.51 - Identify key times during the day, on the hour, half hour and quarter hour, e.g. <i>lunch breaks, use of visual schedule.</i>	2.26 - Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week.
		2.53 Find a specified day or date on a calendar or timetable e.g. <i>my birthday.</i>	2.27 - Explore language, objects and stimuli associated with significant personal and cultural events in the student's life.
Personal care	Developing good daily personal care	3.1 - Identify essential daily personal care practices, e.g. <i>brushing my teeth.</i>	3.8 - Indicate personal care needs or ask for help verbally or non-verbally.
		3.5 - Maintain an agreed personal care plan, e.g. <i>every day I will brush my teeth twice (morning and evening).</i>	3.7 - Participate in personal care routines. 3.9 - Make choices related to personal care. 3.10 - Complete personal care tasks independently. 4.7 - Engage in supported activities on daily life skills.
	Developing healthy eating habits	3.11 - Participate in the preparation of healthy meals, e.g. <i>breakfast and lunch/dinner.</i>	3.15 - Participate in preparing food. 3.18 - Participate in making healthy snacks. 3.19 - Plan, shop for and prepare personalised healthy food (with support if necessary).
		3.13 - Demonstrate appropriate food hygiene and safety practices, e.g. <i>using a hair net, cleaning a worktop before using it again.</i>	3.16 - Demonstrate basic hygiene procedures around food.
	Developing a healthy lifestyle	3.17 - Maintain an exercise routine in a well-structured environment, e.g. <i>complete an exercise during a PE Class.</i>	3.27 - Participate in activities to develop a healthy lifestyle.
	Being able to manage stress	3.24 - Demonstrate a relaxation technique, e.g. taking a deep breath.	3.22 - Use coping strategies to self-regulate.
		3.25 - Practise a range of relaxation techniques in real life circumstances, e.g. <i>taking time to actively enjoy.</i>	3.22 - Use coping strategies to self-regulate.
	Knowing how to stay safe	3.27 - Identify key safety risks in the workplace/home/community, e.g. <i>trailing leads, plugs, TV and electrical equipment.</i>	3.34 - Show awareness of risks in familiar environments.

		3.28- Recognise when personal safety is threatened, e.g. <i>bullying/harassment</i> .	3.32- Object to inappropriate attention and /or show awareness of another person / people who can help if uncomfortable in a situation. 3.38- Demonstrate awareness of appropriate and inappropriate physical contact with others.
		3.29- Name daily practices that promote personal safety, e.g. <i>using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice</i> .	4.24- Observe rules of safety in different environments.
		3.30- Describe appropriate response when a risk is identified e.g. <i>find a safe exit, contact person/ organisation, respond to a fire drill, talk about / list the steps that you should follow if you see a fire</i> .	3.32- Object to inappropriate attention and /or show awareness of another person / people who can help if uncomfortable in a situation. 4.21- Gain attention from an adult if feeling unsafe or uncomfortable.
	Recognising emotions	3.40- React in an emotionally appropriate way in a given situation, e.g. a friend receives bad news.	3.21- Show interest in the feelings expressed by others and react appropriately.
	Making personal decisions	3.44- Identify the choices and consequences involved in an imminent short-term decision.	4.28- Show awareness that actions have consequences.
Living in the community	Developing good relationships	4.5- Describe ways of making and keeping friends, e.g. <i>identify traits which are/are not desirable in a friendship</i> .	4.9- Communicate ideas of what it means to be a 'friend'.
		4.6- Participate co-operatively in a group situation.	1.3- Engage in an activity requiring joint attention with one or more people. 1.4- Demonstrate turn-taking with a communicative partner. 3.29- Demonstrate enjoyment of co-operating with peers in team games and group activities. 5.16- Participate in group music-making activities. 5.24- Co-operate or work alongside / in parallel with others in making, choosing and using props, costumes and sets. 5.25- Work independently or collaboratively to produce a rehearsed piece of drama for an audience. 6.10- Participate in physical activities in parallel with / alongside others. 6.11- Engage in an activity requiring joint attention with one or more people.

		4.7- Recognise the importance of respect in relationships.	4.14- Show respect for items belonging to others and use them appropriately.
	Using local facilities	4.15- Identify familiar places and organisations in the local community.	4.11- Visit and participate appropriately in using facilities in their environment. 4.15- Show recognition of being in familiar places
		4.17 - Participate in a school-based community project and record their participation, e.g. <i>a litter campaign</i> .	4.29- Participate in the care of the immediate and local environment. 4.30- Engage in a task or job in the community.
	Seeking help and advice	4.18- Name the relevant agencies that offer support and advice to the public, e.g. <i>Citizen Advice Centre, local information Centre</i> .	4.25- Show recognition of places and people in the community who can help us.
		4.20- Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations.	4.25- Show recognition of places and people in the community who can help us.
	Preparing for work	Finding out about work	5.5- Identify different jobs that people do in their school e.g. <i>the role of the teacher, caretaker, and the school secretary</i> .
Preparing for a work related activity		5.11- Identify and list own talents.	3.4- Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others.
Developing an awareness of health and safety using equipment		5.18- Use all tools and equipment correctly and safely in a range of practical classes, e.g. <i>replace the lid on any liquids</i> .	3.17- Follow safety rules for using kitchen equipment.
		5.19- Describe and use electrical equipment correctly and safely in a range of practical classes, e.g. <i>use a mixer in home economics</i> .	3.17- Follow safety rules for using kitchen equipment.
Taking part in a work related activity	5.26- Assume a role in the activity and identify tasks linked with the role.	4.27- Behave appropriately in familiar routine or special events and where possible play their expected role within it.	

*** Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.**