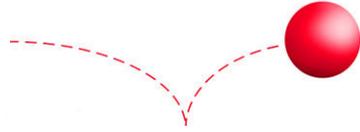


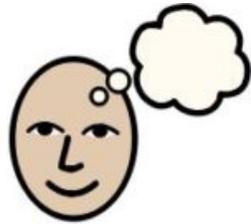
Being Resilient



Asking Questions



Reflecting



Our Learning Habits

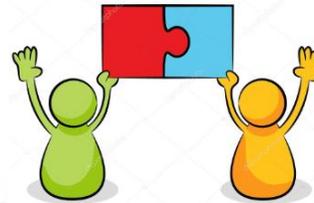
Connecting & Applying



Wondering & Making Choices

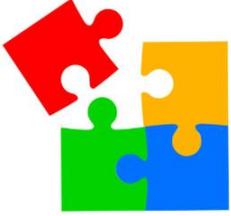
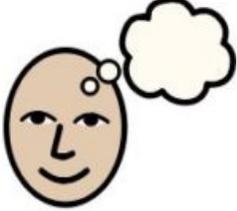
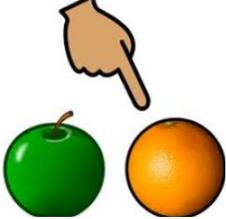
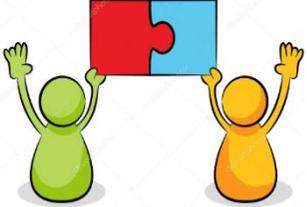


Co-operating



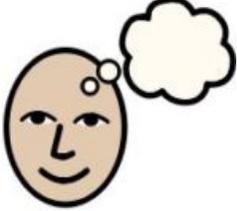
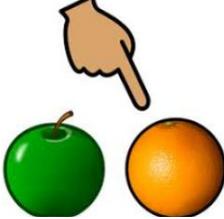
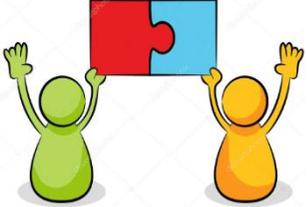


Our Learning Habits in Early Years

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Explains own knowledge and understanding and asks appropriate questions of others; ▪ Can express simple statements/ enquiries in the form of questions; ▪ Understands 'who', 'what', 'where' in simple questions; ▪ Generates a question to ask a visitor; 	<ul style="list-style-type: none"> ▪ Shows enough confidence to initiate ideas, ▪ try new activities and speak in a familiar group; ▪ Works alone in an area of provision or on an adult directed task for appropriate lengths of time; ▪ Sits quietly and listens attentively when appropriate, e.g. during story sessions, assembly, talks by visitors; ▪ Selects and uses resources independently; 	<ul style="list-style-type: none"> ▪ Copes independently with personal hygiene, including washing hands without reminders; ▪ Takes steps to resolve conflicts with other children; ▪ Willing to have a go at new experiences; ▪ Maintains attention and concentrates well; 	<ul style="list-style-type: none"> ▪ Responds to significant experiences, showing a range of suitable feelings; ▪ Considers the consequences of words and actions for self and others; 	<ul style="list-style-type: none"> ▪ Understands that own actions affect other people; ▪ Knows that inappropriate actions could result in some form of sanction; ▪ Considers the consequences of words and actions for self and others; ▪ Wants to help because it gives them pleasure; 	<ul style="list-style-type: none"> ▪ Takes turns with others; ▪ Works as part of a group or class, taking turns and sharing fairly; ▪ Takes into account the ideas of other people; ▪ Shows consideration for other people's feelings when working together;

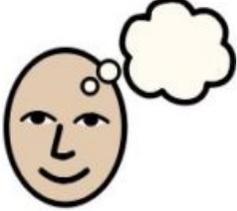
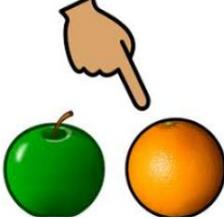
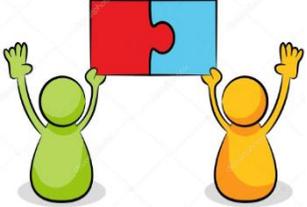


Our Learning Habits in Year 1

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Quick to ask for help if it is sensible to do so; ▪ Asks sensible questions about their work; ▪ Uses 'how' and 'why' when trying to find things out; ▪ Generates questions to carry out research on a given theme 	<ul style="list-style-type: none"> ▪ Confident to speak to a class group; ▪ Asks for help if it is appropriate to do so; ▪ Listens carefully to instructions and follow them; ▪ Picks the best time to talk to someone; 	<ul style="list-style-type: none"> ▪ Knows some ways to manage their feelings and begins to use these to maintain control; ▪ Knows when and how to stand up for themselves appropriately; ▪ Willing to have a go even when something is hard; ▪ Willing to have a go at something new; ▪ Will try something different if something has not worked; 	<ul style="list-style-type: none"> ▪ Recounts experiences and imagines possibilities; ▪ Listens carefully to what has been said and summarises this to someone else; ▪ Able to set themselves a target or goal; ▪ Knows and understands what they do well 	<ul style="list-style-type: none"> ▪ Listens to each other's suggestions and plans how to achieve an outcome without adult help; ▪ Stops and thinks before acting and waits for things they want; ▪ Resolves minor disagreements through listening to each other to come up with a fair solution; 	<ul style="list-style-type: none"> ▪ Works collaboratively in a group; taking turns; ▪ Engages in collaborative tasks; ▪ Prepared to listen to the ideas of others without interrupting them; ▪ Happy to share ideas with others;

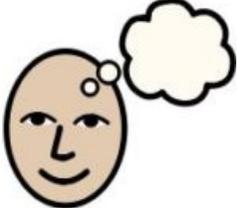
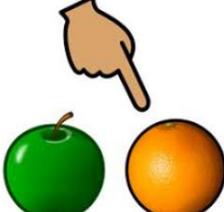
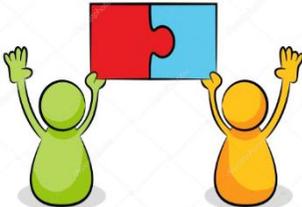


Our Learning Habits in Year 2

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Generates questions linked to learning challenge; ▪ Asks sensible questions about their work; ▪ Curious about new things and will ask questions to find out more 	<ul style="list-style-type: none"> ▪ Suggests a way forward following a dispute; ▪ Uses imagination to generate ideas; ▪ Knows what helps them learn well; ▪ Thinks of different ideas and possibilities when solving problems; 	<ul style="list-style-type: none"> ▪ Does not get distracted easily; ▪ Keeps going even when the going is tough and others find it easy; ▪ Happy to have a go at something that is new to them; ▪ Leaves an activity and goes back to it later if it has not been completed; ▪ Happy to make changes from original ideas; 	<ul style="list-style-type: none"> ▪ Explains why others may feel unhappy or sad; ▪ Explains what they have learnt to someone else; ▪ Understands what they need to do next to improve; ▪ Recognises where work could have been done better; 	<ul style="list-style-type: none"> ▪ Uses a variety of strategies to control feelings; ▪ Knows that their actions can impact on others; ▪ Picks the best time to talk to someone; ▪ Explains why they prefer one of two ideas that are proposed; 	<ul style="list-style-type: none"> ▪ Happy both to lead and to be directed by others; ▪ Considers views of all group members during discussions;

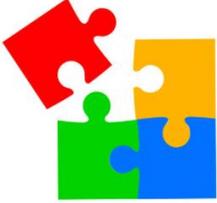
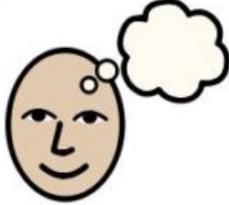
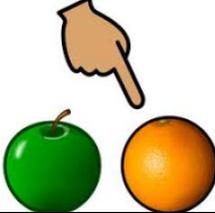
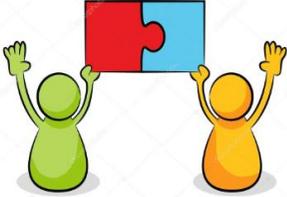


Our Learning Habits in Year 3

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Generates questions to link ideas related to learning challenge; ▪ Devises sensible questions to ask different people; ▪ Curious about new things and prepared to ask questions; 	<ul style="list-style-type: none"> ▪ Explains to others who helps them learn and why they help them learn; ▪ Listens and follows instructions independently; ▪ Uses imagination to improvise; ▪ Plans and finishes a simple task within a given time frame; ▪ Sees relationships between things and explain ideas to others; ▪ Gets on with a task without any need to be reminded what to do; 	<ul style="list-style-type: none"> ▪ Carries on and is not put off by change; ▪ Uses a range of strategies to control feelings; ▪ Willing try out new things even when feeling nervous; ▪ Prepared to have a go at something that may not work; ▪ Keeps emotions in check when tasks get tough; 	<ul style="list-style-type: none"> ▪ Sets and reviews own targets for learning; ▪ Always prepared to listen to the points made by others (including opposing views); ▪ Understands the factors that stop them from learning effectively; ▪ Says who or what helps them learn and also how and why it helps; ▪ Gauges when a task has been completed to the best of their ability; ▪ Checks and edits own work; 	<ul style="list-style-type: none"> ▪ Enjoys taking responsibility; ▪ Takes time to consider experiences and what needs to be done next; ▪ Listens and follows instructions independently; 	<ul style="list-style-type: none"> ▪ Shows empathy; ▪ Works harmoniously and constructively with others in a joint activity; ▪ Makes sure that everyone takes turns when speaking; ▪ Gives feedback to others in group on their performance; ▪ Works readily in different teams; ▪ Gives an opinion and explains it;

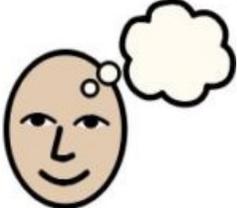
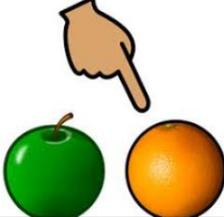
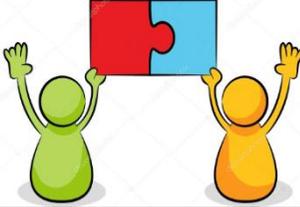


Our Learning Habits in Year 4

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Asks questions to check understanding; ▪ Follows up a question to gain clarification 	<ul style="list-style-type: none"> ▪ Enjoys challenges, especially open ended or deeper thinking ones; ▪ Organises own time well ▪ Persuades others to accept a proposal even though others may not at first agree with the suggestion; ▪ Knows when a piece of work has been completed to the best of their ability; ▪ Uses more than one piece of evidence to support learning; 	<ul style="list-style-type: none"> ▪ Not put off by changes that may occur to normal routines; ▪ Decides when they need 'time out' or 'thinking time' to deal with their emotions; ▪ Manages disappointments and keeps emotions in check; ▪ Determined not to give in too easily; ▪ Keeps focused on a task and avoids distractions; 	<ul style="list-style-type: none"> ▪ Prioritises the most important things to do first; ▪ Sorts and classifies information and checks it for accuracy; ▪ Draws inference and makes deductions from a range of sources; ▪ Values feedback that will help them improve their learning; ▪ Reviews their learning and reflects on what will help make them be more effective learners 	<ul style="list-style-type: none"> ▪ Welcomes opportunities to take on added responsibility for a range of things; ▪ Knows when their ideas can help other people; ▪ Gives alternative solutions or explanations; ▪ Uses more than one piece of evidence to support their findings; ▪ Sorts information and chooses what is relevant; 	<ul style="list-style-type: none"> ▪ Takes on a specific allocated role in a group; ▪ Respects and tolerates the values and beliefs of others within a joint activity; ▪ Communicates capably as team members so as to convince others of their point of view; ▪ Accepts that others may have an opinion that is different to theirs;

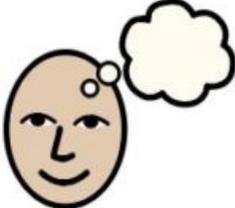
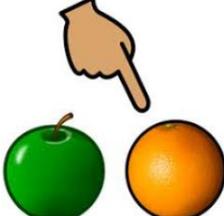
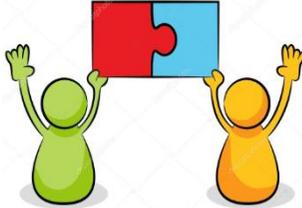


Our Learning Habits in Year 5

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Asks questions to check the listener understands; ▪ Thinks of questions that will help solve problems; 	<ul style="list-style-type: none"> ▪ Recognises risks that may be involved when tackling work; ▪ Organises resources well when working independently; ▪ Makes suggestions, breaking down practical ideas into manageable steps; ▪ Links ideas from different subjects to solve problems and present findings; ▪ Shows confidence in planning clear steps to take to improve their learning; 	<ul style="list-style-type: none"> ▪ Perseveres even when the solution is not readily available; ▪ Accepts constructive criticism from others in a group to enable improvement in performance; 	<ul style="list-style-type: none"> ▪ Accepts different types of feedback and learn from them; ▪ Uses time well to reflect on what they have learnt; ▪ Uses a range of criteria to reflect on own and others work; ▪ Sets targets for completing work and works to them; 	<ul style="list-style-type: none"> ▪ Discusses and debates issues until a sensible compromise is reached; ▪ Understands the difference between a task that is too difficult and one that requires them to think more deeply; ▪ Knows the difference between sensible risks and fool-hardy risks; ▪ Understands that attitude and behaviour can affect learning, and is prepared to change; 	<ul style="list-style-type: none"> ▪ Recognises that sometimes they need expertise from others to help solve a problem; ▪ Makes constructive judgement about someone else's work; ▪ Takes on a range of roles within a group; ▪ Shares a working environment with others and respects their varying needs. ▪ Motivates others to contribute more effectively; ▪ Understands differences in opinions and respond positively;



Our Learning Habits in Year 6

Asking Questions	Connecting & Applying	Being Resilient	Reflecting	Wondering & Making Choices	Co-operating
					
<ul style="list-style-type: none"> ▪ Generates questions which promote higher order thinking; 	<ul style="list-style-type: none"> ▪ Confident and capable when allowed to organise their own time and space; ▪ Acts as a mediator; ▪ Is a good role model for good learning behaviour; ▪ Adapts and applies learning to new situations; ▪ Gives more than one reason to support an argument; ▪ Plans a complex task, anticipating blocks and applying skills to overcome them. 	<ul style="list-style-type: none"> ▪ Copes well with additional pressure; ▪ Appreciates that feelings change over time and copes with it; ▪ Controls own mood swings; ▪ Copes with criticism and learns from it; 	<ul style="list-style-type: none"> ▪ Explains and discusses in different ways what they have learnt from others; ▪ Identifies strengths and weaknesses in their work and gives reasons; ▪ Takes account of others' viewpoints when considering success; ▪ Revises work based on the views of others; ▪ Listens to a range of opinions and reaches a conclusion from them; 	<ul style="list-style-type: none"> ▪ Assesses risk and makes sensible decisions; ▪ Calls on a range of strategies to help overcome a problem; ▪ Always prepared to explore more than the first possible solution to a problem; ▪ Aware that solutions can depend on an understanding of other issues; ▪ Uses feedback from a range of sources to help solve a problem; 	<ul style="list-style-type: none"> ▪ Empathises with others, appreciating that different people react in different ways to certain situations; ▪ When suggesting ideas, breaks them down into steps suited to others in the group; ▪ Discusses conflicting issues fairly to reach an agreement that enables the group to move on; ▪ Makes the most of others' strengths when organising their learning.