







Characteristics of Effective Learning Progression of Skills - Nursery to Year 6

Year:	<p>Courage</p> 	<p>Perseverance</p> 	<p>Curiosity</p> 	<p>Proud</p> 	<p>Independence</p> 	<p>Motivation</p> 
<p>Nursery</p>	<p><b>-Making independent choices</b> e.g. accessing the available resources in their setting.</p> <p><b>-Keep on trying when things are difficult</b> e.g. trying to open something they found difficult the first time or asking their key adult for help.</p> <p><b>-Responding to new experiences</b> e.g. Children having the courage to try or use something new such as new objects /materials or toys provided in their setting.</p> <p><b>-Taking part</b> e.g. in simple pretend play in their new environment or with new adults or children.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. Repeating the same activity they found hard the first time.</p> <p><b>-Correcting their own mistakes</b> e.g. when struggling with a puzzle them persevering to find the correct way to put in a piece.</p> <p><b>-Review their progress</b> e.g. realising they are doing something wrong in their puzzle and continuing to work out the correct way.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. if they are making something keeping their attention on the task until it is completed.</p>	<p><b>-Planning ahead</b> e.g. thinking about how they are going to use a new object or material introduced to them e.g. pipe cleaners.</p> <p><b>-Making independent choices</b> e.g. when seeing insects outside choosing which tools or equipment to study them.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. asking adults to read certain books to them about their curiosities.</p>	<p><b>-Showing goal directed behaviour</b> e.g. showing excitement after following instructions from an adult e.g. following an obstacle course.</p> <p><b>-Reviewing their progress</b> e.g. after painting a picture them explaining they like it.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. continuing with a puzzle until they have completed it and being proud they completed it.</p>	<p><b>-Making independent choices</b> e.g. accessing the available resources in their setting.</p> <p><b>-Guiding their thinking and actions</b> e.g. using visual aids in the setting to know what is happen next.</p> <p><b>-Correcting their own mistakes</b> e.g. when they spill their milk cleaning it up with a cloth.</p> <p><b>-Confidence to come up with own ideas</b> e.g. adults helping children to independently make choices e.g. at snack time.</p> <p><b>-Making links between ideas</b> e.g. making links between similarities in animals when looking</p>	<p><b>-Realise their actions have an impact</b> e.g. Realising when they put their rubbish in the bin they are verbally praised so they do it again.</p> <p><b>-Participation</b> e.g. Joining in with songs and stories in a group for enjoyment.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. showing motivation to complete a task such as a threading game.</p>

					at pictures independently.	
Reception	<p><b>-Making independent choices</b> e.g. choosing activities they have not experienced before.</p> <p><b>-Keep on trying when things are difficult</b> e.g. continuing to practise writing their name when they have struggled in the past or become upset doing it.</p> <p><b>-Responding to new experiences</b> e.g. Showing courage when explaining how they found an activity like an obstacle course hard for the first time but they showed courage to try again.</p> <p><b>-Taking part</b> e.g. Joining in a game with new pupils or adults.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. Continuing to count a set of objects even though they continually are getting the answer wrong.</p> <p><b>-Correcting their own mistakes</b> e.g. Continuing to re-write a letter until they form it correctly.</p> <p><b>-Review their progress</b> e.g. Explaining how they persevered with writing their name until they got it right.</p> <p><b>Solving real world problems</b> e.g. When solving how many more pieces of fruit they need at fruit time they persevere to make sure they solve the problem.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Continuing to develop their model when it isn't going the way</p>	<p><b>-Planning ahead</b> e.g. Thinking about how they are going to explore the weather outside when it has begun to snow.</p> <p><b>-Making independent choices</b> e.g. deciding how to explore certain weather outside e.g. getting wellies or a rain gauge after being shown one.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when seeing a certain bug or animal / dinosaur in a book offering their own knowledge too.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Children being proud of writing their name after being directed to do so by an adult.</p> <p><b>-Reviewing their progress</b> e.g. Children writing their first words and showing satisfaction.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. continuing on writing their name and being proud when they have finally reached the goal.</p>	<p><b>-Making independent choices</b> e.g. choosing from a selection of tasks available</p> <p><b>-Guiding their thinking and actions</b> e.g. Getting their drink in preparation for snack time.</p> <p><b>-Correcting their own mistakes</b> e.g. Crossing out a letter and re-writing it with the correct formations after realising their mistake.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Independently using resources in the classroom to make up a simple game.</p> <p><b>-Making links between ideas</b> e.g. When reading a new book linking the story line to previous books they know.</p>	<p><b>-Realise their actions have an impact</b> e.g. Sitting and listening during carpet time for verbal praise.</p> <p><b>-Participation</b> e.g. children are motivated to write their name and practice the skill for their own accomplishments and the targets set by them by their teachers.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. Children are motivated to complete their creations e.g. a junk model such as if it isn't sticking they continue to try different methods until it works.</p>

		they had originally wanted it to.				
Year 1	<p><b>-Making independent choices</b> e.g. starting their own game on the playground even though their friends are playing something else.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when tackling a hard addition question and using a range of resources to help them.</p> <p><b>-Responding to new experiences</b> e.g. When first doing their phonics screening starting the test with a positive attitude.</p> <p><b>-Taking part</b> e.g. Playing with children they do not know or a game they haven't played before.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer an addition question they continue until they get the correct answer.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. When there aren't enough balls in P.E for everyone solving either how many more they need or how they can split into groups so everyone can play fairly.</p> <p><b>-Concentrating on achieving something</b></p>	<p><b>-Making independent choices</b> e.g. linking a question they are answering to previously learnt methods and trialling to see if it will work.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. When learning about history bringing in their own knowledge and experience to the class.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of sentence writing with the basic features of a sentence and then completing a sentence with little or no help.</p> <p><b>-Reviewing their progress</b> e.g. Children detailing something they struggled to do in the past but have now crafted.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on a painting and being proud of the outcome.</p>	<p><b>-Making independent choices</b> e.g. choosing from a range of manipulatives in maths which will be the best resource to help them.</p> <p><b>-Guiding their thinking and actions</b> e.g. independently asking their friends if they are okay or getting them a tissue if they seem upset.</p> <p><b>-Correcting their own mistakes</b> e.g. independently re-reading their sentences and correcting spellings.</p> <p><b>-Confidence to come up with own ideas</b> e.g. independently writing simple sentences after reading a book as a whole class.</p> <p><b>-Making links between ideas</b> e.g. Linking previously answered questions in maths with a similar process to help them answer a new question for</p>	<p><b>-Realise their actions have an impact</b> e.g. being a kind friend to others in the class as they know they will receive the same in return.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. children completing extra writing or mathematical questions at home to develop their mathematical or writing skills to become better at the subject.</p>

		<p><b>important to them</b> e.g. when making a model adapting and changing their design until they have achieved their desired product.</p>			<p>example 1 + 2, 1 + 3, 1 + 4.</p>	
Year 2	<p><b>-Making independent choices</b> e.g. asking the teacher for help with a simple question that others seem to be understanding.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when tackling a hard SATS question and not giving up.</p> <p><b>-Responding to new experiences</b> e.g. When first doing their SATS screening starting the test with a positive attitude.</p> <p><b>-Taking part</b> e.g. Joining in with activities that are out of their comfort zone e.g. hot seating.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer a maths question they continue until they get the correct answer for example in the SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. Sharing out amounts of food equally at a school party until it is fair.</p> <p><b>-Concentrating on achieving something important to them</b> e.g.</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in science and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessment.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y2 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome.</p>	<p><b>-Making independent choices</b> e.g. choosing from a range of manipulatives in maths or drawing pictures that will be the best resource/method to help them – linking to SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. independently re-reading their sentences and correcting spellings.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Using the texts they have read at home and at school to influence their writing style.</p> <p><b>-Making links between ideas</b> e.g. Linking previously answered questions in maths with a similar process to help them answer a new question for</p>	<p><b>-Realise their actions have an impact</b> e.g. learning about recycling and making sure their classmates put their rubbish into the bin to help save the planet.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>

		when making a model adapting and changing their design until they have achieved their desired product.			example 1 + 2, 1 + 3, 1 + 4.	
Year 3	<p><b>-Making independent choices</b> e.g. staying in at break time to ask for help from the teacher.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when starting in a new class or with a new teacher after being in KS1.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when learning a new times table using prior knowledge to help them and not giving up.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc.</p> <p><b>-Concentrating on achieving something</b></p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when learning about ancient Egypt bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y3 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an Art project until they are happy with the outcome.</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they're answering.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. when making a model for a DT project following their own line of enquiry rather than the teachers model or their friends to make something different that works for them.</p> <p><b>-Making links between ideas</b> e.g. being proud when they realise the link between related facts in maths.</p>	<p><b>-Realise their actions have an impact</b> e.g. learning about recycling and then starting a litter picking club.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>

		<p><b>important to them</b> e.g. when making a board game keeping on persevering until the game is made how they want it.</p>				
Year 4	<p><b>-Making independent choices</b> e.g. asking a friend for help with a question, even if it may be an 'easier' question.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when first starting the times table test.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. When learning the new mathematics taught in Year 4 that is harder than the previous year, not giving up when the lesson is hard but trying their best or asking for help to achieve the learning objective.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. in a range of situations in school making sure</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when learning about the war bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y4 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on a dramatization of the story they have been reading so it is of a high standard.</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they're answering.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. independently thinking of a character when writing a diary from the point of view of a war victim rather than copying the model shown by the teacher.</p> <p><b>-Making links between ideas</b> e.g. in science when discovering something, making links as to how other things may work.</p>	<p><b>-Realise their actions have an impact</b> e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from personal experience.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>

		<p>things are shared fairly or getting into equal groups etc.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. staying behind at dinner time to finish off their writing because they want to finish it off and know it will be a good piece of work when finished.</p>				
Year 5	<p><b>-Making independent choices</b> e.g. following the school rules when others are not doing so around them.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when starting Bikeability.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when learning complex maths ready for Y6 persevering with the work and doing their best to understand it ready for next year.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when learning about the stone age bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y5 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. completing extra homework at home after learning about</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they're answering.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Being proud to think outside the box and not follow everyone else's ideas or likes and dislikes as peer pressure builds as they get older.</p>	<p><b>-Realise their actions have an impact</b> e.g. setting up an Earth club and planting trees, litter picking, creating posters etc. to save the planet.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop</p>

		<p><b>Solving real world problems</b> e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. taking a model home to complete and do addition things to, or asking parents to help them too so it is finished to the standard they wanted it to be.</p>		<p>something in school and doing well at it.</p>	<p><b>-Making links between ideas</b> e.g. Debugging programmes and writing algorithms without bugs in due to prior knowledge and being proud of this.</p>	<p>their skills when at school (Done independently through their own motivation and not influenced by parents)</p>
Year 6	<p><b>-Making independent choices</b> e.g. following the school rules when others are not doing so around them.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. Showing courage when doing the first mock Y6 SATS test.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer a maths question they continue until they get the correct answer for example in the SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessment.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y6 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they're answering – linking to SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again – especially in the SATS test.</p>	<p><b>-Realise their actions have an impact</b> e.g. Helping the new Reception children settle into school and being buddies for them to help settle them into school as an act of kindness.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p>



	<p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p>started to answer a question incorrectly and adapting or starting again – especially in regards to mock tests and SATS.</p> <p><b>Solving real world problems</b> e.g. At the school fair coming up with money making ideas, marketing etc. as a team.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Fundraising for the school to develop the school library by different methods they have set up and ran.</p>		<p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome, especially if this has been a target for them to reach a good level of progress from Y2 → Y6.</p>	<p><b>-Confidence to come up with own ideas</b> e.g. Being proud to choose their own secondary school without the influence of others.</p> <p><b>-Making links between ideas</b> e.g. linking algebra to addition and understanding it much easier and being proud of their achievement.</p>	<p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>
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