

**Intent:**

To develop each child's ability to makes choices and decisions about what to do and how to do it, using their own time and energy effectively.

To develop each child's self-discipline and ability to identify, pursue and complete self-chosen goals and tasks with originality and responsibility.

To develop each child's ability to work with other children and adults in group planning co-operative efforts, and with shared leadership, and to be open to knowledge and other people's viewpoints.

To develop each child's knowledge, skills and understanding in all areas of learning.

To develop each child's ability to express thoughts, ideas and feelings and communicate them to others.

To develop each child's ability to understand others' spoken, written, dramatic and graphic representation.

To develop each child's ability to apply their reasoning abilities to a wide range of situations using a wide variety of materials.

	<b>Learning Outcomes Knowledge and Skills</b> <b>To know, to use, to apply...</b>	<b>Links to:</b> <b>Literacy, Numeracy, SMSC, Gatsby Benchmarks</b>
<b>Playing and Exploring (Engagement)</b>	Finding out and exploring: <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in an open-ended activity</li> <li>• Showing particular interests</li> </ul> Playing with what they know: <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> Being willing to 'have a go': <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenges</li> <li>• Showing a 'can do' attitude</li> </ul> Taking a risk, engaging in new experiences and learning by trial and error	<b>Literacy</b> <ul style="list-style-type: none"> <li>• Links to all reading, writing and spoken language skills depending on activities provided</li> </ul> <b>Maths</b> <ul style="list-style-type: none"> <li>• Links to all Mathematical skills depending on activities provided</li> </ul> <b>SMSC</b> <ul style="list-style-type: none"> <li>• Enjoy learning about themselves</li> <li>• Enjoy learning about others</li> <li>• Enjoy learning about the world around them</li> <li>• Use imagination</li> <li>• Be creative</li> <li>• Reflect on own success</li> <li>• Recognise right and wrong</li> <li>• Understand consequences</li> <li>• Socialise with other pupils and other people</li> <li>• Mix with pupils or other people from different ethnic backgrounds</li> <li>• Cooperate with others</li> <li>• Resolve conflict</li> <li>• Demonstrate mutual respect</li> <li>• Participate positively in art</li> <li>• Participate positively in music</li> <li>• Participate positively in sport</li> <li>• Participate positively in cultural opportunities</li> </ul>
<b>Active Learning (Motivation)</b>	Being involved and concentrating: <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a long period of time</li> <li>• Showing high levels of energy/fascination</li> <li>• Not being easily distracted</li> <li>• Paying attention to detail</li> </ul> Keeping on trying: <ul style="list-style-type: none"> <li>• Persisting with an activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> Enjoying achieving what they set out to do: <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<b>Gatsby Benchmarks</b> <ul style="list-style-type: none"> <li>• Gatsby benchmark 4</li> <li>• Gatsby benchmark 6</li> </ul>

<b>Creating and Thinking Critically (Thinking)</b>	<p>Having their own ideas:</p> <ul style="list-style-type: none"> <li>Thinking of ideas</li> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> </ul> <p>Making links:</p> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experiences</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul> <p>Choosing ways to do things:</p> <ul style="list-style-type: none"> <li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>Check how well their activity is going</li> <li>Changing strategy as needed</li> <li>Reviewing how well the approach worked</li> </ul>	
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**Intended impact:**  
 Children will have the ability to makes choices and decisions about what to do and how to do it, using their own time and energy effectively.  
 Children will have self-discipline and the ability to identify, pursue and complete self-chosen goals and tasks with originality and responsibility.  
 Children will have the ability to work with other children and adults in group planning co-operative efforts, and with shared leadership, and to be open to knowledge and other people’s viewpoints.  
 Children will gain knowledge, skills and understanding in all areas of learning.  
 Children will have the ability to express thoughts, ideas and feelings and communicate them to others.  
 Children will have the ability to understand others’ spoken, written, dramatic and graphic representation.  
 Children will have the ability to apply their reasoning abilities to a wide range of situations using a wide variety of materials.

**Links to Learning Behaviours**

	Emerging	Developing	Embedded
<b>Plan</b>	<ul style="list-style-type: none"> <li>Communicate their wants and needs in a form appropriate to the child.</li> <li>Work as part of a group or class with adult support.</li> <li>Take turns and share fairly with adult support.</li> <li>Begin to take turns.</li> </ul>	<ul style="list-style-type: none"> <li>Tell others why they enjoy a task, with support.</li> <li>Know what they do well.</li> <li>Take turns and share fairly independently.</li> <li>Work as part of a group or class with limited support.</li> <li>Take turns.</li> <li>Take on a specific allocated role in a group.</li> <li>Communicate capably as team members.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they need to do next to improve on something.</li> <li>Communicate their learning in relevant ways to different audiences.</li> <li>Know what helps them learn well.</li> <li>When making suggestions, can break down practical ideas into manageable steps.</li> <li>Show that they are confident enough to plan clear steps to take to improve their learning.</li> <li>Gather, process and evaluate information in their investigations.</li> <li>Plan what to do and how to go about it.</li> <li>Use a range of techniques to collect and organise information.</li> <li>Link ideas from different topic areas to solve problems and present findings.</li> <li>Think creatively by generating and exploring relevant ideas.</li> <li>Anticipate the consequences of their actions and decisions.</li> <li>Able to assess risk and make sensible decisions.</li> <li>Confident when allowed to organise their own time and space.</li> <li>Work out future goals.</li> <li>Prioritise the steps required to reach goals.</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>Work as part of a group or class with adult support.</li> <li>Work alone in an area of provision for an appropriate length of time.</li> <li>Try new activities, with 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>Play, observe and experiment to find things out.</li> </ul>	<ul style="list-style-type: none"> <li>Know what they do well.</li> <li>Tell others why they enjoy a task, with support.</li> <li>Respond appropriately to others’ feelings when working together.</li> <li>Know how to make an idea even better.</li> <li>Know that their ideas can help other people.</li> <li>Can stay focussed on a prepared task with regular support.</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily access wider-curriculum activities</li> <li>Be a positive role model.</li> <li>Use all senses to gather information about what is being investigated.</li> <li>Settle and stay focused on all tasks independently.</li> <li>Able to take on a range of roles within the group.</li> <li>Share a working environment with others and respect their varying needs.</li> <li>Adapt to different contexts and take responsibility for their own role</li> <li>Adapt behaviour to suit different roles and situations.</li> <li>Show fairness and consideration towards others.</li> <li>Work with others to find imaginative solutions and outcomes that are of value.</li> <li>Able to assess risk and make sensible decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Select appropriate resources for activities with support.</li> <li>• Use resources appropriately for activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain attention while participating in a child initiated activity.</li> <li>• Work collaboratively in a group.</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> <li>• Try new activities independently.</li> <li>• Play, observe and experiment to find things out and explain their findings.</li> <li>• Have a go at something new.</li> <li>• Have a go at something that may not work first time.</li> <li>• Test out own ideas through provision and are able to explain their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident and capable when allowed to organise their own time and space.</li> <li>• Settle and stay fully focused on a task.</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Show a range of suitable emotions in response to an event</li> <li>• Pick out and explain something they have enjoyed.</li> <li>• Sit quietly and listen attentively when appropriate</li> <li>• Begin to take turns.</li> <li>• Say if they like or dislike something.</li> </ul>	<ul style="list-style-type: none"> <li>• Review their learning with an adult.</li> <li>• Is sensitive to the views of others.</li> <li>• Sometimes prepared to listen to the points made by others (including opposing views).</li> <li>• Devise sensible questions to ask different people.</li> <li>• Often follow up a question to gain clarification.</li> <li>• Take turns.</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> <li>• Consider views of all group members during discussions.</li> <li>• Give reasons for liking or disliking something.</li> </ul>	<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>• Take account of others' viewpoints.</li> <li>• Understand what they need to do next to improve on something.</li> <li>• Discuss with an adult what will help become a more effective learner.</li> <li>• Identify strengths and weaknesses in their work and give reasons for it.</li> <li>• Review their learning independently and act upon it.</li> <li>• Always prepared to listen to the points made by others</li> <li>• Accept constructive criticism from others in their group to enable them to improve their performance.</li> <li>• Eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on.</li> <li>• Listen and take account of others' views.</li> <li>• Demonstrate respect for differences between people.</li> <li>• Generate and ask more complex questions.</li> <li>• Ask 'why', 'how' and 'what if?' questions.</li> </ul>