Arnside National C of E School



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

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

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

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

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

		when making a model			example 1 + 2, 1 + 3, 1	
		adapting and changing			+ 4.	
		their design until they			- 4 .	
		have achieved their				
		desired product.				
Year 3	-Making independent	-Keep on trying when	-Making independent	-Showing goal directed	-Making independent	-Realise their actions
	choices e.g. staying in	things are difficult e.g.	choices e.g. making up	behaviour e.g. Being	choices e.g. choosing a	have an impact e.g.
	at break time to ask for	when learning a new	their own hypothesis in	proud when given the	method in their	learning about
	help from the teacher.	times table using prior	different lessons and	target of story writing	calculations that will	recycling and then
		knowledge to help	the proving or	with the Y3 features	be best for the	starting a litter picking
	-Keep on trying when	them and not giving	disproving themselves.	and then completing a	calculation they're	club.
	things are difficult e.g.	up.		high quality piece of	answering.	
	showing courage when		-Bringing in their	work.		-Participation e.g.
	coming across a	-Correcting their own	interests and		-Correcting their own	Children joining in with
	question they often	mistakes e.g. if	fascinations e.g. when	-Reviewing their	mistakes e.g. realising	an extra curriculum
	find hard.	answering a question	learning about ancient	progress e.g.	they have answered a	activity such as a sport
		incorrectly not just	Egypt bringing in their	Explaining how they	question wrong when	or maths club to
	-Responding to new	putting an 'X',	own books or artefacts	struggled to do	checking their method	develop further skill in
	experiences e.g.	reworking their	from home as it is an	something at the	and answering it again.	an area they are
	showing courage when	answer.	interest of theirs.	beginning of this year		motivated to achieve
	starting in a new class			but now they can do it	-Confidence to come	in.
	or with a new teacher	-Review their progress		well.	up with own ideas e.g.	
	after being in KS1.	e.g. realising they have			when making a model	-Concentrate on
		started to answer a		-Concentrating on	for a DT project	achieving something
	-Taking part e.g.	question incorrectly		achieving something	following their own	important to them e.g.
	Showing courage when	and adapting or		important to them e.g.	line of enquiry rather	completing extra work
	playing a new sport in	starting again.		Children spending lots	than the teachers	in an area of interest or
	P.E, especially if they			of time on an Art	model or their friends	weakness to develop
	are not confident in	Solving real world		project until they are	to make something	their skills when at
	sports.	problems e.g. in a		happy with the	different that works for	school (Done
		range of situations in		outcome.	them.	independently through
		school making sure				their own motivation
		things are shared fairly			-Making links between	and not influenced by
		or getting into equal			ideas e.g. being proud	parents)
		groups etc.			when they realise the	
		D. 20003 C.C.			link between related	
		-Concentrating on			facts in maths.	
		achieving something				
		achieving something	1	1	l	l

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

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

		Solving real world		something in school		their skills when at
		problems e.g. in a		and doing well at it.	-Making links between	school (Done
		range of situations in			ideas e.g. Debugging	independently through
		school making sure			programmes and	their own motivation
		things are shared fairly			writing algorithms	and not influenced by
		or getting into equal			without bugs in due to	parents)
		groups etc.			prior knowledge and	
					being proud of this.	
		-Concentrating on				
		achieving something				
		important to them 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.				
Year 6	-Making independent	-Keep on trying when	-Making independent	-Showing goal directed	-Making independent	-Realise their actions
rear o	choices e.g. following	things are difficult e.g.	choices e.g. making up	behaviour e.g. Being	choices e.g. choosing a	have an impact e.g.
	the school rules when	when struggling to	their own hypothesis in	proud when given the	method in their	Helping the new
	others are not doing so	answer a maths	different lessons and	target of story writing	calculations that will	Reception children
	around them.	question they continue	the proving or	with the Y6features	be best for the	settle into school and
		until they get the	disproving themselves.	and then completing a	calculation they're	being buddies for them
	-Keep on trying when	correct answer for		high quality piece of	answering – linking to	to help settle them
	things are difficult e.g.	example in the SATS.	-Bringing in their	work.	SATS.	into school as an act of
	showing courage when		interests and			kindness.
	coming across a	-Correcting their own	fascinations e.g.	-Reviewing their	-Correcting their own	
	question they often	mistakes e.g. if	Choosing to write	progress e.g.	mistakes e.g. realising	-Participation e.g.
	find hard.	answering a question	about the things they	Explaining how they	they have answered a	Children joining in with
		incorrectly not just	are interested in during	struggled to do	question wrong when	an extra curriculum
	-Responding to new	putting an 'X',	extended writing	something at the	checking their method	activity such as a sport
	experiences e.g.	reworking their	sessions – possibly	beginning of this year	and answering it again	or maths club to
	Showing courage when	answer.	linked to assessment.	but now they can do it	– especially in the SATS	develop further skill in
	doing the first mock Y6			well.	test.	an area they are
	CATCINI	D				
	SATS test.	- Review their progress e.g. realising they have				motivated to achieve in.

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