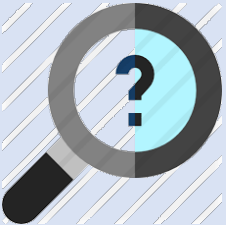
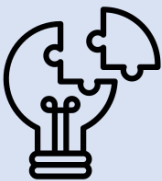






Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Enquiry 	<ol style="list-style-type: none"> 1. I am beginning to ask questions when we are talking about and doing different things 2. I can answer questions when asked by someone else 3. I can tell when we need to find out more about something 4. I know when we need to solve a problem 5. I can talk about what I am doing as I do it 	<ol style="list-style-type: none"> 1. I can say what I would plan to do and how to find out more information 2. I can ask questions about what is being discussed 3. I can see when there is a problem to be solved 4. I can predict what might happen 5. I can sometimes give more than one idea when we are planning or doing something 6. I can compare different ideas 	<ol style="list-style-type: none"> 1. I can ask relevant questions about a situation 2. I can explain a problem 3. I can suggest different ways to find out more about something 4. I can discuss the strengths and weaknesses of different ideas 5. I can draw conclusions from my results and information 	<ol style="list-style-type: none"> 1. I can suggest possible and unlikely outcomes or consequences of decisions and actions 2. I can form plans and decide on research strategies 3. I can improve my own ideas and suggest 4. improvements to others' ideas 5. I can plan, design and carry out an enquiry
Problem Solving 	<ol style="list-style-type: none"> 1. I can talk about ways of solving a problem that has been explained to me 	<ol style="list-style-type: none"> 1. I am beginning to identify problems 2. I can sometimes think of different ways of solving a problem 3. I can check that my way of solving the problem is the best way 	<ol style="list-style-type: none"> 1. I can recognise and explain a problem 2. I can suggest ways of solving a problem 3. I can try different approaches when I am solving a problem 4. I can evaluate the solutions by thinking about the different approaches I have taken 5. I can judge the quality of the solutions and processes, then think about how to improve on them 	<ol style="list-style-type: none"> 1. I can recognise and explain a problem and hypothesise about solutions 2. I can plan and try out possible solutions, using appropriate tools. 3. I can change what I am doing if necessary to improve on the steps I am taking to solve the problem. 4. I can evaluate my solutions by reflecting on the process I have taken and the outcomes. 5. I can make judgements about the quality of the solution and the processes I took, using relevant success criteria



Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
<p>Creative Thinking</p> 	<ol style="list-style-type: none"> 1. I like to find out more about things so I ask questions about what things are and how things work. 2. I can pretend to be different people or things when I play. 3. I can begin to find out more about things when I play. 4. I can say what something might be or become. 5. I can try different ways of doing things. 	<ol style="list-style-type: none"> 1. I am curious and ask questions about what might happen. 2. I can use my imagination to think of ideas for different activities e.g. stories, dance, painting... 3. I can discover more about things when I am able to explore. 4. I can give more than one idea of what might be. 5. I can build on other ideas. 6. I like to explore different ideas 	<ol style="list-style-type: none"> 1. I can ask questions that begin with 'what if' or 'why' 2. I can use my imagination to think of new ideas for different activities 3. I can discover and make links by recognising patterns and how things relate to each other 4. I can suggest possible outcomes 5. I can suggest ways to develop and change ideas. 6. I am willing to explore and change ideas to achieve my purpose 	<ol style="list-style-type: none"> 1. I can use my imagination to come up with original ideas and change ideas to suit the purpose 2. I can speculate about possibilities and think about their consequences 3. I sometimes question what I am being told and can suggest my own ideas 4. I am prepared to take risks, and change my ideas 5. I can judge my ideas and outcomes against the purpose
<p>Information Processing and Computing</p> 	<ol style="list-style-type: none"> 1. I can sort things into groups. 2. I can tell the difference between two things. 3. I can put pieces together to make a whole one. 	<ol style="list-style-type: none"> 1. I know how to find out more about something. 2. I can recognise some features of information texts. 3. I can sort objects in a variety of ways. 4. I can put a set of objects in order. 5. I can say what is same or different about objects or situations. 6. I can say why objects in a set are grouped together. 7. I can name different parts of things. 	<ol style="list-style-type: none"> 1. I can use the features of information texts and ICT sources to find information. 2. I can sort in a variety of ways of my own choosing, giving reasons for doing so. 3. I can classify groups of objects using appropriate vocabulary. 4. I can recognise a range of similarities and differences between objects and situations. 5. I can describe how a particular part or action makes a difference to what it is or what happens. 	<ol style="list-style-type: none"> 1. I can find and organise information from a wide range of sources including books and ICT. 2. I can search for information and use alternative strategies if a search fails. 3. I can sort by multiple criteria, classify, summarise and synthesise information. 4. I can record information in a variety of ways. 5. I can explain how a given factor affected a situation or test. 6. I can identify the relationships between factors.



Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Reasoning 	<ol style="list-style-type: none"> 1. I can share what I do with other people 2. I can begin to make choices and say why I have made them 	<ol style="list-style-type: none"> 1. I can say what might happen as a result of what I do 2. I can make choices and decisions and say why I have made that decision 3. I can predict what I think will happen and compare this to what happened 4. I can use the right words to say what I think 	<ol style="list-style-type: none"> 1. I can make a list of 'for' and 'against' 2. I can give reasons for my judgements and decisions 3. I can make predictions based on what I already know 4. I can give an example to show another statement is incorrect 5. I can listen to someone else's point of view and put my own point of view 	<ol style="list-style-type: none"> 1. I can use what I know and what I have experienced, to predict and generalise from it and apply this to new situations 2. I can make decisions on the quality, reliability and validity of evidence, data and information 3. I am able to synthesise, analyse and apply evidence, data and information in a variety of ways, including dealing with conflicting evidence 4. I can identify patterns, sequences, and cause and effect 5. I can compare and discriminate between ideas
Evaluation 	<ol style="list-style-type: none"> 1. I can talk about my work/activity as I do it 2. I can say if I like what I've made or not 3. I can sometimes talk about what helped me or do something 4. I can say what I think about what other people have done 	<ol style="list-style-type: none"> 1. I can say why my work is good or not 2. I can talk about what helped me in my work 3. I can give opinions about what I have heard or read 4. I can give reasons for my opinions about the work of others 	<ol style="list-style-type: none"> 1. I can compare 2 sources of information and judge which is the most useful /helpful 2. I can give reasons why things helped me to find out / reach a solution 3. I can give opinions on a range of sources of information and compare their quality 4. I can evaluate the quality of my work and suggest improvements 5. I can make suggestions when making choices from a range of possible ideas 6. I can contribute to discussions about what might be the success criteria for a given task 	<ol style="list-style-type: none"> 1. I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why 2. I can make independent, critical judgements against criteria and justify my decisions 3. I amend judgements when appropriate in the light of further evidence 4. I am able to evaluate progress in my learning and offer ideas for improvement


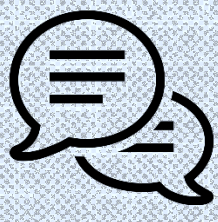
Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Self-Awareness 	<ol style="list-style-type: none"> 1. I can tell you something special about me 2. I can say what I like and dislike 	<ol style="list-style-type: none"> 1. I can tell you how I am the same as and different from my friends 2. I can say what I'm good at 3. I can explain why I like or dislike something 4. I can say what I find interesting 5. I can explain why I agree or disagree with something 6. I can work well on my own for short amounts of time and ask for help when needed 	<ol style="list-style-type: none"> 1. I can talk about what I'm good at and what I need to improve 2. I can say what is good about me and my culture 3. I can begin to explain my opinions about different subjects 4. I can work well on my own and ask for help when needed 	<ol style="list-style-type: none"> 1. I can talk about my strengths and areas for development 2. I can begin to make up my own mind and make decisions based on different opinions 3. I can motivate myself to work well on my own and ask for help when needed
Managing Feelings 	<ol style="list-style-type: none"> 1. I can tell someone if I am happy or sad 2. I know that I get cross sometimes but that I mustn't hurt other people 3. I can usually stop and think before acting 	<ol style="list-style-type: none"> 1. I can tell someone if I'm particularly pleased or worried about something 2. I know that it is ok to have any feeling but that it is not ok to behave in any way we like (if it hurts other people) 3. I sometimes use different ways to calm myself down when I feel scared or upset 4. I can talk about how I feel in new situations 5. I can explain how I felt in past situations 	<ol style="list-style-type: none"> 1. I can give reasons why I'm excited or nervous 2. I know how it feels to do or start something new, and can find some ways to cope with these feelings 3. I can predict how I am going to feel in a situation and plan how to make myself feel ok 4. I can usually find a way to calm myself down when necessary 5. I can sometimes use what has happened before to help me control my feelings in difficult situations. 	<ol style="list-style-type: none"> 1. I can use appropriate words to explain how I feel 2. I can explain how I feel in new situations and have strategies to help me cope 3. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary 4. I use past experiences to help me control my feelings in difficult situations

Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Motivation 	<ol style="list-style-type: none"> 1. I can work at something because I enjoy it 2. I can talk about why I need to do a piece of work 3. I can talk about where I work best 	<ol style="list-style-type: none"> 1. I can work on making something because I want to see the finished object 2. I am able to talk to an adult about problems with my work and then try a different way of doing it 3. I can ignore interruptions if I am doing something I enjoy 4. I can talk about why I need to improve a piece of work 5. I can talk about what helps me to work well 	<ol style="list-style-type: none"> 1. I can work on learning something because I like the feeling of making or learning something 2. I am able to talk to a partner about problems with my work and then try a different way of doing it 3. I can usually ignore interruptions and carry on working 4. I can work with a partner to assess my work and identify targets for improvement 5. I can talk about how the surroundings affect the way I work 	<ol style="list-style-type: none"> 1. I work for the pleasure of learning, creating or doing in its own right 2. I am able to persevere even when experiencing difficulties, and try additional and alternative approaches 3. I can ignore interruptions and carry on working 4. I can set my own goals and work towards them as well as working towards goals set by others 5. I can break down long term goals into short term goals and evaluate my progress towards these. 6. I recognise when I have achieved my goals and gain pleasure from experiencing success 7. I can make decisions about the ways that I work
Empathy 	<ol style="list-style-type: none"> 1. I can say when my friend is happy or sad 2. I know how to make my friend feel better 	<ol style="list-style-type: none"> 1. I can sometimes tell if other people are feeling lonely or scared 2. I know some ways to make people feel better 3. I can explain why others may feel the way they do 4. I can listen to my friends and ask questions about what they have said 5. I know that if I smile at someone they will usually smile back 	<ol style="list-style-type: none"> 1. I can sometimes tell if other people are feeling worried or nervous 2. I use different ways of making people feel better depending on the situation. 3. I can listen to other people and ask questions about what they have said 4. I can say how smiling or being cross affects other people 	<ol style="list-style-type: none"> 1. I can anticipate when other people may feel worried or nervous 2. I know how others may be feeling when they are in different situations 3. I can help others to feel valued and welcomed 4. I can recognise similarities and differences between myself and other people 5. I can show that I value other people by taking an interest in what they say and do 6. I can recognise and label the feelings and behaviours of others

Key Aspects of Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Social Skills 	<ol style="list-style-type: none"> 1. I can share in a group 2. I can take turns in a group 3. I can join in with other children playing a game 4. I know how to be kind to people who are new or visiting the classroom 	<ol style="list-style-type: none"> 1. I can talk about my ideas with a friend or a teacher 2. I can talk and listen to everyone in a small group 3. I can explain why two people disagree 4. I am polite to visitors 	<ol style="list-style-type: none"> 1. I can give and accept a compliment 2. I can talk, listen and question when working in a small group 3. I can play and learn with others, sharing responsibilities and tasks 4. I can recognise when there is a disagreement and suggest ways of sorting it out 5. I know that people have different opinions and try to understand their points of view 6. I act appropriately according to who I am with 	<ol style="list-style-type: none"> 1. I work well in a group and can tell you what helps my group to work well together 2. I can listen to, respond to and interact with others 3. I can play and learn with others, taking on different responsibilities and tasks 4. I can predict when there may be conflict and can take action to prevent it happening 5. I can discuss politely even when other people think differently to me 6. I act appropriately according to who I am with and where I am
Communication 	<ol style="list-style-type: none"> 1. I can talk about events that have happened to me. 2. I can give simple information based on what the listener needs to know 3. I can use words to sequence my talk 4. I can ask questions about why things happen and give a simple explanation 5. I am beginning to use a range of tenses 	<ol style="list-style-type: none"> 1. I can give information about events with some detail 2. I can use sentences and a growing vocabulary to sequence my talk and link my thoughts with and, because. 3. I can speak clearly to a large group 4. I can vary my voice and expression 5. I can ask and answer questions with growing confidence and suggest ideas to others 6. I can take turns in speaking when working with others 7. I can use a range of tenses confidently 	<ol style="list-style-type: none"> 1. I can give a clear complete accounts /explanations 2. I can use formal language appropriately 3. I can use talk to plan and organise work in a group 4. I can work in groups of different sizes, taking different roles 	<ol style="list-style-type: none"> 1. I can organise and shape a talk, making connections between ideas and drawing on different points of view 2. I can use standard English appropriately 3. I can use persuasive techniques deliberately to influence the listener 4. I can use talk imaginatively, engaging the attention and interest of the listener 5. I understand and make use of a variety of ways to challenge and accept criticism 6. I can negotiate and make decisions taking account of alternatives and consequences

