## **Arnside National C of E School**

## **Characteristics of Effective Learning Progression of skills**



## Nursery to Year 6

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

	choosing a same	people acting	new	with a familiar	into a shape	than external		Developing	strategy as
	teddy.	out 'Mum's	experiences,	song.	sorter.	rewards or	Finding new	ideas of	needed e.g.
		and Dad's'.	and learning	338.	30.00	praise	ways to do	grouping,	getting a
		and bad 5 i	by trial and	Not easily	Bouncing back	(intrinsic	thing e.g.	sequences,	different
			error e.g.	distracted e.g.	after	motivation)	testing out	cause and	paintbrush if
			Attempting to	staying	difficulties	e.g. Children	new tools	effect e.g.	they don't like
			use scissors	focused when	e.g. not giving	continuing to	when making.	children	the way the
			even if they	making	up after the	reach a goal	when making.	offering ideas	one they are
			saw another	something	first time	they have set		as to why	using paints.
				from		themselves		things have	using paints.
			child finding it hard.		putting shoes			_	Doviouina
			naru.	playdough	on.	and not giving		happened e.g.	Reviewing how well the
				Day day a		up.		They broke	
				Paying				the toy	approach
				attention to				because they	worked e.g.
				<b>details</b> e.g.				pushed too	children
				noticing				hard.	asking for
				differences					different
				within nursery					materials to
				such as new					build a model
				toys.					house with.
Recepti	Showing	Pretending	Initiating	Showing a	Persisting	Showing	Thinking of	Making links	Planning,
•	curiosity about	objects are	activities e.g.	deep drive to	with an	satisfaction in	ideas that are	and noticing	making
on	objects, events	things from	finding a torch	know more	activity or	meeting their	new and	patterns in	decisions
	and people e.g.	their	on the shelf	about people	toward their	own goals (I	meaningful to	their	about how to
	Settling into	experience	and	and their	goal when	<b>can!)</b> e.g.	the child e.g.	experience	approach a
	new school life	e.g. Pretending	pretending to	world e.g.	challenges	being happy	making	e.g. noticing	task, solve a
	and making	mud is	be searching	asking	occur e.g.	when they put	something in	on the last day	problem and
	friendships with	chocolate.	for treasure.	questions	Keeping on	on their P.E	the workshop	of school we	reach a goal
	new people.			when reading	trying to write	kits.	from an idea	always do P.E.	e.g. looking at
		Representing	Seeking	BAME themed	their name		they had.		a puzzle
	Using senses to	their	challenge e.g.	books.	even if they	Being proud		Making	picture before
	explore the	experiences in	picking up		are struggling.	of how they	Playing with	predictions	starting to
	world around	play e.g. being	regular	Maintaining		accomplished	possibilities	e.g. looking at	make the
	them e.g. Using	teachers.	scissors when	focus on their	Showing a	something –	(what if? what	the picture of	puzzle.
	binoculars		they have	activity for a	belief that	not just the	else?) e.g.	a book and	
	outside to look	Taking on a	been using	period of time	more effort or	end result e.g.	adapting their	making a	Checking how
	at the wildlife.	role in their	adaptive	e.g. listening	a different	children being	ideas to	prediction as	well their
			scissors.	to the teacher	approach will	happy with a	involve new		activities are

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

and people e.g.	their	the next	about people	toward their	own goals (I	meaningful to	their	about how to
When shown a	experience	challenge of	and their	goal when	can!) e.g.	the child e.g.	experience	approach a
religious	e.g. During	work during	world e.g.	challenges	being happy	when writing a	e.g. noticing	task, solve a
artefact asking	playtime	the maths	asking	occur e.g.	when they	story thinking	the leaves	problem and
questions.	pretending a	lesson.	questions	Keeping on	write up to	of their own	always fall off	reach a goal
	stick is a		during R.E	trying to	their 'dot' on	character.	the trees in	e.g. getting
Using senses to	phone.	Showing a	lessons.	sound out a	the page they		Autumn.	equipment to
explore the		"can do"		word that	put their	Playing with		help them
world around	Representing	attitude e.g.	Maintaining	they are	themselves.	possibilities	Making	solve a maths
them e.g.	their	Keeping on	focus on their	finding hard.	Being proud	(what if? what	predictions	problem.
Noticing	experiences in	trying to work	activity for a	Showing a	of how they	else?) e.g.	e.g. that the	
seasonal	play e.g.	an answer out	period of time	belief that	accomplished	Asking	new	Checking how
changes.	playing out a	even after	e.g.	more effort or	something -	questions such	grapheme in	well their
	TV programme	getting it	completing	a different	not just the	as "What if	phonics will	activities are
Engaging in	during	wrong.	their work	approach will	end result e.g.	Guy Fawkes	have the same	going e.g.
open-ended	playtime.		during a	pay off, and	children being	wasn't	phoneme 'ay'.	asking their
activity e.g.		Taking a risk,	Maths lesson.	that their	happy with a	caught?"		teacher if thei
thinking of their	Taking on a	engaging in		skills can grow	process and		Testing their	questions are
own	role in their	new	Showing high	and develop	not just the	Visualising	ideas e.g. they	right so far so
investigations in	play e.g.	experiences,	levels of	(growth mind-	end result.	and imagining	can make the	they can
a science based	Becoming an	and learning	involvement,	set) e.g.		options e.g.	ice melt	continue to
lesson.	adult or	by trial and	energy,	getting out	Enjoying	children	quicker by	use the same
	character	error e.g.	fascination	Numicon to	meeting	thinking how	using water.	method.
Showing	during	Putting their	e.g. showing	help them	challenges for	their artwork		
particular	playtime.	hand up to	enthusiasm	answer an	their own	may look if	Developing	Flexibly
interests e.g.		sound out a	for the topics	addition	sake rather	they used	ideas of	changing
offering to add	Acting out	word that	they are	question after	than external	pencil crayons	grouping,	strategy as
extra	experiences	looks a bit	learning.	they struggled	rewards or	Vs	sequences,	<b>needed</b> e.g.
information	with other	hard for them.		to answer it	praise	watercolours.	cause and	getting
when the	<b>people</b> e.g.		Not easily	using a	(intrinsic		effect e.g.	different
teacher is	joining in with		distracted e.g.	number line.	motivation)	Finding new	children	mathematical
talking about a	a group of		focusing on		e.g. Children	ways to do	offering ideas	equipment.
topic of interest	children		sentence	Bouncing back	continuing to	thing e.g.	as to why	
e.g. elephants,	roleplaying		writing even if	after	reach a goal	drawing	things have	Reviewing
church or	during play		people around	difficulties	they have set	around	happened.	how well the
dinosaurs.	times.		them are not.	e.g. not giving	themselves	stencils or		approach
				up after the	and not giving	their bottles		worked e.g.
				first time	up.	when		children

				Paying	getting a		struggling to		discussing
				attention to	question		draw a circle.		together how
				details e.g.	incorrect.				easy their
				Spotting the					found addition
				teacher's					using Numicon
				mistakes in					and discussing
				their writing					what resource
				during the					they will use
				input.					next time for
									ease.
Year 2	Showing	Representing	Seeking	Showing a	Persisting	Showing	Thinking of	Making links	Planning,
Teal 2	curiosity about	their	challenge e.g.	deep drive to	with an	satisfaction in	ideas that are	and noticing	making
	objects, events	experiences in	completing	know more	activity or	meeting their	new and	patterns in	decisions
	and people e.g.	play e.g.	the next	about people	toward their	own goals (I	meaningful to	their	about how to
	Asking	Acting out	challenge of	and their	goal when	can!) e.g.	the child e.g.	experience	approach a
	questions about	experiences	work during	world e.g.	challenges	being happy	using	e.g. linking	task, solve a
	their topics such	during	the maths	showing a	occur e.g.	when they	descriptive	similar texts	problem and
	as Bonfire	playtimes.	lesson or	passion for	developing a	reach the test	words that	that have	reach a goal
	Night.		asking the	geography or	new strategy	score they had	weren't	been read in	e.g. getting
		Taking on a	teacher for a	answering	when recalling	hoped to.	suggested or	class.	equipment to
	Using senses to	role in their	challenging	questions	the number		modelled by		help them
	explore the	play e.g.	question.	when learning	bonds to 100.	Being proud	the class	Making	solve a maths
	world around	Becoming		about the		of how they	teacher in	predictions	problem.
	them e.g.	another	Showing a	continents.	Showing a	accomplished	their writing.	e.g. that	
	Noticing	person or	"can do"		belief that	something -		missing	Checking how
	seasonal and	character	attitude e.g.	Maintaining	more effort or	not just the	Playing with	number	well their
	weather	during	Keeping on	focus on their	a different	end result e.g.	possibilities	problem will	activities are
	changes.	playtime.	trying to work	activity for a	approach will	children being	(what if? what	need an	going e.g.
			an answer out	period of time	pay off, and	happy with a	else?) e.g.	addition sum.	using a
		Acting out	even after	e.g.	that their	process and	Asking in-		marking
	Showing	experiences	getting it	completing	skills can grow	not just the	depth	Testing their	station to
	particular	with other	wrong.	their work	and develop	end result.	questions such	ideas e.g.	check their
	interests e.g.	people e.g.		during lessons	(growth mind-		as "What else	testing out	answers so
	having favourite	playing these	Taking a risk,	to the best of	set) e.g.	Enjoying	can I do to	column	far.
	subjects and	'roleplay'	engaging in	their ability.	completing	meeting	improve my	addition as an	
	topics across	games with a	new		extra work at	challenges for	writing?"	easier	Flexibly
	the year.	friend or a	experiences,	Showing high	home in	their own		method.	changing
			and learning	levels of	preparation	sake rather			strategy as

		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.	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.	Representing their experiences in play e.g.	Seeking challenge e.g. starting on the harder task	Paying attention to details e.g. Spotting the teacher's mistakes in their writing during the input.  Showing a deep drive to know more about people	Persisting with an activity or toward their	Showing satisfaction in meeting their own goals (I	Thinking of ideas that are new and meaningful to	Making links and noticing patterns in their	Planning, making decisions about how to
	Asking questions about the people who live in Zimbabwe during their 'Africa' topic.	Acting out experiences during playtimes.  Taking on a role in their	during English.  Showing a  "can do"  attitude e.g. Keeping on trying to work	and their world e.g. in R.E asking questions and engaging with the lesson.	goal when challenges occur e.g. trying to 'beat the teacher' in a times table test and	can!) e.g. being happy when they have written their first double page spread.	the child e.g. Writing a story based on a family story of theirs.	experience e.g. Linking fractions together such as a three thirds and one whole.	approach a task, solve a problem and reach a goal e.g. planning their design in DT including a

	play e.g.	an answer out	Maintaining	working out a		Playing with		written
Using senses to	Becoming	even after	focus on their	times table	Being proud	possibilities	Making	method.
explore the	another	getting it	activity for a	they do not	of how they	(what if? what	predictions	
world around	person or	wrong.	period of time	know by	accomplished	else?) e.g.	e.g. in a	Checking how
them e.g.	character		e.g.	memory.	something -	Asking in-	science lesson.	well their
Noticing	during	Taking a risk,	completing		not just the	depth		activities are
changes	playtime.	engaging in	their work	Showing a	end result e.g.	questions such	Testing their	going e.g.
throughout the		new	during lessons	belief that	children being	as "What else	ideas e.g.	referring back
year.	Acting out	experiences,	to the best of	more effort or	happy with a	has the	testing out	to the original
	experiences	and learning	their ability.	a different	process and	answer 8?"	their	plan and
Showing	with other	by trial and		approach will	not just the		prediction	design for
particular	<b>people</b> e.g.	error e.g.	Showing high	pay off, and	end result.	Visualising	during the	their project.
interests e.g.	playing these	Putting their	levels of	that their		and imagining	science lesson.	
completing	'roleplay'	hand up to	involvement,	skills can grow	Enjoying	options e.g.		Flexibly
additional	games with a	have 'a go' at	energy,	and develop	meeting	thinking of	Developing	changing
homework at	friend or a	answering the	fascination	(growth mind-	challenges for	different	ideas of	strategy as
home based on	group of	fraction	e.g. showing	<b>set)</b> e.g.	their own	mathematical	grouping,	<b>needed</b> e.g.
their topic at	friends.	question.	enthusiasm	completing	sake rather	methods to	sequences,	deviating from
school.			for the topics	extra work at	than external	answer a	cause and	their original
			they are	home on an	rewards or	question.	<b>effect</b> e.g.	design to a
			learning.	area of	praise		children	way that
				learning they	(intrinsic	Finding new	offering ideas	works better.
			Not easily	have struggled	motivation)	ways to do	as to why	
			distracted e.g.	with at home.	e.g. Children	thing e.g.	things have	Reviewing
			focusing on		continuing to	Memorising	happened.	how well the
			their work	Bouncing back	reach a goal	information		approach
			with	after	they have set	using a new		worked e.g.
			classroom	difficulties	themselves	acronym.		realising
			distractions	e.g. trying	and not giving			certain
			happening.	harder after	up.			materials stick
				struggling last				better
			Paying	lesson on a				together or
			attention to	new concept.				serve a better
			details e.g.					purpose and
			concentrating					using these
			on their					next time.
			sculpture to					

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

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

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

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

		words in a			
		book.		,	