

Learning Behaviours – Progression of Skills

	Self Manager Maggie	Resourceful Thinker Ruby	Independent Enquirer Izzy	Effective Participator Poppy	Reflective Learner Leo	Team Worker Tim and Tom
						
EYFS	<p>I can dress and undress independently.</p> <p>I can manage own personal hygiene, including washing hands and blowing noses.</p> <p>I can select and use activities and resources independently.</p>	<p>I work as part of a group or class, taking turns and sharing fairly.</p> <p>I show consideration for others' feelings when working together.</p> <p>I am willing to have a go at new experiences.</p> <p>I maintain attention and concentrate well.</p>	<p>I can show confidence when initiating ideas, trying new activities and speaking in a familiar group.</p> <p>I can persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion.</p> <p>I can test out my own ideas through provision, though I am not always able to explain my thinking.</p> <p>I am willing to have a go at new experiences.</p>	<p>I work alone in an area of provision or on an adult directed task for appropriate lengths of time.</p> <p>I can maintain attention and concentrate well.</p> <p>I can sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors, etc.</p> <p>I can generate questions to ask a visitor.</p>	<p>I respond to significant experiences by showing a range of appropriate feelings.</p> <p>I express a range of emotions fluently and appropriately.</p> <p>I am developing an awareness of my own needs, views and feelings and am sensitive to those of others.</p> <p>I consider the consequences of words and actions for myself and others.</p> <p>I can pick out and explain something I have enjoyed.</p>	<p>I form good relationships with adults and my peers.</p> <p>I understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>I understand that others can be expected to respect their needs, views, cultures and beliefs.</p> <p>I consider the ideas of others</p>
Year 1	<p>I can ask for help if the time is appropriate.</p> <p>I can choose and use equipment needed for a set task.</p> <p>I am happy to have a go at something new or even when something is hard.</p> <p>I am able to set myself a target or goal.</p> <p>I can tell when someone is feeling sad.</p>	<p>I recognise when I need to talk to someone about a concern and that this can help me.</p> <p>I am happy to listen to the point of view of others in a dispute.</p> <p>I listen carefully to instructions and follow them.</p> <p>I know when and how to stand up for myself appropriately.</p>	<p>I can think of my own ideas once given a starting point.</p> <p>I can play, observe and experiment to find things out.</p> <p>I am willing to have a go at something new.</p> <p>I use my imagination in role play.</p> <p>I am quick to ask for help, if it is sensible to do so.</p>	<p>I use all my senses to gather information about what is being investigated.</p> <p>I can ask sensible questions about my learning.</p> <p>I can offer an opinion about an issue and explain why I feel that way.</p> <p>I show curiosity about new things.</p> <p>I use 'how' and 'why' when trying to find things out.</p>	<p>I know and understand what I do well.</p> <p>I can tell others why I enjoy a task.</p> <p>I can tell someone about what I have learnt.</p> <p>I can pick the best time to talk to someone.</p> <p>I am happy to try something different if something has not worked.</p>	<p>I can work collaboratively in a group and take turns.</p> <p>I am happy to engage in collaborative tasks.</p> <p>I am prepared to listen to the ideas of others without interrupting them.</p> <p>I am happy to share ideas with others.</p>
Year 2	<p>I can think about more than one way to solve a problem.</p> <p>I do not allow myself to get distracted easily.</p>	<p>I can suggest a way forward following a dispute.</p> <p>I am happy to have a go at something that is new to</p>	<p>I can leave an activity and go back to it if it takes a long time to solve.</p> <p>I can generate questions</p>	<p>I take enough time to make sense of a problem that is presented to me.</p> <p>I am curious about new</p>	<p>I understand what I need to do next to improve.</p> <p>I can recognise where my learning could have been</p>	<p>I am happy both to lead and to be directed by others.</p> <p>I consider the views of all group members during</p>

	<p>I can use a variety of strategies to control feelings. I keep going even when things are tough. I know that my actions can impact on others. I can explain why others might feel happy or sad.</p>	<p>me. I will leave an activity and go back to it later if it has not been completed.</p>	<p>linked to my learning. I can use my imagination to generate ideas. I can explain what I have learnt to someone else. I ask sensible questions about my work.</p>	<p>things and will ask questions to find out more. I can think of instructions for others to follow. I can explain why I prefer one of two ideas that are proposed.</p>	<p>done better. I know what helps me learn well. I pick the best time to talk to someone about my learning. I can share my learning with others. I am happy to make changes from original ideas.</p>	<p>discussions. I am happy to share my learning with others in my class. I can help others to overcome a problem. I am happy to follow instructions given to me by another team member.</p>
Year 3	<p>I enjoy taking responsibility. I can work within a time frame. I can carry on and not be put off by change. I can set and review my own targets for learning. I can explain to others who helps me learn and why. I can use a range of strategies to control my feelings.</p>	<p>I know how to make an idea even better. I am able to put my point of view across in a positive way. I am always prepared to listen to the points made by others (including opposing views). I show empathy with others. I can use a range of strategies to control my feelings. I can listen to and follow instructions independently. I willingly try out new things even when I am feeling nervous.</p>	<p>I can have a go at something that may not work. I can generate questions to link ideas related to my learning challenge. I can keep my emotions in check when tasks get tough. I can use my imagination to improvise. I can think of different ideas and possibilities when solving problems. I can improve my learning by imitating others.</p>	<p>I understand the basics of cause and effect. I can devise sensible questions to ask different people. I can show my learning in different ways (e.g. mind mapping) to represent thinking. I can plan and finish a simple task within a given time frame. I can see relationship between things and explain ideas to others.</p>	<p>I understand the factors that stop me from learning effectively. I can say who or what helps me learn and how and why. I can gauge when a task has been completed to the best of my ability. I can take time to consider experiences and what needs to be done next. I can check and edit my own work</p>	<p>I can work harmoniously and constructively with others in a joint activity. I can make sure that everyone takes turns when speaking. I am happy to give feedback to others in the group on their performance. I work readily in different teams. I will get on with a task without any need to be reminded what to do. I am happy to give an opinion and explain it. I can listen and follow instructions independently.</p>
Year 4	<p>I enjoy challenges, especially open-ended or deeper thinking ones. I can prioritise the most important things that need doing first. I welcome opportunities to take on added responsibility for a range of things. I am a good organiser of time. I am not put off by changes that may occur to normal routine.</p>	<p>I can persuade others to accept a proposal even though others may not at first agree with my suggestion. I know that sometimes my ideas can help other people. I can decide when I need 'time out' or 'thinking time' to deal with my emotions. I can manage disappointments and keep my emotions in check. I am determined not to give in too easily.</p>	<p>I can ask questions to check my understanding. I am tenacious when things get difficult. I can sort and classify information and check it for accuracy. I can draw inference and make deductions from a range of sources. I can give alternative solutions or explanations.</p>	<p>I can follow up a question to gain clarification. I can use more than one piece of evidence to support my findings. I will get on with a task without anyone reminding me what to do. I make lists when it is helpful to do so. I can sort information and choose what is relevant.</p>	<p>I value feedback that will help me improve my learning. I can review my learning and ponder what will help make me be more effective as a learner. I know when a piece of work has been completed to the best of my ability. I use more than one piece of evidence to support my learning.</p>	<p>I am happy to take on a specific allocated role in a group. I respect and tolerate the values and beliefs of others within a joint activity. I can communicate capably as a team member so as to convince others of my point of view. I can keep focused on a task and avoid distractions. I understand that others may have an opinion that is different to mine.</p>
Year 5	<p>I recognise risks that may be involved when tackling my</p>	<p>When making suggestions, I can break down practical</p>	<p>I can link ideas from different learning to solve problems</p>	<p>I recognise that sometimes you need expertise from</p>	<p>I accept different types of feedback and learn from it.</p>	<p>I am able to take on a range of roles within a group.</p>

	<p>work.</p> <p>I can organise things well, including resources and others, when working independently.</p> <p>I appreciate how learning can happen from mistakes.</p> <p>I can use success criteria to check on how successful a task has been.</p> <p>I am happy to persevere even when the solution is not easily at hand.</p>	<p>ideas into manageable steps.</p> <p>I am prepared to discuss and debate issues until a sensible compromise is reached.</p> <p>I am able to act as an ambassador for class/school etc.</p> <p>I can act as a 'buddy' or mediator.</p>	<p>and present my findings.</p> <p>I am happy to persevere even when the solution is not readily available.</p> <p>I understand the difference between a task that is too difficult and one that requires me to think more deeply.</p> <p>I know the difference between sensible risks and a fool-hardy risk.</p>	<p>others to help solve a problem.</p> <p>I can show that I am confident enough to plan clear steps to take to improve my learning.</p> <p>I can plan a longer activity, breaking it into a manageable number of steps.</p> <p>I can make constructive judgements about someone else's work.</p> <p>I can set targets for completing learning and work to them.</p>	<p>I make good use of time to reflect on what I have learnt.</p> <p>I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be.</p> <p>I use a range of criteria to reflect on my own and others work.</p>	<p>I can accept constructive criticism from others in a group to enable improvement in my performance.</p> <p>I can share a working environment with others and respect their varying needs.</p> <p>I can motivate others to contribute more effectively.</p> <p>I understand differences in opinions and respond positively.</p>
Year 6	<p>I am able to assess risk and make sensible decisions.</p> <p>I cope well with additional pressure.</p> <p>I am confident and capable when allowed to organise my own time and space.</p> <p>I can call on a range of strategies to help me overcome a problem.</p> <p>I appreciate that feelings change over time and I can cope with it.</p> <p>I can empathise with others, appreciating that different people react in different ways to certain situations.</p>	<p>I can act as an advocate for views and beliefs that may differ from my own.</p> <p>I show maturity when acting as a mediator.</p> <p>I can be a good role model for good learning behaviour.</p> <p>I am able to control my own mood swings.</p> <p>I know what the risks are when considering my work.</p> <p>I can cope with criticism and learn from it.</p>	<p>I am always prepared to explore more than the first possible solution to a problem.</p> <p>I am aware that solutions can depend on an understanding of other issues.</p> <p>I can generate questions which promote higher order thinking.</p> <p>I can adapt and apply learning to new situations.</p>	<p>I can use feedback from a range of sources to help solve a problem.</p> <p>I give more than one reason to support an argument.</p> <p>I can plan a complex task, anticipating blocks and apply skills to overcome them.</p> <p>I can listen to a range of opinions and reach a conclusion from them.</p>	<p>I can explain and discuss in different ways what I have learnt from others.</p> <p>I can identify strengths and weaknesses in my learning and give reasons.</p> <p>I can take account of others' viewpoints when considering success.</p> <p>I consider the pros and cons of different views to support an argument.</p> <p>I revise my work based on the views of others.</p> <p>I can cope with criticism and learn from it.</p>	<p>When suggesting ideas, I can break them down into manageable steps suited to others in the group.</p> <p>I am able to work with dispositions, views and beliefs that differ from my own.</p> <p>I am eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on.</p> <p>I make the most of others' strengths when organising work.</p>