

| Stages  | <u>Autumn 1</u><br><b>Reflective Learner</b><br>(Thinking About My Learning)   | <u>Autumn 2</u><br><b>Effective Participator</b><br>(Taking Part in Activities)   | <u>Spring 1</u><br><b>Independent Enquirer</b><br>(Asking Questions)   | <u>Spring 2</u><br><b>Team Worker</b><br>(Being part of a team)  | <u>Summer 1</u><br><b>Resourceful Thinker</b><br>(Being a Problem Solver)  | <u>Summer 2</u><br><b>Self-Manager</b><br>(Being in Charge of Myself)   |
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| Stage 1 | <ul style="list-style-type: none"> <li>• Show a range of suitable emotions in response to an event.</li> <li>• Show developing awareness of own needs, views and feelings.</li> <li>• Is sensitive to the feelings of others.</li> <li>• Is sensitive to the needs of others.</li> <li>• Consider the consequences of words and actions for self.</li> <li>• Take feedback on board and attempt to moderate actions and behaviours accordingly.</li> <li>• Pick out and explain something they have enjoyed.</li> <li>• Communicate their wants and needs in a form appropriate to the child.</li> </ul> | <ul style="list-style-type: none"> <li>• Work as part of a group or class with adult support.</li> <li>• Take turns and share fairly with adult support.</li> <li>• Show consideration for others' feelings when working together.</li> <li>• Initiate interactions with others.</li> <li>• Respond to others' initiations.</li> <li>• Initiate new ideas with others.</li> </ul> | <ul style="list-style-type: none"> <li>• Work alone in an area of provision for an appropriate length of time.</li> <li>• Work on an adult directed task for an appropriate length of time.</li> <li>• Maintain attention and concentrate for an appropriate length of time.</li> <li>• Sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Form good relationships with adults.</li> <li>• Listen to the ideas of others.</li> <li>• Form good relationships with peers.</li> <li>• Begin to work collaboratively in a group with support.</li> <li>• Begin to take turns.</li> <li>• Begin to enjoy collaborative tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Show confidence to initiate ideas.</li> <li>• Try new activities, with support.</li> <li>• Speak in a familiar group.</li> <li>• Try to solve a problem with adult support.</li> <li>• Test out own ideas through provision, though not always able to explain their thinking.</li> <li>• Are willing to have a go at new experiences.</li> <li>• Say if they like or dislike something.</li> <li>• Play, observe and experiment to find things out.</li> </ul> | <ul style="list-style-type: none"> <li>• Select appropriate resources for activities with support.</li> <li>• Use resources appropriately for activities.</li> <li>• Follow the class behaviour system.</li> <li>• Acquire an adult's attention in an appropriate manner.</li> <li>• Seek assistance from and adult in an appropriate manner.</li> <li>• Recognise key emotions.</li> <li>• Carry out simple routines in a familiar context, with support.</li> </ul> |
| Stage 2 | <ul style="list-style-type: none"> <li>• Know what they do well.</li> <li>• Understand what they need to do next to improve, with adult support.</li> <li>• Tell others why they enjoy a task, with support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Take turns and share fairly independently.</li> <li>• Work as part of a group or class with limited support.</li> <li>• Respond appropriately to support.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use some senses to gather information about what is being investigated.</li> <li>• Ask sensible questions about their work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Work collaboratively in a group with support.</li> <li>• Take turns.</li> <li>• Happy to lead others.</li> <li>• Happy to be directed by others.</li> </ul>   | <ul style="list-style-type: none"> <li>• Try new activities independently.</li> <li>• Try to solve a problem independently.</li> <li>• Think of own ideas once given a starting point.</li> </ul>  | <ul style="list-style-type: none"> <li>• Think about more than one way to solve a problem.</li> <li>• Ask for help if the time is appropriate.</li> <li>• Choose appropriate equipment needed for a set task, with support.</li> </ul>  |

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|         | <ul style="list-style-type: none"> <li>Recognise their own emotions.</li> <li>Begin to learn from their own positive rewards.</li> <li>Begin to learn from their own negative consequences.</li> <li>Can say who helps them to learn.</li> </ul>  | <ul style="list-style-type: none"> <li>others' feelings when working together.</li> <li>Recognise when they need to talk to someone about a concern and that this can help them.</li> <li>With adult support, suggest a way forward following a dispute.</li> </ul>   | <ul style="list-style-type: none"> <li>Attempt to make sense of a problem that is presented.</li> <li>Can hold discussions about interest with others.</li> <li>Can stay focussed on a prepared task with regular support.</li> <li>Recognise that other people have different beliefs and attitudes.</li> </ul>   | <ul style="list-style-type: none"> <li>Enjoy collaborative tasks.</li> <li>Prepared to listen to and exchange ideas of others without interrupting them.</li> <li>Begin to understand that group members may have different views.</li> </ul>   | <ul style="list-style-type: none"> <li>Play, observe and experiment to find things out and explain their findings.</li> <li>Have a go at something new.</li> <li>Leave an activity and go back if it takes a long time to solve.</li> <li>Give reasons for liking or disliking something.</li> </ul>   | <ul style="list-style-type: none"> <li>Use appropriate equipment needed for a set task, with support.</li> <li>Be aware of a variety of strategies to control emotions.</li> <li>Organise themselves for familiar routines, with support.</li> <li>Carry out simple routines in a familiar context.</li> </ul>  |
| Stage 3 | <ul style="list-style-type: none"> <li>Know what they do well.</li> <li>Know the factors that stop them from learning effectively.</li> <li>Can say who helps them to learn and how.</li> <li>Gauge when a task has been completed to the best of their ability.</li> <li>Listen to feedback that will help them improve their learning.</li> <li>Review their learning with an adult.</li> <li>Identify ways of managing emotions positively.</li> <li>Is sensitive to the views of others.</li> <li>Learn from their own and other's positive rewards.</li> <li>Learn from their own and other's</li> </ul> | <ul style="list-style-type: none"> <li>Work as part of a group or class without support.</li> <li>Attempt to persuade others to accept a proposal.</li> <li>Know how to make an idea even better.</li> <li>Know that their ideas can help other people.</li> <li>Able to put their points across.</li> <li>Sometimes prepared to listen to the points made by others (including opposing views).</li> <li>Show empathy.</li> <li>Be prepared to discuss issues of concern with adults.</li> </ul> | <ul style="list-style-type: none"> <li>Use most senses to gather information about what is being investigated.</li> <li>Understand basics of cause and effect.</li> <li>Devise sensible questions to ask different people.</li> <li>Often follow up a question to gain clarification.</li> <li>Begin to use evidence to support their findings in a range of situations.</li> <li>Change focus to and from a variety of activities/situations.</li> <li>Maintain attention while participating in an adult led activity.</li> <li>Maintain attention while participating in a child initiated activity.</li> </ul> | <ul style="list-style-type: none"> <li>Consider views of all group members during discussions.</li> <li>Work collaboratively in a group.</li> <li>Take on a specific allocated role in a group.</li> <li>Work harmoniously and constructively with others in a joint activity.</li> <li>Communicate capably as team members.</li> <li>Give feedback to others in group on their performance with support.</li> <li>Work readily in different teams.</li> <li>Keep focused on a task and avoid distractions.</li> <li>Will get on with a task without any need to be reminded what to do.</li> </ul> | <ul style="list-style-type: none"> <li>Persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion.</li> <li>Ask questions to check understanding.</li> <li>Have a go at something that may not work first time.</li> <li>Be tenacious when things get difficult.</li> <li>Keep emotions in check when tasks get tough.</li> <li>Test out own ideas through provision and are able to explain their thinking.</li> <li>Generate questions linked to learning challenge.</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy taking responsibility.</li> <li>Enjoy challenges.</li> <li>Prioritise tasks.</li> <li>Work within time frame.</li> <li>Not put off by change.</li> <li>Organise themselves independently for familiar routines.</li> <li>Move around school in an appropriate manner with adult support.</li> <li>Choose appropriate equipment needed for a set task independently.</li> <li>Use a variety of strategies to control emotions.</li> </ul> |

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|         | <p>negative consequences.</p> <ul style="list-style-type: none"> <li>Accept different types of feedback.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</li> </ul>  |  |  |
| Stage 4 | <ul style="list-style-type: none"> <li>Learn from feedback.</li> <li>Explain &amp; discuss in different ways what they have learnt from others.</li> <li>Reflect on what they have learnt.</li> <li>Identify strengths and weaknesses in their work.</li> <li>Take account of others' viewpoints.</li> <li>Understand that attitude and behaviour can affect learning.</li> <li>Review their learning independently.</li> <li>Manage emotions positively with adult support.</li> <li>Understand what they need to do next to improve on something.</li> <li>Pick the best time to talk to someone.</li> <li>Discuss with an adult what will help become a more effective learner.</li> </ul> | <ul style="list-style-type: none"> <li>Always prepared to listen to the points made by others (including opposing views).</li> <li>Persuade others to accept a proposal even though others may not at first agree.</li> <li>Listen to the point of view of others in a dispute.</li> <li>When making suggestions, can break down practical ideas into manageable steps.</li> <li>Able to act as ambassador for class/school etc.</li> <li>Act as a 'buddy' or mediator.</li> <li>Voluntarily access wider-curriculum activities, such as choir or sporting events.</li> <li>Discuss issues with an adult until a sensible compromise has been agreed.</li> </ul> | <ul style="list-style-type: none"> <li>Use all senses to gather information about what is being investigated.</li> <li>Recognise that sometimes you need expertise from others to help solve a problem.</li> <li>Use feedback from a range of source to help solve a problem.</li> <li>Show that they are confident enough to plan clear steps to take to improve their learning.</li> <li>Give more than one reason to support an argument.</li> <li>Recognise that other people have different beliefs and attitudes.</li> <li>Show work in different ways (e.g. mind mapping) to represent thinking.</li> <li>Use evidence to support their findings in a range of situations.</li> </ul> | <ul style="list-style-type: none"> <li>Able to take on a range of roles within the group.</li> <li>Accept constructive criticism from others in their group to enable them to improve their performance.</li> <li>Share a working environment with others and respect their varying needs.</li> <li>When suggesting ideas, can break them down into manageable steps suited to others in the group.</li> <li>Able to work with dispositions, views and beliefs that differ from their own.</li> <li>Eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on.</li> <li>Understand that others can be expected to respect their needs, views, cultures and beliefs.</li> </ul> | <ul style="list-style-type: none"> <li>Prepared to explore more than the first possible solution to a problem.</li> <li>Link ideas from different topic areas to solve problems.</li> <li>Persevere even when the solution is not readily available.</li> <li>Understand the difference between a task that is too difficult and one that requires them to think more deeply.</li> <li>Generate and ask more complex questions.</li> <li>Assess risk and adapt behaviour accordingly.</li> <li>Generate questions to link ideas related to topic.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise problems that may be involved when tackling an unfamiliar task.</li> <li>Able to assess risk and make sensible decisions.</li> <li>Cope well with additional pressure.</li> <li>Take charge and organise others with direction from an adult.</li> <li>Confident when allowed to organise their own time and space.</li> <li>Enjoy challenges, especially open-ended or deeper-thinking ones.</li> <li>Move around school in an appropriate manner with a small amount of adult support.</li> </ul> |

Stage 5

- Identify strengths and weaknesses in their work and give reasons for it.
- Understand that attitude and behaviour can affect learning and are prepared to adjust accordingly.
- Show that they are independently able to adjust their behaviour and attitude if it is affecting learning.
- Review their learning independently and act upon it.
- Communicate their learning in relevant ways to different audiences.
- Manage emotions positively without adult support.
- Know what helps them learn well.

- Attempt to act as an advocate for views and beliefs that may differ from their own.
- Play a full part in the life of the school.
- Be a positive role model.
- Present a persuasive case for action.
- Discuss issues of concern and seek resolutions.
- Suggest a way forward following a dispute.

- Settle and stay focused on all tasks independently.
- Gather, process and evaluate information in their investigations.
- Plan what to do and how to go about it.
- Draw conclusions and evaluate outcomes.
- Recognise and accept that other people have different beliefs and attitudes.
- Use a range of techniques to collect and organise information.

- Work confidently with others.
- Adapt to different contexts and take responsibility for their own role.
- Listen and take account of others' views.
- Form collaborative relationships, resolving issues and reaching agreed outcomes.
- Adapt behaviour to suit different roles and situations.
- Show fairness and consideration towards others.
- Demonstrate respect for differences between people.
- Demonstrate understanding and empathy towards others who live their lives in different ways.
- Respect and tolerate the values and beliefs of others within a joint activity.

- Link ideas from different topic areas to solve problems and present findings.
- Think creatively by generating and exploring relevant ideas.
- Ask 'why', 'how' and 'what if?' questions.
- Apply imaginative thinking to solve a problem.
- Try different ways to tackle a problem.
- Work with others to find imaginative solutions and outcomes that are of value.
- Anticipate the consequences of their actions and decisions.

- Take charge and organise others without adult direction.
- Confident and capable when allowed to organise their own time and space.
- Work out future goals.
- Prioritise the steps required to reach goals.
- Respond positively to change.
- Settle and stay fully focused on a task.
- Move around school in an appropriate manner without adult support.