



## Sixpenny Handley First School and Nursery

Collaboration    Connectivity    Independence    Innovation    Questioning    Reflection    Resilience

7 Learning Behaviours							
	Animal link	EYFS to Year 4					
Collaboration	Wolf	An awareness that they share their environment with others.	Learning that actions have consequence for those around us.	Understand that working with others has impact on both parties and can positively impact the outcome.	Can reflect on how collaboration positively impacts on a community	Can adjust between the leader and the supported and develop collaborative vocabulary	Can work alongside others on a shared goal and adapt to different needs to ensure their partner feels valued.
Connectivity	Spider	Select from their environment and own experiences to support play and enquiry	Understand that they can use prior skills/resources to extend and make links	Use appropriate skills/resource to make links.	Be open to explore a range of interpretations. Find more than one possible connection.	Make or suggest links between areas of learning. Use these connections to enhance learning opportunities.	Explain connections they have made between areas of learning and behaviour – begin to apply language such as cause and effect.
Independence	Jaguar	Manage separation from primary carers.	Children manage self-care. Children are given opportunities to manage their own resources.	Children confidently manage resources and respond to their own needs without the need to involve an adult. Children can follow routines and understand their own responsibility for following them.	Children can list different strategies which support their independence and are beginning to recognise with some support when to use them.	Children apply different strategies independently recognising when is appropriate to ask for adult intervention	Children take responsibility for their own organisation and can solve problems if and when they occur.
Innovation	Squirrel	To feel comfortable to follow own interests in play.	To experiment with different resources and techniques in play.	To have the ability to listen to and share ideas in order to develop and improve.	Identify a problem that could be solved and reflect on the impact of a solution.	Pursue a creation/interest to its end point overcoming difficulties they may encounter. Understand that being creative can include a range of approaches and outcomes.	Select from a range of problem solving strategies and apply them to new situations. Explain choices in terms of efficiency and outcome.
Questioning	Owl	Children develop an interest in the world around them and are facilitated through open invites to their learning to find out more.	Children recognise that questions open up new knowledge and see adults modelling this type of behaviour. Use and refine who, where, when, what, why questions.	Generate 'I wonder' questions to direct their learning and follow personal enquiry.	Children can sort questions into types using a question grid. They begin to write their own questions acknowledging that some of these are 'big ideas'.	Generate and respond to questions that help develop judgements and opinions.	Understand that some questions have a range of answers or may change over time. Experience how questions may vary across different subjects and present different levels of challenge.



Reflection	Dolphin	Recount an experience	Be able to look back at their own experiences and talk about them. Use taught sentence stems: I think it worked well because I... Next time I might...		Reflect on and empathise with the achievements of others. Make effective use of taught sentence stems: It worked well when... It might be better if...	Be able to make direct improvements as a result of reflecting on their own and others' activities. Plan, Do, Review cycle	Be able to reflect on their own choices and empathise with those of others. Understand that reflection is a useful tool for improvements and as part of a cycle of learning.
Resilience	Penguin	Build strategies to have a go and begin to accept it may fail	Begin to feel more comfortable with the feeling of not succeeding first time	Be motivated to keep going and begin to accept the 'power of yet'.	Bounce back from disappointment or know that you will bounce back based on previous experiences	Child can remain focussed on learning when given a challenge and manage potential distractions.	Personal reflection demonstrates an ability to explain how and what they have learnt from previous experiences and how it supports their resilience.

Questions which have a clear answer.	Look and See	Imagination	Questions which have a clear answer.
	Ask an Expert	Thinking / Philosophical	

## CRITICAL THINKING SKILLS

<b>1</b> Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
<b>2</b> Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
<b>3</b> Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
<b>4</b> Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
<b>5</b> Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
<b>6</b> Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value