

Arnside National C of E School



Characteristics of Effective Learning Progression of skills

Nursery to Year 6

	Playing and Exploring – Engagement			Active Learning – Motivation			Creating and Thinking Critically - Thinking		
	<i>Finding out and Exploring</i>	<i>Playing with what they know</i>	<i>Being willing to “have a go”.</i>	<i>Being involved and concentrating</i>	<i>Keeping on trying</i>	<i>Enjoying achieving what they set out to do</i>	<i>Having their own ideas (Creative thinking)</i>	<i>Making Links (Building theories)</i>	<i>Working with ideas (Critical thinking)</i>
Nursery	<p>Showing curiosity about objects, events and people e.g. Playing with new toys in the nursery.</p> <p>Using senses to explore the world around them e.g. Smelling new food given to them.</p> <p>Engaging in open-ended activity e.g. Playing in the playdough</p> <p>Showing particular interests e.g.</p>	<p>Pretending objects are things from their experience e.g. Pretending stones are food.</p> <p>Representing their experiences in play e.g. role modelling</p> <p>Taking on a role in their play e.g. being ‘Mum or Dad’.</p> <p>Acting out experiences with other people e.g. joining in with a group of</p>	<p>Initiating activities e.g. playing with something the haven’t used before</p> <p>Seeking challenge e.g. picking up a toy they struggled to play with in the past.</p> <p>Showing a “can do” attitude e.g. Continuing to try and feed themselves when they are finding it hard.</p> <p>Taking a risk, engaging in</p>	<p>Showing a deep drive to know more about people and their world e.g. listening to stories from around the world.</p> <p>Maintaining focus on their activity for a period of time e.g. listening to a song sang at nursery.</p> <p>Showing high levels of involvement, energy, fascination e.g. joining in</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. being motivated to feed themselves.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. finding different ways to put shapes</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they put on their shoes.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. drawing a picture of a blue man.</p> <p>Playing with possibilities (what if? what else?) e.g. putting a jigsaw together.</p> <p>Visualising and imagining options e.g. children looking at the materials provided before making something.</p>	<p>Making links and noticing patterns in their experience e.g. noticing the water freezes when it is really cold.</p> <p>Making predictions e.g. guessing what will happen next in a story.</p> <p>Testing their ideas e.g. trying new foods with a preconception of flavour.</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. when pouring a heavy bowl of water in the mud kitchen.</p> <p>Checking how well their activities are going e.g. getting a different container if theirs is too small.</p> <p>Flexibly changing</p>

	choosing a same teddy.	people acting out 'Mum's and Dad's'.	new experiences, and learning by trial and error e.g. Attempting to use scissors even if they saw another child finding it hard.	with a familiar song. Not easily distracted e.g. staying focused when making something from playdough Paying attention to details e.g. noticing differences within nursery such as new toys.	into a shape sorter. Bouncing back after difficulties e.g. not giving up after the first time putting shoes on.	than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.	Finding new ways to do thing e.g. testing out new tools when making.	Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened e.g. They broke the toy because they pushed too hard.	strategy as needed e.g. getting a different paintbrush if they don't like the way the one they are using paints. Reviewing how well the approach worked e.g. children asking for different materials to build a model house with.
Reception	Showing curiosity about objects, events and people e.g. Settling into new school life and making friendships with new people. Using senses to explore the world around them e.g. Using binoculars outside to look at the wildlife.	Pretending objects are things from their experience e.g. Pretending mud is chocolate. Representing their experiences in play e.g. being teachers. Taking on a role in their	Initiating activities e.g. finding a torch on the shelf and pretending to be searching for treasure. Seeking challenge e.g. picking up regular scissors when they have been using adaptive scissors.	Showing a deep drive to know more about people and their world e.g. asking questions when reading BAME themed books. Maintaining focus on their activity for a period of time e.g. listening to the teacher	Persisting with an activity or toward their goal when challenges occur e.g. Keeping on trying to write their name even if they are struggling. Showing a belief that more effort or a different approach will	Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they put on their P.E kits. Being proud of how they accomplished something – not just the end result e.g. children being happy with a	Thinking of ideas that are new and meaningful to the child e.g. making something in the workshop from an idea they had. Playing with possibilities (what if? what else?) e.g. adapting their ideas to involve new	Making links and noticing patterns in their experience e.g. noticing on the last day of school we always do P.E. Making predictions e.g. looking at the picture of a book and making a prediction as	Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. looking at a puzzle picture before starting to make the puzzle. Checking how well their activities are

	<p>Engaging in open-ended activity e.g. Playing in home corner.</p> <p>Showing particular interests e.g. bringing in a book from home to read as a class on bodies.</p>	<p>play e.g. Being teachers.</p> <p>Acting out experiences with other people e.g. joining in with a group of children in being dinosaurs outside.</p>	<p>Showing a “can do” attitude e.g. Keeping on trying to stick their picture together after it not originally sticking.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Using different glue to stick their picture down.</p>	<p>during class input.</p> <p>Showing high levels of involvement, energy, fascination e.g. joining in with interactive stories.</p> <p>Not easily distracted e.g. focusing on writing their name even with children playing around them.</p> <p>Paying attention to details e.g. adding on more detailed features to their drawings.</p>	<p>pay off, and that their skills can grow and develop (growth mindset) e.g. finding different ways to stick their model together e.g. glue or sellotape.</p> <p>Bouncing back after difficulties e.g. not giving up after the first time using the bikes.</p>	<p>process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>creative resources.</p> <p>Visualising and imagining options e.g. children looking at the materials provided before making something.</p> <p>Finding new ways to do thing e.g. testing out new tools when making to find an easier way.</p>	<p>to what will happen next.</p> <p>Testing their ideas e.g. putting items into the water to see if they float or sink.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened e.g. They broke the toy because they pushed too hard.</p>	<p>going e.g. discussing with their friend if they think they should use a different type of tweezer to pick up the buttons.</p> <p>Flexibly changing strategy as needed e.g. getting a thicker paintbrush to paint a larger area.</p> <p>Reviewing how well the approach worked e.g. children discussing together how the playdough they have made is too sticky and needs more flour next time.</p>
Year 1	Showing curiosity about objects, events	Pretending objects are things from	Seeking challenge e.g. completing	Showing a deep drive to know more	Persisting with an activity or	Showing satisfaction in meeting their	Thinking of ideas that are new and	Making links and noticing patterns in	Planning, making decisions

	<p>and people e.g. When shown a religious artefact asking questions.</p> <p>Using senses to explore the world around them e.g. Noticing seasonal changes.</p> <p>Engaging in open-ended activity e.g. thinking of their own investigations in a science based lesson.</p> <p>Showing particular interests e.g. offering to add extra information when the teacher is talking about a topic of interest e.g. elephants, church or dinosaurs.</p>	<p>their experience e.g. During playtime pretending a stick is a phone.</p> <p>Representing their experiences in play e.g. playing out a TV programme during playtime.</p> <p>Taking on a role in their play e.g. Becoming an adult or character during playtime.</p> <p>Acting out experiences with other people e.g. joining in with a group of children roleplaying during play times.</p>	<p>the next challenge of work during the maths lesson.</p> <p>Showing a “can do” attitude e.g. Keeping on trying to work an answer out even after getting it wrong.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Putting their hand up to sound out a word that looks a bit hard for them.</p>	<p>about people and their world e.g. asking questions during R.E lessons.</p> <p>Maintaining focus on their activity for a period of time e.g. completing their work during a Maths lesson.</p> <p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g. focusing on sentence writing even if people around them are not.</p>	<p>toward their goal when challenges occur e.g. Keeping on trying to sound out a word that they are finding hard.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. getting out Numicon to help them answer an addition question after they struggled to answer it using a number line.</p> <p>Bouncing back after difficulties e.g. not giving up after the first time</p>	<p>own goals (I can!) e.g. being happy when they write up to their ‘dot’ on the page they put their themselves.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>meaningful to the child e.g. when writing a story thinking of their own character.</p> <p>Playing with possibilities (what if? what else?) e.g. Asking questions such as “What if Guy Fawkes wasn’t caught?”</p> <p>Visualising and imagining options e.g. children thinking how their artwork may look if they used pencil crayons Vs watercolours.</p> <p>Finding new ways to do thing e.g. drawing around stencils or their bottles when</p>	<p>their experience e.g. noticing the leaves always fall off the trees in Autumn.</p> <p>Making predictions e.g. that the new grapheme in phonics will have the same phoneme ‘ay’.</p> <p>Testing their ideas e.g. they can make the ice melt quicker by using water.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>about how to approach a task, solve a problem and reach a goal e.g. getting equipment to help them solve a maths problem.</p> <p>Checking how well their activities are going e.g. asking their teacher if their questions are right so far so they can continue to use the same method.</p> <p>Flexibly changing strategy as needed e.g. getting different mathematical equipment.</p> <p>Reviewing how well the approach worked e.g. children</p>
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				Paying attention to details e.g. Spotting the teacher's mistakes in their writing during the input.	getting a question incorrect.		struggling to draw a circle.		discussing together how easy their found addition using Numicon and discussing what resource they will use next time for ease.
Year 2	<p>Showing curiosity about objects, events and people e.g. Asking questions about their topics such as Bonfire Night.</p> <p>Using senses to explore the world around them e.g. Noticing seasonal and weather changes.</p> <p>Showing particular interests e.g. having favourite subjects and topics across the year.</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes.</p> <p>Taking on a role in their play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a</p>	<p>Seeking challenge e.g. completing the next challenge of work during the maths lesson or asking the teacher for a challenging question.</p> <p>Showing a "can do" attitude e.g. Keeping on trying to work an answer out even after getting it wrong.</p> <p>Taking a risk, engaging in new experiences, and learning</p>	<p>Showing a deep drive to know more about people and their world e.g. showing a passion for geography or answering questions when learning about the continents.</p> <p>Maintaining focus on their activity for a period of time e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. developing a new strategy when recalling the number bonds to 100.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. completing extra work at home in preparation</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they reach the test score they had hoped to.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. using descriptive words that weren't suggested or modelled by the class teacher in their writing.</p> <p>Playing with possibilities (what if? what else?) e.g. Asking in-depth questions such as "What else can I do to improve my writing?"</p>	<p>Making links and noticing patterns in their experience e.g. linking similar texts that have been read in class.</p> <p>Making predictions e.g. that missing number problem will need an addition sum.</p> <p>Testing their ideas e.g. testing out column addition as an easier method.</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. getting equipment to help them solve a maths problem.</p> <p>Checking how well their activities are going e.g. using a marking station to check their answers so far.</p> <p>Flexibly changing strategy as</p>

		group of friends.	by trial and error e.g. Answering a maths question using a different method.	involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning. Not easily distracted e.g. focusing on their work with classroom distractions happening. Paying attention to details e.g. Spotting the teacher's mistakes in their writing during the input.	for the Y2 SATS. Bouncing back after difficulties e.g. trying harder after been given a lower than usual test score.	than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.	Visualising and imagining options e.g. thinking of different mathematical methods to answer a question. Finding new ways to do thing e.g. Finding an easy method to know your times tables.	Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.	needed e.g. getting different mathematical equipment. Reviewing how well the approach worked e.g. during a discussion with their class teacher they can verbally evaluate their DT project.
Year 3	Showing curiosity about objects, events and people e.g. Asking questions about the people who live in Zimbabwe during their 'Africa' topic.	Representing their experiences in play e.g. Acting out experiences during playtimes. Taking on a role in their	Seeking challenge e.g. starting on the harder task during English. Showing a "can do" attitude e.g. Keeping on trying to work	Showing a deep drive to know more about people and their world e.g. in R.E asking questions and engaging with the lesson.	Persisting with an activity or toward their goal when challenges occur e.g. trying to 'beat the teacher' in a times table test and	Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they have written their first double page spread.	Thinking of ideas that are new and meaningful to the child e.g. Writing a story based on a family story of theirs.	Making links and noticing patterns in their experience e.g. Linking fractions together such as a three thirds and one whole.	Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. planning their design in DT including a

	<p>Using senses to explore the world around them e.g. Noticing changes throughout the year.</p> <p>Showing particular interests e.g. completing additional homework at home based on their topic at school.</p>	<p>play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a group of friends.</p>	<p>an answer out even after getting it wrong.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Putting their hand up to have 'a go' at answering the fraction question.</p>	<p>Maintaining focus on their activity for a period of time e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g. focusing on their work with classroom distractions happening.</p> <p>Paying attention to details e.g. concentrating on their sculpture to</p>	<p>working out a times table they do not know by memory.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. completing extra work at home on an area of learning they have struggled with at home.</p> <p>Bouncing back after difficulties e.g. trying harder after struggling last lesson on a new concept.</p>	<p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>Playing with possibilities (what if? what else?) e.g. Asking in-depth questions such as "What else has the answer 8?"</p> <p>Visualising and imagining options e.g. thinking of different mathematical methods to answer a question.</p> <p>Finding new ways to do thing e.g. Memorising information using a new acronym.</p>	<p>Making predictions e.g. in a science lesson.</p> <p>Testing their ideas e.g. testing out their prediction during the science lesson.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>written method.</p> <p>Checking how well their activities are going e.g. referring back to the original plan and design for their project.</p> <p>Flexibly changing strategy as needed e.g. deviating from their original design to a way that works better.</p> <p>Reviewing how well the approach worked e.g. realising certain materials stick better together or serve a better purpose and using these next time.</p>
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				include finer detailing.					
Year 4	<p>Showing curiosity about objects, events and people e.g. when studying remembrance day asking questions about the war.</p> <p>Using senses to explore the world around them e.g. Noticing war memorials and exploring them in person.</p> <p>Showing particular interests e.g. completing additional homework at home based on their topic at school.</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes.</p> <p>Taking on a role in their play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a group of friends.</p>	<p>Seeking challenge e.g. trying to beat their score on a computer based game such as TTRS.</p> <p>Showing a "can do" attitude e.g. Keeping on trying to get full marks on the times table check.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Solving mathematical questions with missing information using trial and error.</p>	<p>Showing a deep drive to know more about people and their world e.g. asking their friends questions about their families.</p> <p>Maintaining focus on their activity for a period of time e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g.</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. working towards being an exceeding writer by setting goals and working towards them.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. completing extra work at home on an area of learning they have struggled with at home.</p> <p>Bouncing back after</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they get full marks on a spelling test.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. Coming up with an original hypothesis to prove or disprove.</p> <p>Playing with possibilities (what if? what else?) e.g. Asking in-depth questions such as "What if we change the ending to – ly?"</p> <p>Visualising and imagining options e.g. imagining how their artwork may look with or without black detailing.</p> <p>Finding new ways to do thing e.g.</p>	<p>Making links and noticing patterns in their experience e.g. Linking inverse operations.</p> <p>Making predictions e.g. using science results to make predictions.</p> <p>Testing their ideas e.g. testing out ways to make a simple circuit.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. coming up with a plan during the football lesson as a team.</p> <p>Checking how well their activities are going e.g. meeting as a team to review their strategy.</p> <p>Flexibly changing strategy as needed e.g. changing their original strategy based on the performance of themselves and the other team.</p>

				<p>focusing on their work with classroom distractions happening.</p> <p>Paying attention to details e.g. concentrating on finer details when painting.</p>	<p>difficulties e.g. trying harder after struggling last lesson on a new concept.</p>	<p>themselves and not giving up.</p>	<p>Finding new ways to check answers using inverse operations.</p>		<p>Reviewing how well the approach worked e.g. realising the best attack / defence methods and what to do next time as a team.</p>
<p>Year 5</p>	<p>Showing curiosity about objects, events and people e.g. when studying the Stone Age to Iron Age.</p> <p>Using senses to explore the world around them e.g. Exploring local history when on a local school trip.</p> <p>Showing particular interests e.g. completing additional homework at home based on</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes or during ‘hot seating’ in class.</p> <p>Taking on a role in their play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences</p>	<p>Seeking challenge e.g. Knowing an area of ‘weakness’ and developing this purposefully for example attending Maths club at school.</p> <p>Showing a “can do” attitude e.g. Helping struggling friends to understand their learning once they</p>	<p>Showing a deep drive to know more about people and their world e.g. Writing to a Spanish ‘Pen-Pal’.</p> <p>Maintaining focus on their activity for a period of time e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of involvement,</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. joining a sporting club to pursue their goal of joining the football team.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. Proudly showing their teacher or family their finished DT product with a functioning motor.</p> <p>Being proud of how they accomplished something – not just the end result e.g. children being happy with a process and</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. Coming up with a generalisation they have managed to prove during Maths.</p> <p>Playing with possibilities (what if? what else?) e.g. Asking in-depth questions such as “What if the movement between the</p>	<p>Making links and noticing patterns in their experience e.g. Noticing patterns when completing a science test and recoding information on a graph.</p> <p>Making predictions e.g. Using test results to make predictions and set up new fair tests.</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. when given a mathematical problem deciding on a strategy and appropriate method to use.</p> <p>Checking how well their activities are going e.g. seeing if they’re closer</p>

	<p>their topic at school.</p>	<p>with other people e.g. playing these ‘roleplay’ games with a friend or a group of friends.</p>	<p>have finished their task.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Solving mathematical questions with missing information using trial and error.</p>	<p>energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g. focusing on their work with classroom distractions happening.</p> <p>Paying attention to details e.g. identifying materials based on their properties.</p>	<p>set) e.g. completing extra work at home on an area of learning they have struggled with at home.</p> <p>Bouncing back after difficulties e.g. trying harder after struggling last lesson on a new concept.</p>	<p>not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>moon and Sun changed?”</p> <p>Visualising and imagining options e.g. using a screen printing method adapted to produce the product they want to make.</p> <p>Finding new ways to do thing e.g. Finding a new way to round numbers to 1million.</p>	<p>Testing their ideas e.g. Completing their fair tests.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>to the end goal.</p> <p>Flexibly changing strategy as needed e.g. adapting their method if they are not reaching the end goal.</p> <p>Reviewing how well the approach worked e.g. when answering the next question not making the same mistakes.</p>
<p>Year 6</p>	<p>Showing curiosity about objects, events and people e.g. asking questions about life at secondary school.</p> <p>Using senses to explore the world around them e.g. visiting new</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes or during ‘hot seating’ in class.</p> <p>Taking on a role in their</p>	<p>Seeking challenge e.g. Pushing themselves to up-level their skills ready for the SATS.</p> <p>Showing a “can do” attitude e.g. Going into a SATS test with a positive</p>	<p>Showing a deep drive to know more about people and their world e.g. creating ‘news reports’ from information found in books, online and through videos.</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. Completing extra Maths work in preparation for the SATS.</p> <p>Showing a belief that</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. Being proud of themselves for their test scores.</p> <p>Being proud of how they accomplished something –</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. explaining why a change of state is happening using scientific language.</p> <p>Playing with possibilities</p>	<p>Making links and noticing patterns in their experience e.g. Noticing patterns in multiplying decimals.</p> <p>Making predictions e.g. Predicting</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. having a plan for SATS day on how they will approach the day.</p>

	<p>schools and exploring new settings.</p> <p>Showing particular interests e.g. bringing in replica artefacts from their trip to the museum.</p>	<p>play e.g. Becoming another person or character during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a group of friends.</p>	<p>attitude no matter the outcome.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Answering a multi-step hard question through trial and error until reaching the correct answer.</p>	<p>Maintaining focus on their activity for a period of time e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning.</p> <p>Not easily distracted e.g. focusing on their work with classroom distractions happening.</p> <p>Paying attention to details e.g. inferring information through the choice of</p>	<p>more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) e.g. re-writing the same story in English in a different style to meet more criteria.</p> <p>Bouncing back after difficulties e.g. continuing to work hard in class after receiving a test score that was lower than they had hoped.</p>	<p>not just the end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>(what if? what else?) e.g. Asking in-depth questions such as "What if the character isn't actually upset and the use of the word ___ is a play on words?"</p> <p>Visualising and imagining options e.g. processing in their mind how they will sequence their argument on their page before they begin.</p> <p>Finding new ways to do thing e.g. using algebra to support answering missing number questions.</p>	<p>how best to solve problems with missing values.</p> <p>Testing their ideas e.g. answering missing number problems using integer multiplication and division facts.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>Checking how well their activities are going e.g. taking time to reflect on their learning and where they started and how far they have come.</p> <p>Flexibly changing strategy as needed e.g. adapting their strategy if they are not reaching the end goal.</p> <p>Reviewing how well the approach worked e.g. reflecting on the approaches they have used and reflecting on how they will adapt this in the future.</p>
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