

# Scarcliffe Primary School

## Progression of Core Abilities

### Questioning and Curiosity

	Class 1	Class 2	Class 3	Class 4
<b>Timing of questions</b>	I can be patient and wait before asking my question.	I listen to other people before asking questions.	I ask thoughtful questions at an appropriate point.	I try to work out the answer to questions before posing them. When posing questions, they are thoughtful and worthwhile.
<b>At the start of a unit, topic or lesson</b>	I can discuss what I think a unit / topic is about.	I can come up with a number of simple questions about what we might learn.	I can pose questions about what we might learn based on my prior knowledge.	I am curious about a number of things at the start of unit / topic.
<b>After a unit, topic or lesson</b>	I can explain something I learnt about a topic.	I can come up with questions about the work I have been doing.	I can come up with questions related to things I have learnt recently.	I can pose questions that would extend my learning further – potentially opening a new line of enquiry.
<b>Why and how things work</b>	I show a general interest in how things work and test things out practically.	I show an interest in how things work and try to explain this.	I verbalise my own thoughts on how / why things work.	I am curious about why and how things work and pose questions about this.
<b>Quality of questions</b>	My questions are linked to what we are learning about.	I can ask simple questions based on what I have just been told.	I ask a range of questions about the work we are doing.	I can ask a range of deep, thoughtful questions based on what we are learning.

## Critical Thinking and Open-mindedness

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>Considering the views of others</b>	I know that not everyone has the same ideas as me.	I can listen and consider the views of someone else.	I can consider the views of others and compare their views to my own.	I carefully consider the views of other people and can use their views to build on my own.
<b>Believe what you hear</b>	I understand what lying is.	I know that some people tell lies to trick people.	I understand that not everything I hear or read is true.	I understand that not everything I hear or read is true and I can explain my views on this.
<b>Checking for bias</b>	I understand what lying is.	I know what lies are and why someone might write / tell lies.	I know the difference between fact and opinion.	I consider why someone might be saying something and check for bias. I can identify fact and opinion.
<b>Explaining my view</b>	I can talk about my interests and opinions to others.	I can explain my views to someone else.	I can explain my view to someone else and have a discussion about it.	I can explain my view about something and back up my opinion with explanations.
<b>Explaining a counter argument</b>	I know that not everyone has the same ideas as me.	I can see things from someone else's point of view.	I can use empathy to explain how someone else might feel. I can explain what they might say.	After explaining my view, I can explain what someone who might think the opposite would say.

## Perseverance and Resilience

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>Positive attitude</b>	I can say something I enjoy about different aspects of school.	I can speak positively about my learning and can explain what I do well.	I enjoy learning – especially when work is challenging.	I have a positive attitude towards most lessons and subjects – even ones that are not my favourite.
<b>Sticking at it</b>	I keep trying when I think things are tricky.	I keep trying when I think things are tricky and often enjoy a challenge.	I keep trying when I think things are tricky and enjoy the challenge.	I can use a range of strategies to solve a problem and can reflect on the effectiveness of my strategies.
<b>Learning from mistakes or failures</b>	When I get something wrong I don't mind trying again.	If I make mistakes I try to learn from them.	I know how I learn best and understand that making mistakes may help me improve my learning.	I understand that failing is a part of learning and use this to make better progress.
<b>Reflecting on own learning</b>	I read back through my work and check it makes sense.	I can use a green pen to make independent corrections.	I look for mistakes in my own work and correct my own errors.	Editing and improving my work is part of my daily learning.
<b>Challenging yourself</b>	I like to try new activities.	I often make the right choices about the level of challenge I need in my work.	I can independently select the right level of challenge for myself in lessons.	I prefer to choose difficult tasks as I enjoy a challenge.

## Independence

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>I make my own choices and decisions</b>	I independently choose activities and resources within the classroom.	I can make choices from a range of options.	I can make sensible decisions independently and begin to explain my thinking.	I can justify my choices and decisions.
<b>I apply the knowledge and skills I have learnt</b>	I use knowledge and skills I have learnt in my independent play.	I can use the knowledge and skills I have learnt in different areas of the curriculum.	I can identify skills and knowledge I have learnt that can be applied in other areas.	I can consistently apply the knowledge and skills I have learnt across the curriculum.
<b>I am organised</b>	I know where to get the things I need and I put them away when I have finished with them.	I independently bring the things I need for school so that I am ready for the school day.	I manage my own equipment and property – taking responsibility for it.	I organise my time, equipment and work for efficiency.
<b>Seeking support</b>	I can ask an adult if I get stuck.	I can look for some help before asking an adult.	I have some strategies to use before asking an adult for help.	I can choose from a range of strategies to avoid needing adult support too often.
<b>Life Skills</b>	I can wash my own hands properly.	I can tie my shoes and get myself ready for tasks.	I can tell the time and organise myself.	I can deal with a common conflict by finding a resolution.

## Team Work

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>I co-operate with a variety of people</b>	I can work with a partner chosen by an adult.	I can work with different people.	I can work with different people and remain focussed on a task.	I work effectively with a variety of people to achieve a high-quality end goal.
<b>I listen and respond to others</b>	I listen to others and respond appropriately.	I can hold a conversation by both listening and contributing.	I can participate in a group discussion – listening and contributing.	I can reflect on what others say and respond appropriately.
<b>I challenge others' ideas constructively</b>	I can say what is good about others' work.	I can say what is good about others' work - linked to the success criteria.	I can say what is good about others' work and suggest what could be improved.	I can challenge others' ideas sensitively and justify my reasons.
<b>I recognise the contribution that others can make to my learning</b>	I can ask other people what they think of my work.	I can use others' ideas in my work.	I can use others' ideas to improve my work.	I seek out others' expertise to support my learning.
<b>I work with others to achieve a common goal</b>	I can work with others to complete a task.	I can work with others to complete a task.	I work effectively within a group, without adult supervision.	I make an effective contribution within a group to complete a task.
<b>I am willing to take on different roles and responsibilities.</b>	I like the responsibility of carrying out a class role.	I can carry out the role given to me.	I can try out different roles and responsibilities in a group.	I can take on any role within a group.

## Communication

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>I communicate with different audiences.</b>	I share an idea with someone else.	I can share my ideas in a small group.	I can communicate effectively with my class.	I can adapt to communicate with different age groups.
<b>I use talk to organise, sequence and clarify my thinking.</b>	I can talk about what I am doing.	I talk about what I am doing.	I talk through my ideas to a partner to clarify my thinking.	I discuss my ideas with a partner to clarify my thinking.
<b>I listen and respond to others.</b>	I listen to others and respond appropriately.	I can hold a conversation by both listening and contributing.	I can participate in a group discussion – listening and contributing.	I can reflect on what others say and respond appropriately.
<b>ICT links</b>	I can type or draw ideas on to a computer / tablet.	I can type my ideas on a computer and edit the text using a range of presentation skills.	I can communicate my ideas on a given computer programme and organise text effectively.	I can use ICT effectively (including a range of programmes) to improve my communication with audiences.
<b>Keeping people hooked</b>	I can speak so that other people listen to me.	I can present my ideas to someone else so they listen.	I can communicate to a group and hold their attention.	I can maintain the interest of a range of audiences by communicating effectively.

## Creativity

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>
<b>I show my learning in a variety of ways</b>	I can talk about what I have learnt.	I can use different resources to show what I'm thinking and explain my learning.	I choose the appropriate way to present my learning.	I choose the appropriate way to present my learning and justify my choices.
<b>I use my imagination to explore possibilities and solve problems</b>	I use role-play to express my thoughts and ideas.	I can try more than one way to solve problems.	I can try more than one way to solve problems.	I can try a variety of approaches to solve problems.
<b>I am innovative</b>	I have my own ideas about how to organise or adapt activities.	I try not to simply do the same as everyone else.	When working with others, I can present unique ideas to them.	When working with others, I can present unique ideas to them.
<b>I generate ideas</b>	I have my own ideas about activities I want to take part in.	I can come up with my own ideas during a lesson.	I can come up with more than one idea on my own.	I can come up with a variety of ideas and justify my reasoning.
<b>Taking feedback from others</b>	I respond to an adult appropriately when they tell me something I can do better.	I respond to ideas other people give me to make improvements.	I can take on constructive feedback to improve my work and consider whether to act on their advice.	I seek constructive feedback to improve my work.

## Class 4 – Core Abilities Summary

Questioning and curiosity	Critical thinking and open-mindedness	Perseverance and resilience	Independence	Team Work	Communication	Creativity
I try to work out the answer to questions before posing them. When posing questions, they are thoughtful and worthwhile.	I carefully consider the views of other people and can use their views to build on my own.	I have a positive attitude towards most lessons and subjects – even ones that are not my favourite.	I can justify my choices and decisions.	I work effectively with a variety of people to achieve a high-quality end goal.	I can adapt to communicate with different age groups.	I choose the appropriate way to present my learning and justify my choices.
I am curious about a number of things at the start of unit / topic.	I understand that not everything I hear or read is true and I can explain my views on this.	I can use a range of strategies to solve a problem and can reflect on the effectiveness of my strategies.	I can consistently apply the knowledge and skills I have learnt across the curriculum.	I can reflect on what others say and respond appropriately.	I discuss my ideas with a partner to clarify my thinking.	I can try a variety of approaches to solve problems.
I can pose questions that would extend my learning further – potentially opening a new line of enquiry.	I consider why someone might be saying something and check for bias. I can identify fact and opinion.	I understand that failing is a part of learning and use this to make better progress.	I organise my time, equipment and work for efficiency.	I can challenge others' ideas sensitively and justify my reasons.	I can reflect on what others say and respond appropriately.	When working with others, I can present unique ideas to them.
I am curious about why and how things work and pose questions about this.	I can explain my view about something and back up my opinion with explanations.	Editing and improving my work is part of my daily learning.	I can choose from a range of strategies to avoid needing adult support too often.	I seek out others' expertise to support my learning.	I can use ICT effectively (including a range of programmes) to improve my communication with audiences.	I can come up with a variety of ideas and justify my reasoning.
I can ask a range of deep, thoughtful questions based on what we are learning.	After explaining my view, I can explain what someone who might think the opposite would say.	I prefer to choose difficult tasks as I enjoy a challenge.		I make an effective contribution within a group to complete a task.	I can maintain the interest of a range of audiences by communicating effectively.	I seek constructive feedback to improve my work.
				I can take on any role within a group.		



## Class 3 – Core Abilities Summary

Questioning and curiosity	Critical thinking and open-mindedness	Perseverance and resilience	Independence	Team Work	Communication	Creativity
I ask thoughtful questions at an appropriate point.	I can consider the views of others and compare their views to my own.	I enjoy learning – especially when work is challenging.	I can make sensible decisions independently and begin to explain my thinking.	I can work with different people and remain focussed on a task.	I can communicate effectively with my class.	I choose the appropriate way to present my learning.
I can pose questions about what we might learn based on my prior knowledge.	I understand that not everything I hear or read is true.	I keep trying when I think things are tricky and enjoy the challenge.	I can identify skills and knowledge I have learnt that can be applied in other areas.	I can participate in a group discussion – listening and contributing.	I talk through my ideas to a partner to clarify my thinking.	I can try more than one way to solve problems.
I can come up with questions related to things I have learnt recently.	I know the difference between fact and opinion.	I know how I learn best and understand that making mistakes may help me improve my learning.	I manage my own equipment and property – taking responsibility for it.	I can say what is good about others' work and suggest what could be improved.	I can participate in a group discussion – listening and contributing.	When working with others, I can present unique ideas to them.
I verbalise my own thoughts on how / why things work.	I can explain my view to someone else and have a discussion about it.	I look for mistakes in my own work and correct my own errors.	I have some strategies to use before asking an adult for help.	I can use others' ideas to improve my work.	I can communicate my ideas on a given computer programme and organise text effectively.	I can come up with more than one idea on my own.
I ask a range of questions about the work we are doing.	I can use empathy to explain how someone else might feel. I can explain what they might say.	I can independently select the right level of challenge for myself in lessons.		I work effectively within a group, without adult supervision.	I can communicate to a group and hold their attention.	I can take on constructive feedback to improve my work and consider whether to act on their advice.
				I can try out different roles and responsibilities in a group.		

## Class 2 – Core Abilities Summary

Questioning and curiosity	Critical thinking and open-mindedness	Perseverance and resilience	Independence	Team Work	Communication	Creativity
I listen to other people before asking questions.	I can listen and consider the views of someone else.	I can speak positively about my learning and can explain what I do well.	I can make choices from a range of options.	I can work with different people.	I can share my ideas in a small group.	I can use different resources to show what I'm thinking and explain my learning.
I can come up with a number of simple questions about what we might learn.	I know that some people tell lies to trick people.	I keep trying when I think things are tricky and often enjoy a challenge.	I can use the knowledge and skills I have learnt in different areas of the curriculum.	I can hold a conversation by both listening and contributing.	I talk about what I am doing.	I can try more than one way to solve problems.
I can come up with questions about the work I have been doing.	I know what lies are and why someone might write / tell lies.	If I make mistakes I try to learn from them.	I independently bring the things I need for school so that I am ready for the school day.	I can say what is good about others' work - linked to the success criteria.	I can hold a conversation by both listening and contributing.	I try not to simply do the same as everyone else.
I show an interest in how things work and try to explain this.	I can explain my views to someone else.	I can use a green pen to make independent corrections.	I can look for some help before asking an adult.	I can use others' ideas in my work.	I can type my ideas on a computer and edit the text using a range of presentation skills.	I can come up with my own ideas during a lesson.
I can ask simple questions based on what I have just been told.	I can see things from someone else's point of view.	I often make the right choices about the level of challenge I need in my work.		I can work with others to complete a task.	I can present my ideas to someone else so they listen.	I respond to ideas other people give me to make improvements.
				I can carry out the role given to me.		

## Class 1 – Core Abilities Summary

Questioning and curiosity	Critical thinking and open-mindedness	Perseverance and resilience	Independence	Team Work	Communication	Creativity
I can be patient and wait before asking my question.	I know that not everyone has the same ideas as me.	I can say something I enjoy about different aspects of school.	I independently choose activities and resources within the classroom.	I can work with a partner chosen by an adult.	I share an idea with someone else.	I can talk about what I have learnt.
I can discuss what I think a unit / topic is about.	I understand what lying is.	I keep trying when I think things are tricky.	I use knowledge and skills I have learnt in my independent play.	I listen to others and respond appropriately.	I can talk about what I am doing.	I use role-play to express my thoughts and ideas.
I can explain something I learnt about a topic.	I understand what lying is.	When I get something wrong I don't mind trying again.	I know where to get the things I need and I put them away when I have finished with them.	I can say what is good about others' work.	I listen to others and respond appropriately.	I have my own ideas about how to organise or adapt activities.
I show a general interest in how things work and test things out practically.	I can talk about my interests and opinions to others.	I read back through my work and check it makes sense.	I can ask an adult if I get stuck.	I can ask other people what they think of my work.	I can type or draw ideas on to a computer / tablet.	I have my own ideas about activities I want to take part in.
My questions are linked to what we are learning about.	I know that not everyone has the same ideas as me.	I like to try new activities.		I can work with others to complete a task.	I can speak so that other people listen to me.	I respond to an adult appropriately when they tell me something I can do better.
				I like the responsibility of carrying out a class role.		