



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Key Stage One
(Cycle A, Year Two)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Please find below an overview of the topics that your child will cover this year in Key Stage One:

Oak Class Topics—Cycle A	
Autumn 1	Toys and Games
Autumn 2	Local Geography: Summerseat
Spring 1	Hot and Cold Places
Spring 2	Explorers
Summer 1	Great Britain
Summer 2	Seaside

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

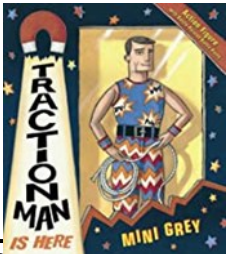
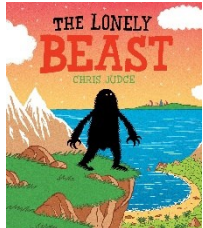

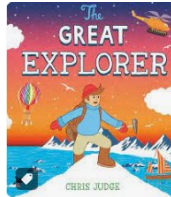

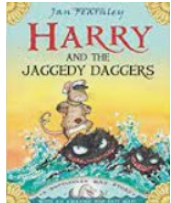
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – Steps in Learning
Year Two – Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys & Games	Local Geography: Summerseat	Hot and Cold Places	Explorers	Great Britain	Seaside
Hook	Discovery of an old toy box in the back of the Wesley room	Receive a letter from the lonely beast who is lost and needs help.	Something is hidden in the ice! Can we discover what it is?	Find a set of luggage with a label.	Receive a letter from the queen asking you to tour the country	Invitation to visit The seaside
Visits and Visitors		Local area walk searching for the lonely beast			Visit to Skipton Castle	Visit to the seaside - Lytham
Key Texts	Traction Man - Grey 	 The Lonely Beast - Judge	 Lost & Found - Jeffers	 The Great Explorer - Judge	The Queen's Handbag – Anthony 	 Harry & the Jaggedy Daggers - Fearnley
Writing Outcomes	Persuasive Promes Speech bubbles / thought bubbles Character description Story imitation and innovation Letter to ask parents and grandparents about their toys Information page about toys	Poster- Have you seen the Lonely Beast? An emotional speech Story innovation Instruction Make a new ending for the story	Non-chronological report about penguins Description of the journey to the Antarctic Adventure story based on L & F Thank you letter	A list of what to pack Diary entry of each part of the journey. Persuasion not to be eaten Innovating part of the story Biography	Story Innovation Information Page Recount – Visit	Character description Setting/action description Speech bubble
Mathematics	Place value (numbers to 20) Addition & subtraction: numbers within 20 (including recognising money)	Addition & subtraction: numbers within 20 (including recognising money) Place value (numbers to 50) and multiplication	Division & consolidation Place value (numbers to 100) Length & height	Shape Fractions & consolidation	Position & direction Time Problem solving and efficient methods	Weight and volume Consolidation & Investigations
Science	<u>Chemistry:</u> Everyday materials – naming and selecting for different tasks		<u>Biology: Or a lonely beast)</u> Animals – habitats & food chains		<u>Biology:</u> Plants – How do plants grow? How do they stay healthy?	

Summerseat Methodist Primary School – Steps in Learning Year Two – Cycle A						
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<u>Changes within living memory</u> Toy and Games			<u>Significant People</u> <i>Explorers – Christopher Columbus, Ernest Shackleton, Nellie Bly. John Wesley & Martin Luther King</i>		<u>Significant Events / Significant People</u> <i>Monarchs - (Focus - Queen Elizabeth (D) and Queen Victoria)</i> World War I
Geography		Local Geography: Summerseat	Hot and Cold Places		Great Britain	
Art		<u>Drawing</u> <u>LS Lowry</u> & Nigel Walker Topic link – Local Area	<u>Printing</u> Martin Bullinya Indincra Topic link – Hot and cold places		<u>3D Art</u> Antony Gormley Topic link –Great Britain	
Design Technology	<u>Textiles</u> <i>Template and Joining</i> <u>Making puppets</u> <i>Designer: Henry Holland (Ramsbottom designer)</i>			<u>Food</u> <i>Preparing fruits and vegetables</i> <u>Explorers Picnic – vegetable cous cous & sandwiches using seasonal fruit or vegetables</u>		<u>Mechanisms Sliders and Levers</u> <u>Sandcastles at the seaside</u> <i>Links to History topic</i>
Computing	Unit 1-1-Online Safety & Exploring Purple Mash 4 weeks Unit 2.5 Effective Searching 3 weeks Online Reputation/Self-image & identity	Unit 1.2 Grouping/Sorting 2 weeks Unit 2.6-Creating Pictures 5 weeks Managing Online Information	Unit 1.6-Animated Story Books 5 weeks Privacy & Security/Copyright & Ownership	Unit 1.8 Spreadsheets 6 weeks Online Relationships & Bullying	Unit 1.7-Coding 6 weeks Health, Wellbeing & Lifestyle	Unit 2.1-Coding 5 weeks
Music	<u>Zoo-time (Reggae)</u>	Songs for Christmas performances	Western Classic to 1940: Baroque period - Handel 'Hallelujah from Messiah' Western Tradition & Film post 1940: Anna Meredith 'Connect it (Body Percussion)'	Percussion & Boomwackers 2	<u>In The Groove (Various Styles)</u> (Blues, Baroque, Latin, Bhangra, Folk and Funk.)	<u>Round and Round</u> (Latin style) (explore pitch, rhythm and pulse)
RE	1.2 CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community? Methodist Unit: Belonging together: Why does it matter to be part of a community? What can we learn about Christians and community life?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?
PSHE	Knowing Me, Knowing You	Anti-Bullying Jobs and Money	Keeping Healthy	Keeping Safe (Inc. CWP Preventing Early Use)	Friends, Family & SRE	

Reading

- I can sound through a new word and blend the sounds to read the word. (using the GPCs taught)
 - I can read words containing common suffixes: -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y
 - I can read most words I have seen before fluently without stopping to sound them through and blend them. (high frequency words)
 - I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
 - I can sound through longer words and blend the sounds to read the whole word. (polysyllabic words)
 - I can read tricky words I have been taught and spot the tricky bits inside them.
 - I can read a new book my teacher chooses, sounding out and blending new words as I go without needing help.
 - I can re-read books to become more fluent
 - and confident.
 - I can read longer and less familiar texts independently.
-
- I am developing a love of reading and show this by reading regularly.
 - I listen to, discuss and read or hear a wide variety of texts including: classic and contemporary poems, stories and non-fiction.
 - I can learn a poem by heart and perform it to others with expression. (Build up my repertoire of poems)
 - I can put events in a story I have heard or read in the right order and explain how one thing led to the next.
 - I can explain what new words might mean by thinking of words I already know.
 - I can listen to myself read, check that my reading makes sense and go back to the right place to correct any mistakes I make.
 - I can answer questions about what I have heard or read and think of questions I want to ask.
 - I can say my favourite words, phrases or sentences from what I have heard or read and explain why I like them.
 - I can talk to others about what we have read or heard, taking turns and listening to other people's ideas
 - I can make inferences based on what is said and done.
 - I can say what I think is going to happen next in what I have heard or read based on what has happened so far.
 - I can find my way through non-fiction texts that are organised and laid out in many different ways.
 - I can talk about what I have heard or read, explaining what I have learned and what I have worked out for myself.



A Year Two Child English

Speaking

- Ask questions to gain information and to clarify meaning
- Express themselves using complete sentences when required
- Make more specific vocabulary choices; for example, technical language
- Take turns when talking in pairs or in small groups
- Offer appropriate comments in paired or small group discussion
- Begin to be aware that formal and informal situations require a different role and language
- Retell a familiar story using narrative language and linking words and phrases
- Hold the attention of listeners by adapting the way they talk
- Begin to understand how to speak for different purposes and audiences
- Perform a simple poem from memory

Handwriting

- I can form lower case letters of the correct size relative to one another.
- I am beginning to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- I use spaces between words that reflects the size of the letters.

Writing

- I can write narratives (real and fictional), write about real events, write poetry and write for different purposes.
- I can write sentences with different forms: statements, questions, exclamations and commands.
- I can use expanded noun phrases (adjectives).
- I can use adverbs in my writing.
- I am building a positive attitude towards writing and my stamina.
- I can reread my writing to check it makes sense and edit checking for errors in spelling, punctuation and grammar.
- I can use the past and present tense correctly and consistently including the progressive form.
- I can use subordinating (when, if, that, because) and co-ordinating conjunctions (or, and, but).
- I can use the grammar in the English Appendix. (See your knowledge organiser)
- I remember to use capital letters and full stops in most of my sentences.
- I can use question marks and exclamation marks.
- I can use commas in lists.
- With support, I can use apostrophes for contracted forms.
- I am starting to use apostrophes for singular possession.
- I can segment spoken words into phonemes spelling many correctly and making phonetically plausible attempts at others.
- I can learn new ways of spelling phonemes for which one or more spellings are already known, including homophones.
- I can spell common exception words.
- I can learn to spell more words with contracted forms.
- I can use apostrophe for possession (singular) e.g. the girl's book.
- I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- Applies spelling rules as listed in English appendix.
- I can distinguish between homophones and near homophones.
- Applies spelling rules as listed in English appendix.
- I can distinguish between homophones and near homophones.

Punctuation

Capital letters (ABC): for names, the word I and at the beginning of all types of sentences

Full stops (.): used at the end of statement sentences

Question marks (?): used at the end of a question sentences

Exclamation marks (!): used at the end of exclamation sentences and to show shock or surprise

Comma (,): used in between words in a list written as a sentence and to separate clauses in sentences

Apostrophes ('): to show possession E.G the girl's dog OR to show missing letters in contracted words e.g. I am to I'm

Word Classes

Noun: Person, place or thing

Adjective: Describes a noun

Verb: Action word

Adverb: Describes the verb or adjective

Noun Phrase: A noun and the simple words that go with it in the sentence
the girl OR a ball

Expanded noun phrase: A noun and adjective the little girl OR a spotty ball OR the green, scaly dragon.

Remember: Always think of a sentence before you write it down and **CHECK IT!**

Grammar Knowledge Organiser

2

Terminology

noun

noun phrase

statement

question

exclamation

command

compound

suffix

adjective

adverb

verb

tense (past, present)

apostrophe

comma



Sentence - Conjunctions

Conjunction: join short clauses up to make longer sentences.



Co-ordinating
Conjunctions



Sentence - Conjunctions

Statements tell the reader something and end with a full-stop. It is usually cold in winter.

Commands begin with a verb, tell the reader to do something and end with a full-stop.
Brush your teeth.

Questions need an answer and end with a question mark.
What did you learn at school today?

Exclamations start with "how" or "what", contain a verb and end with an exclamation mark.
What a beautiful dress! OR
How amazing it was!



Present tense: When something is happening now
E.G. Sam is playing football. OR Sam plays football
Past Tense: When an event has already happened
E.G. Sam was playing football OR Sam played football.

Spelling Knowledge Organiser

2

contraction

Consonant

Homophone

Vowel



all	climb	great	my	people	should
are	cold	her	me	put	saw
asked	class	he	Mr	push	very
a	could	have	Mrs	pull	we
after	door	here	mind	poor	was
any	down	house	most	pretty	were
be	do	hold	move	Pass	when
by	every	hour	many	past	what
because	eye	I	make	plant	where
behind	everybody	into	no	path	wild
both	even	is	out	parents	would
break	friend	improve	one	she	who
beautiful	full	it's	oh	said	whole
bath	floor	kind	of	so	water
come	find	like	one	some	with
could	fast	little	once	said	went
called	father	looked	our	says	you
child	go	love	only	school	your
children	gold	last	old	sure	

Phase 2 / Phase 3 / Phase 4 / Phase 5 / Common exception or High Frequency

Choose to Use - Spellings for the sounds				
ee	ea	ee	ey	y
ai	ay	ae	a	
ie	igh	ie	i	
oa	oe	oe	o	
oo	ue	ue	ew	
or	aw	au	ore	
l	ll	ph		
n	kn	gn		
si	sy		air	are
ow	ou		r	wr
w	wh		ur	ir
n	kn		z	zz
l	ll		s	ss
c	k	ck	ch	tch

Suffix	
-ing, -ed, -er, -est	
*Short vowel sound with one consonant -	
double the consonant and add the suffix	
hitting	hopped
bigger	gladdest
*Short vowel with two consonants, just add the suffix	
jumping	shocked
singer	fastest
*Ending in 'e' - drop the 'e' then add the suffix	
joking	joked later
*Long vowel sound, just add the suffix	
sailing	played
loudest	

Plurals	
adding 's' to nouns	
-s, -es, -ies, -ves	
1. Just add 's'	
2. If the noun ends in a 'sss/sh/ch/x/zz' sound, add 'es'	
3. If the noun ends in a 'y', drop the 'y' and add 'ies'	
4. If the noun ends in -f or -fe drop the -f, -fe and add 'ves'	

The suffixes -ment, -ness, -ful, -less and -ly
- If a suffix starts with a consonant, it is added straight onto most root words without change.

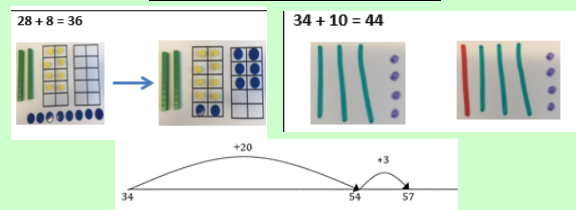
Being a mathematician **Number**

- Read and write to 100 in numerals
- Read and write to 100 in words
- Recognise odd and even numbers
- Count in steps of 2, 3, 5 from any number
- Count on 10 from any number forwards and backwards
- Recognise place value of each digit in 2 digit numbers
- Partition 2 digit numbers into different combinations of tens and ones using apparatus
- Estimate numbers on a number line
- Use estimation to check calculations
- Compare and order numbers from 0 to 100 using $<$, $>$ and $=$
- Recall and use addition facts to 20 and derive and use related facts to 100
- Add two 2-digit numbers to 100
- Subtract two 2-digit numbers to 100
- Add two 2-digit numbers mentally
- Subtract two 2-digit numbers mentally
- Recall all doubles and halves from double 1 to double 20 / half of 2 to half of 40 (E.g. double 17=34, half of 28 = 14)
- Recognise the inverse relationship between addition and subtraction
- Use the inverse to check calculations
- Recall and use multiplication facts for 2, 5 and 10 times tables verbally and in written form
- Recall and use division facts for 2, 5 and 10 times tables verbally and in written form
- Solve problems involving multiplication facts using mental and written methods
- Solve problems that involve division using mental and written methods

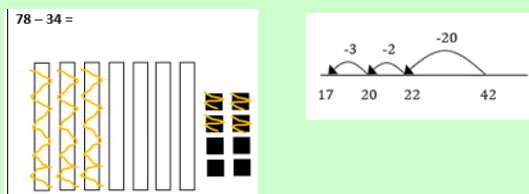


A Year Two Child Mathematics

Addition strategies

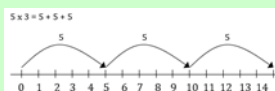


Subtraction strategies

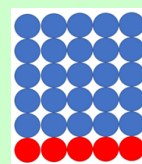


Multiplication strategies

Repeated addition
3 x 5



Arrays

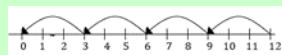


Division strategies

Sharing
16 ÷ 4



Grouping or repeated subtraction
12 ÷ 3



Being a mathematician **Fractions, Measurement, geometry & statistics**

- Name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Find fractional values of shapes
- Find fractional values of numbers and lengths
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)
- Choose and use appropriate standard units to estimate and measure mass (kg/g)
- Choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$)
- Choose and use appropriate standard units to estimate and measure capacity (litres/ml)
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- Solve addition problems using money and measure
- Solve subtraction problems using money and measure
- Recognise and use £ and 0.p and find different combinations of coins that equal the same amounts
- Tell and write the time to 5 minutes
- Know how many minutes in a hour and hours in a day

For more detail on our mathematical strategies, please see our calculation policy.

Turns

Full Turn Half Turn Quarter Turn Left/Anti-Clockwise Right/Clockwise



Measure

cm = centimetres

km = kilometres

l = litres

ml = millilitres

g = grams

kg = kilograms

1 metre	100 centimetres
1 litre	1000 millilitres
1 kilogram	1000 grams

3D Shapes



square-based pyramid



triangular prism



cone



cuboid



pyramid



cube



cylinder



sphere

2D Shapes

Name of shape	No. of sides
Triangle	3
Square	4
Rectangle	4
Pentagon	5
Hexagon	6
Octagon	8

Fractions

Splitting objects or numbers into equal parts

$\frac{3}{5}$ ← numerator
← denominator

Whole: complete object or number that is not split

Half: two equal parts $\frac{1}{2}$ Third: three equal parts $\frac{1}{3}$

Quarter: four equal parts $\frac{1}{4}$

Unit fractions: when the numerator is 1 e.g. $\frac{1}{3}$

Non-unit fractions: when the numerator is more than 1 e.g. $\frac{2}{3}$

Equivalent Fractions $\frac{1}{2} = \frac{2}{4}$

Fractions with different numerators and denominators but the same value



Money

100p = £1



2



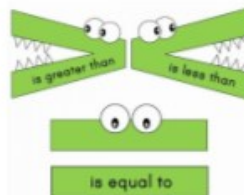
Maths

Place Value

Hundreds	Tens	Ones	decimal	tenths
5	4	1		

Numerals: 1, 20, 30, 40, 50, 60, 70, 80, 90, 100

Words: four, seven, eight, thirty, forty, fifty, ninety, hundred



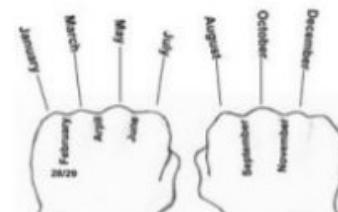
Time facts

60 seconds = 1 minute

60 minutes = 1 hour

7 days = 1 week

12 months = 1 year



KS1 Aut 1 A Toys & Games



To be secure in this unit you must:

- Identify some similarities and differences between their own present and aspects of the past from their own family.
- Explain what some artefacts were used for.
- Describe what my toys are like now and understand this is the present.
- Identify some similarities and differences between my own toys and my parent's / grandparents' toys.
- Think about what toys may be like in the future.

Develop historical skills:

- Ask questions I would like to find out the answers to about the past
- Use real life accounts, artefacts, pictures, stories, online sources and databases to find out about the past.
- Place events and artefacts in order on a time line.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Show an understanding of the concept of nation and a nation's history.

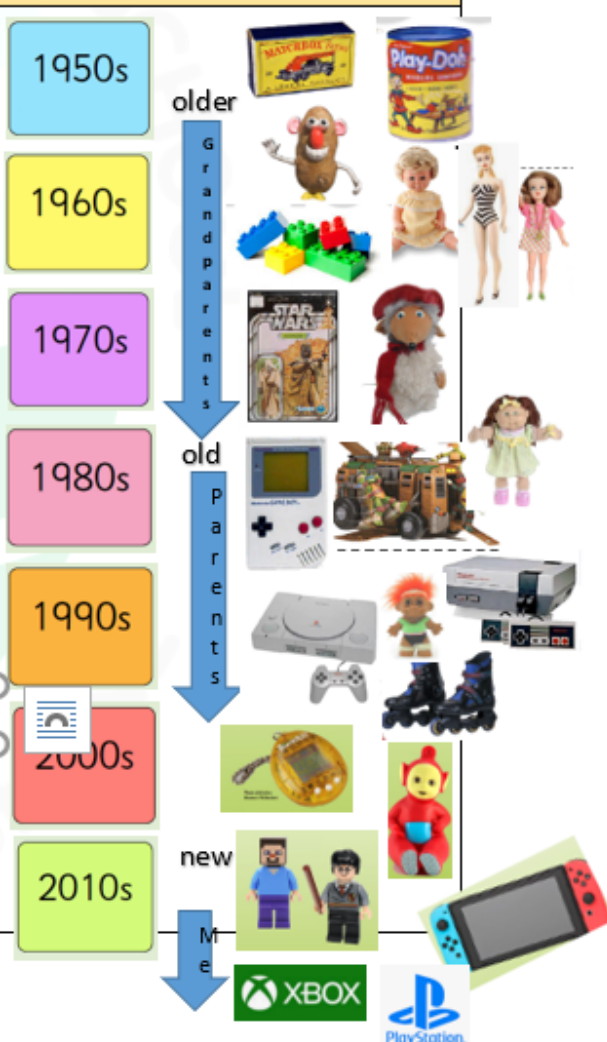
Vocabulary

Toy	Something for a child to play with.
Game	An activity for amusement and fun.
Leisure	Free time when not working.
Compare	Looking for similarities and differences between two examples.
Changes	Explaining the differences and how something has developed over time.
Older	Existed for a long time, no longer young.
Newer	Made recently or now.
Past	Gone by in time.
Present	Happening now.
Future	Time still to come.
Recent	Having happened, begun, or been done not long ago
Decade	A period of ten years.
Artefact	An object made by a person, such as a tool or a decoration, especially one that is of historical interest.
Material	What something is made of.
Rich	Has lots of money or material possessions.
Poor	Does not have enough money or possessions.

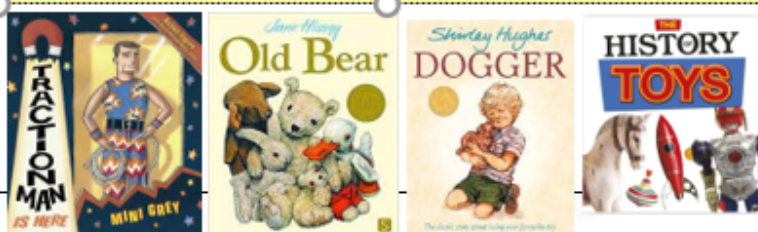
Sticky Knowledge

- ✓ **Toys can be lots of fun!** You can play with them on your own, with a friend or with lots of people. **They are for joy and amusement.** They can be used in leisure time.
- ✓ **Toys have existed for thousands of years and they were made out of materials available at the time.** Early toys included those made from stone and string. In the past, they have often been made of wood, paper or metal.
- ✓ **Modern toys are usually made out of plastic.**
- ✓ **Toys nationally changed in our grandparents era with the invention of television.** Some toys from the 70s started to follow TV programmes.
- ✓ **In the 80s, toys started to commonly be battery or electronic.** This was a significant change within our parents era with computers and consoles becoming increasingly available.
- ✓ **Toys available to richer and poorer families have always been different.**
- ✓ Toys are now safer than they were in the past.
- ✓ Attitudes about toys have changed.


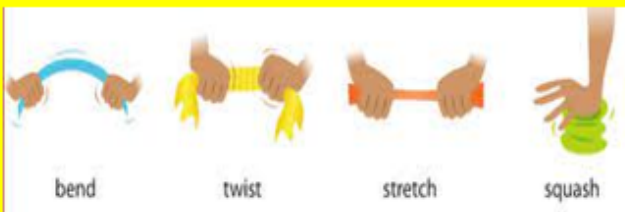


Timeline of Toys



Interesting Texts





<div>KS1 Chemistry Materials</div> <div></div> <div>What would Traction man use to build our school?</div>	<div>To be secure in this unit you must:</div> <div>Knowledge:</div> <ul style="list-style-type: none">- Know how materials can be changed by squashing, bending, twisting and stretching- Identify and name everyday materials: wood, plastic, glass, metal, water, rock- Compare and group everyday materials on the basis of simple properties.- Know why a material might or might not be used for a specific job (wood, metal, plastic, glass, brick, rock, paper and cardboard).- Distinguish between an object and the material from which it is made.	<div>Working Scientifically:</div> <ul style="list-style-type: none">- Ask simple questions.- Observe closely, using simple equipment.- Perform simple tests.- Identify and classify.- Use observations and ideas to suggest answers to questions.- Gather and record data to help in answering questions.	
Vocabulary		Sticky Knowledge	Interesting Books
glass	a useful and unique material. It usually lets light shine through, but it blocks liquids and air.	<div></div> <div>Glass is used for windows in houses and cars to see through. Mirrors - to see yourself, reflection</div> <div>Metal is used for strength -in construction of planes, cars and trains and especially tall buildings</div> <div>Wood is used for doors - most doors are made from wood. Furniture - most furniture is made of wood, often special wood.</div> <div>Plastic is moulded or shaped to form any shape from buckets to animal jelly casts</div>	<div></div> <div></div> <div>MATERIALS</div>
wood	the material that comes from a tree. It varies in hardness.		<div>Water is used for bathing, drinking and cooking.</div> <div>Rock is used for building material, cosmetics, cars, roads, and appliances.</div>
plastic	a 'man-made' material that can be shaped or moulded to any shape.		
metal	a tough and strong material which can be heated and shaped into anything.		
water	the most important liquid on Earth. It covers almost 75 percent of Earth's surface in the form of oceans, rivers, and lakes.		
rock	a naturally occurring solid material composed of one or more minerals.		
stretching	to make (something) wider or longer by pulling it		
bending	to use force to cause (something, such as a wire or pipe) to become curved		
squashing	to press (something) into a flat or flatter shape		
twisting	to bend or turn (something) in order to change its shape		



KS1 Aut 1 A Textiles



To be secure in this unit you must:

Design:

- Design products that appeal to other users based on design criteria.
- Use drawings to communicate ideas.
- Use a template to aid accuracy of design.

Make:

- Choose appropriate materials, tools and equipment to perform practical tasks.
- Join materials and components together using different ways.
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.

Evaluate:

- Explore and evaluate existing products.
- Explain what went well or works well in their finished product.
- Explain what has not worked well or challenges faced in their finished product.
- Evaluate against a design criterion.

Technical Skills:

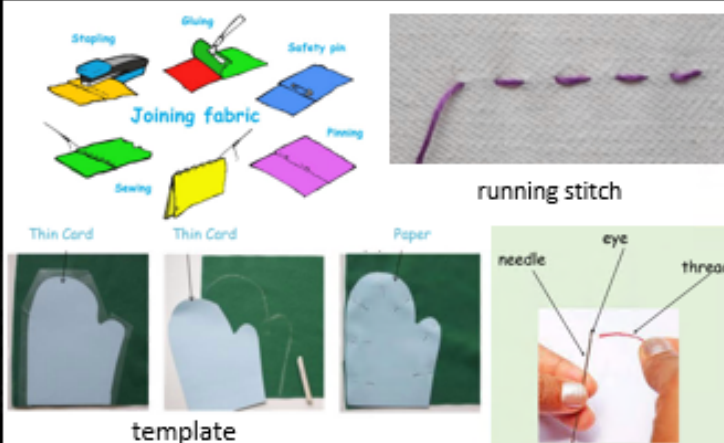
Textiles:

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Vocabulary

Textile	cloth or woven fabric
Texture	the feel, appearance, or consistency of a surface or substance
fabric	cloth or other material made by weaving together threads
stitch	a movement of thread through cloth or material
running stitch	a line of stitched thread that runs in and out of cloth without overlapping
needle	a thin piece of metal used for sewing
thread	a long thin strand of cotton, nylon or other fibres
attach	join or fasten one thing to another
pattern	a repeated decorative design
template	a shaped piece of rigid material used for making to help cut material accurately
seam	a row of stitched joining two pieces of fabric
mark out	transferring a design, pattern or template onto another material
sew	to join pieces of fabric with stitches

Sticky Knowledge

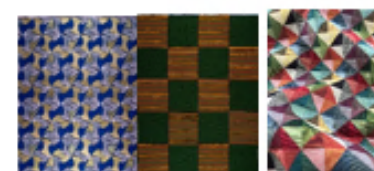


Key Experiences

Investigate existing hand puppets and discussing what they like about each one.
Joining fabrics in a variety of ways and discussing the results.
Threading a needle and practicing making a running stitch.
Marking out a template around their own hand.
Designing a hand puppet based on an animal.
Cutting out and sewing together a hand puppet.
Decorating the hand puppet to make it appealing to young children.

Inspiration

Henry Holland



Design Brief:
Design, make and evaluate an animal hand puppet to appeal to young children.



Learning Qualities

Year Two

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Ask for help (if the time is appropriate)
- Choose and use equipment needed for a set task
- Set a simple target or goal
- Stop and think before acting
- Think about more than one way to solve a problem
- Don't let others distract you

Developing Confidence

- Confident to share ideas with others
- Know and understand what they do well
- Recognise where work could have been better
- Understand what they need to do to improve
- Tell others why they enjoy a task
- Tell someone what they have learnt

Becoming Collaborative

- Work in a group and take turns
- Prepared to listen to ideas of others without interrupting them
- Confident to share ideas with others
- Actively listen and share ideas
- Confident to both lead and be directed by others
- Consider views of all group members during discussion

Building Resilience

- Have a go at something new
- Have a go even when something is difficult
- Never give up
- Keep going even when others find it easy
- Know we can learn from mistakes

Being Inquisitive

- Show curiosity about new things
- Ask sensible questions about learning and tasks
- Use 'how' and 'why' when trying to find things out
- Give a simple opinion and explain why
- Explain why they prefer one or two ideas that are proposed
- Give opinions and say which they agree with