

Key skill:	YEAR R Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - try new things • Question - ask a question using what, when and where • Communicate - listen and talk in my classroom • Listen - take turns talking and listening in a group
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - match an action with its opposite • Plan - plan the area I will work in and what I will do • Choose the odd one out from a group of objects • Reason - complete a 25-piece jigsaw
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - come in happily knowing the routine • Collaborate - take turns in an activity
4. MANAGING FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - understand others' feelings
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - tell someone else what I have been doing • Distil - find an odd one out in a group and give reasons • Revise - share work by reading to someone else
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - settle and complete a task without an adult • Manage distractions - stay in group on task
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - know that can make others happy or sad
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Tell another what they are learning • Own opinions - don't always follow friends • Apply knowledge - use things I have learned to safely cross the road
9. CREATIVITY	<ul style="list-style-type: none"> • Use imagination - role play using props • Enthusiasm - try new things with a smile • Be lateral thinkers
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - look after someone who is hurt

Key skill:	YEAR 1 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - share things that interest them • Question - ask why and how questions • Communicate - listen carefully and add detail for interest • Listen - listen in a group to instructions and follow them confidently
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - describe a link between two things • Plan - sequence instructions • Listen to and carry out two-step instructions • Reason - explain the consequence of action
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - get ready for PE and look after belongings • Collaborate - share ideas with and listen to partner
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - try new things with assistance
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - share my learning in a plenary • Distil - sequence the main events in a story • Revise - identify one really good part of work and share it
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - keep trying even when others find it easier • Manage distractions - listen think and learn on carpet
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - talk about things they are good at and enjoy
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Know in what ways I learn best • Know what is right and wrong • Choose healthy snacks to keep fit
9. CREATIVITY	<ul style="list-style-type: none"> • Use imagination - make up short plays with puppets • Enthusiasm - share things I like with others • Be lateral thinkers - guess a hidden object given clues
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - comfort others in trouble

Key skill:	YEAR 2 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - ask questions to learn more • Question - when given an answer I can think of the question • Communicate - use puppets and role play to make things up • Listen - know how to actively listen and when to think and share idea
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - sort objects into groups with reasons • Plan - write instructions for someone to follow • Use the Dewey system to find books in the library • Reason - find the hidden message or moral in stories
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - collect resources needed independently • Collaborate - work with people I don't normally choose to
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - be excited by new challenges
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - reflect quietly in worship • Distil - answer questions about a text • Revise-think about work and if it is the best it can be
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - learn something new and experience difficulty • Manage distractions - not be put off task by others
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - realise that actions affect others
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Know from symbols which learning muscles to use • Articulate Golden Rules and their importance • Use Golden Rules
9. CREATIVITY	<ul style="list-style-type: none"> • Use imagination - describe a setting • Enthusiasm about things they might not like • Be lateral thinkers - suggest ways to help people having problems
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - describe a character's feelings

Key skill:	YEAR 3 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - find things out at home and tell others • Question - ask questions that can be investigated • Communicate - show listening by questions asked and comments made • Listen - to adults as well as other children
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - share ideas in a group • Plan - finish tasks within time set • Generate questions to sort using a branching database • Reason - solve two-step word problems showing thinking and workings out
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - listen to and follow instructions • Collaborate - in a team I make sure everyone has a say
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - tackle new things without worrying
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - I know which learning muscle to use • Distilling - read excerpts and highlight key information • Revise - independently check against LI and SC
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - look for new ways of solving problems • Manage distractions - does not distract others
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - describe my learning and attitudes
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Describe learning using appropriate vocabulary • Be constructive in evaluating others' work • Apply skills in science to answer tricky questions
9. CREATIVITY	<ul style="list-style-type: none"> • Imagination - use emotions and feelings • Enthusiasm - when excited still use good learning skills • Be lateral thinkers - play with ideas and possibilities
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - hot seat a character or answer questions in role

Key skill:	YEAR 4 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - ask how? or why? • Question - ask questions to deepen learning • Communicate - explain ideas and listen to others' • Listen - in formal and informal ways and respond
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - draw conclusions • Plan • Sort and process information • Reason - break things down logically and explain
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - help themselves when stuck • Collaborate - work with others to extend learning
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - not be frustrated/upset by difficulty
5.EVALUATION	<ul style="list-style-type: none"> • Reflect - sort and sequence ideas • Separate useful information - read and summarise in own words • Revise, edit , check, their work
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - not be put off by difficulty • Manage distractions - not be put off task by others
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - can evaluate own learning and learn from the conclusions
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Know how to learn • Make decisions for themselves • Use Maths, English and ICT skills in other areas of work
9. CREATIVITY	<ul style="list-style-type: none"> • Use their imagination • Be positive and enthusiastic • Be lateral thinkers-give alternative explanations or solutions
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - see things from another point of view

Key skill:	YEAR 5 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - interested in things don't like as much • Question - formulate hypothetical questions • Communicate - understand difference of opinion and respond positively • Listen - read body language and understand hidden messages
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - explain links in learning to others • Plan - identify what they need to develop and set targets • Choose an appropriate format for a presentation • Reason - organise thoughts and talk them through
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - work independently using my learning skills • Collaborate - motivate others and remind them of the task in team work
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - actively find ways of cooperating with others
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - use the skill to develop assessment of skills • Distil - understand information from various sources and summarise • Revise - use success and improvement marking and remember in future
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - check and edit independently for quality • Manage distractions - work away from adults
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - know own strengths and weaknesses
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Describe effective learning and compare with own • Own opinions-listen to others but responsible for own decisions • Apply knowledge - understand what need to grow and be healthy eat well enjoy sport
9. CREATIVITY	<ul style="list-style-type: none"> • Use imagination-improvise • Enthusiasm - use positive attitude to help others • Be lateral thinkers - see things from other viewpoint
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - be clearer in articulating own feelings

Key skill:	YEAR 6 Children need to learn/practise how to:
1. ENQUIRY	<ul style="list-style-type: none"> • Be curious - can create a trail of thinking • Question - know not all questions can be answered • Communicate - use informal and formal language • Listen - read body language and understand hidden messages
2. PROBLEM SOLVING	<ul style="list-style-type: none"> • Make links - create mind map to illustrate links and thinking • Plan - know and use a range of learning skills • Sort fact from fiction • Reason - debate using logical arguments
3. SOCIAL SKILLS	<ul style="list-style-type: none"> • Be independent - identify own learning needs • Collaborate - utilise others' strengths for common good
4. MANAGE FEELINGS	<ul style="list-style-type: none"> • Manage their feelings - express and appreciate a range of feelings and opinions
5. EVALUATION	<ul style="list-style-type: none"> • Reflect - use mind maps for target setting • Distill - understand bias • Revise-know how to review links
6. MOTIVATION	<ul style="list-style-type: none"> • Persevere - know when to give up and try a different way • Manage distractions - be a good role model
7. SELF-AWARENESS	<ul style="list-style-type: none"> • Be self-aware - know self-image can limit learning
8. APPLY KNOWLEDGE	<ul style="list-style-type: none"> • Understand and appreciate lifelong learning • Own opinions - confident to be different • Apply knowledge - to solve scientific scenarios
9. CREATIVITY	<ul style="list-style-type: none"> • Use imagination - paint pictures with words • Enthusiasm - channel enthusiasm using learning muscles • Be lateral thinkers - look for and articulate alternative solutions to puzzles
10. EMPATHY	<ul style="list-style-type: none"> • Empathise - aware of other cultures and enriched


	KEY SKILL	YEAR R 'I' STATEMENT	
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I am curious about new things
		QUESTION	I ask questions using what, when, where
	PROBLEM SOLVE	PLAN	I can plan where I will work and what I will do
		MAKE CHOICES	I can make a choice from a limited selection of resources
		REASON	I can give a simple reason for an action
	APPLY KNOWLEDGE	FORM OPINIONS	I can give a simple opinion of my own
APPLY KNOWLEDGE		I can make links to find simple relationships between objects	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can tell someone what I've been doing
		REVISE	I can tell someone what I would do differently next time
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to make things
		LATERAL THINKING	I can suggest a way to solve a problem
		META-LEARNING	I can tell someone what I'm doing
SELF-MANAGERS	MOTIVATION	PERSEVERE	I stick at a short task until I have finished it
		MANAGE DISTRACTIONS	I can stay on task when working in a group
		SET GOALS	I can set myself a small challenge
	EMOTIONAL SKILLS	BE SELF-AWARE	I can tell someone how I am feeling
		MANAGE MY FEELINGS	I know what to do if I feel worried or angry
		UNDERSTAND OTHERS FEELINGS	I can recognise some simple emotions in other people
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I can tidy up at the end of an activity
		COLLABORATE, VALUE & SUPPORT OTHERS	I can take turns in an activity
		COMMUNICATE	I talk to others
		LISTEN	I listen to others


	KEY SKILL	YEAR 1 'I' STATEMENT	
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I am curious about new things and share this with someone else
		QUESTION	I ask questions using how & why
	PROBLEM SOLVE	PLAN	I can plan a simple sequence of instructions
		MAKE CHOICES	I can make a choice from a selection of resources
		REASON	I can give a reason for an event or action
	APPLY KNOWLEDGE	FORM OPINIONS	I can give a simple opinion of my own and explain why
APPLY KNOWLEDGE		I can make links to give a simple description of similarities & differences	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can tell someone what I have learnt
		REVISE	I can try a different approach if something doesn't work
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination in role play
		LATERAL THINKING	I can suggest ways to solve problems
		META-LEARNING	I can tell someone why I'm doing something
SELF-MANAGERS	MOTIVATION	PERSEVERE	I keep trying even when I find it hard
		MANAGE DISTRACTIONS	I can listen, learn and think at carpet time
		SET GOALS	I can set myself a target to achieve
	EMOTIONAL SKILLS	BE SELF-AWARE	I can tell others what I enjoy and what I'm good at
		MANAGE MY FEELINGS	I stop and think before acting
		UNDERSTAND OTHERS FEELINGS	I can recognise a range of emotions in other people
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I can choose resources from a selection provided
		COLLABORATE, VALUE & SUPPORT OTHERS	I can share ideas and listen to a partner
		COMMUNICATE	I can add detail to interest my listener
		LISTEN	I listen carefully to instructions and follow them.

		KEY SKILL	YEAR 2 'I' STATEMENT
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I am curious about new things and ask questions to find out more
		QUESTION	I can suggest the question when given an answer
	PROBLEM SOLVE	PLAN	I can write simple instructions for someone else to follow
		MAKE CHOICES	I can make a choice from a limited selection of methods
		REASON	I can explain a simple word problem showing my thinking.
	APPLY KNOWLEDGE	FORM OPINIONS	I can give two different opinions and say which one I agree with
APPLY KNOWLEDGE		I can sort objects into a variety of groups and give reasons	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can share my learning with the class
		REVISE	I can make changes from my original intentions
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to generate lots of ideas
		LATERAL THINKING	I can suggest ways to solve a range of problems
		META-LEARNING	I can tell someone what I am learning
SELF-MANAGERS	MOTIVATION	PERSEVERE	I keep going when things are hard even when others find it easy
		MANAGE DISTRACTIONS	I don't let others distract me
		SET GOALS	I can review my achievements against success criteria
	EMOTIONAL SKILLS	BE SELF-AWARE	I understand my actions can affect other people
		MANAGE MY FEELINGS	I will try new things with support even when I feel apprehensive
		UNDERSTAND OTHERS FEELINGS	I can describe someone else's feelings
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I can collect all the resources I need from around the classroom
		COLLABORATE, VALUE & SUPPORT OTHERS	I can work with people chosen by my teacher
		COMMUNICATE	I can give an opinion
		LISTEN	I know how to actively listen, think and share ideas

		KEY SKILL	YEAR 3 'I' STATEMENT
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I am curious about new things and ask questions at home to find out more
		QUESTION	I can suggest a question which can be investigated
	PROBLEM SOLVE	PLAN	I can plan and finish a simple task within a set time
		MAKE CHOICES	I can make a choice from a range of methods
		REASON	I can solve two step word problems showing my thinking.
	APPLY KNOWLEDGE	FORM OPINIONS	I can give two different opinions and say which one I agree with and why
APPLY KNOWLEDGE		I can see relationships between things and explain my ideas in a group	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can take time to consider my experience and what I need to do next
		REVISE	I can make check and edit my work
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to improvise
		LATERAL THINKING	I can think of different ideas and possibilities when solving problems
		META-LEARNING	I can improve my learning by imitating others
SELF-MANAGERS	MOTIVATION	PERSEVERE	I keep going and look for new ways to solve problems
		MANAGE DISTRACTIONS	I complete my work in the time allowed
		SET GOALS	I can set and review targets for my learning
	EMOTIONAL SKILLS	BE SELF-AWARE	I can talk about my attitudes to learning
		MANAGE MY FEELINGS	I will try new things even when I feel apprehensive
		UNDERSTAND OTHERS FEELINGS	I can 'hot seat' a character or answer questions in role
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I listen and follow instructions independently
		COLLABORATE, VALUE & SUPPORT OTHERS	I can work in a team making sure everyone has a turn at speaking
		COMMUNICATE	I can give an opinion and explain it
		LISTEN	I listen, then comment on what I have heard, asking relevant questions.

		KEY SKILL	YEAR 4 'I' STATEMENT
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I can use a range of sources to find out more
		QUESTION	I can ask further questions to deepen my understanding
	PROBLEM SOLVE	PLAN	I can plan a more complex task, setting targets for completion, with some support
		MAKE CHOICES	I can sort information and choose what is relevant
		REASON	I can break down complex ideas in to steps to reason
	APPLY KNOWLEDGE	FORM OPINIONS	I can give an opinion about someone else's work
APPLY KNOWLEDGE		I can look for relationships between things and draw conclusions	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can draw out lessons and generalisations from my reflections and discuss them
		REVISE	I can monitor how things are going and make revisions
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to see things in my 'mind's eye'
		LATERAL THINKING	I can give alternative solutions or explanations
		META-LEARNING	I can describe effective learning and compare it to my own
SELF-MANAGERS	MOTIVATION	PERSEVERE	I recognise when I need to try a different approach and I keep trying
		MANAGE DISTRACTIONS	I know how to manage classroom distractions
		SET GOALS	I can break a longer term plan into achievable steps
	EMOTIONAL SKILLS	BE SELF-AWARE	I can talk about my strengths and weaknesses
		MANAGE MY FEELINGS	I stay calm when I find things difficult
		UNDERSTAND OTHERS FEELINGS	I can appreciate a range of feelings, emotions and view points
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I use strategies I have been taught to help myself when I'm stuck
		COLLABORATE, VALUE & SUPPORT OTHERS	I can work with others to deepen my learning
		COMMUNICATE	I can explain ideas and processes
		LISTEN	I can listen and respond in formal and informal situations.

	KEY SKILL	YEAR 5 'I' STATEMENT	
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I am curious about things and persevere to find answers to complex questions
		QUESTION	I can construct hypothetical questions
	PROBLEM SOLVE	PLAN	I can plan a longer activity, breaking it into manageable steps and setting targets for completion with minimal adult support
		MAKE CHOICES	I can choose how to present information
		REASON	I can use inference and deduction to offer explanations
	APPLY KNOWLEDGE	FORM OPINIONS	I can make a constructive judgement about someone else's work
APPLY KNOWLEDGE		I can apply my learning to review situations	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can use a range of criteria to reflect on my own and others learning
		REVISE	I can use insight to revise my work
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to see things in my 'mind's eye'
		LATERAL THINKING	I can look for alternative innovative outcomes
		META-LEARNING	I understand how I learn best
SELF-MANAGERS	MOTIVATION	PERSEVERE	I understand that learning occurs when we make mistakes and learn from them
		MANAGE DISTRACTIONS	I know what conditions are best for my learning
		SET GOALS	I can set success criteria in a group and reflect on achievements
	EMOTIONAL SKILLS	BE SELF-AWARE	I understand how my self-image can affect my learning
		MANAGE MY FEELINGS	I can use positive self-talk
		UNDERSTAND OTHERS FEELINGS	I can appreciate a range of feeling and view points, even when they differ from my own
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I can work independently
		COLLABORATE, VALUE & SUPPORT OTHERS	I can motivate all members of the group to contribute and remind them of the task
		COMMUNICATE	I understand differences of opinion and respond positively
		LISTEN	I can use body language to enhance my listening

	KEY SKILL	YEAR 6 'I' STATEMENT	
INDEPENDENT ENQUIRERS	ENQUIRE	BE CURIOUS	I can explore things which don't interest me much
		QUESTION	I understand that questions can have more than one correct answer and some cannot be answered
	PROBLEM SOLVE	PLAN	I can independently plan a complex task, anticipating blocks and applying a range of skills
		MAKE CHOICES	I can choose what is relevant and present information in an appropriate format
		REASON	I can debate using a reasoned, logical argument
	APPLY KNOWLEDGE	FORM OPINIONS	I can listen to a range of opinions and make my own decisions
APPLY KNOWLEDGE		I can make a mind map to show links in my thinking and learning	
REFLECTIVE LEARNERS	EVALUATION	REFLECT	I can develop my own criteria and reflect on my own and others' learning
		REVISE	I can make revisions based on the advice of others
CREATIVE THINKERS	CREATIVITY	USE IMAGINATION	I can use my imagination to rehearse things mentally
		LATERAL THINKING	I can adapt and apply my learning to new situations
		META-LEARNING	I understand how I learn best and choose to work in a way which suits my learning style
SELF-MANAGERS	MOTIVATION	PERSEVERE	I can use a range of strategies to become 'unstuck' & carry on
		MANAGE DISTRACTIONS	I am a role model for good learning behaviour
		SET GOALS	I can break a long-term plan into small achievable steps, plan to overcome obstacles, set success criteria and celebrate achievement
	EMOTIONAL SKILLS	BE SELF-AWARE	I know my feelings change over time and that I have the capacity to cope with this
		MANAGE MY FEELINGS	I can acknowledge my feelings and use a range of strategies to support myself
		UNDERSTAND OTHERS FEELINGS	I can empathise with others, being aware that people express emotions in different ways
TEAM WORKERS	SOCIAL SKILLS	BE INDEPENDENT	I can identify my own learning needs
		COLLABORATE, VALUE & SUPPORT OTHERS	I can use the strengths of others I work with
		COMMUNICATE	I can adjust the way I talk to a range of situations
		LISTEN	I can read the body language of others to enhance my listening

<u>What pupils already know/understand:</u>	<u>What pupils want to know/understand:</u>	<u>What I intend they will know/understand:</u>
<ul style="list-style-type: none"> • Exercise makes you healthy • The heart pumps the blood round the body • Heart rate is measured by taking a pulse • Pulse rate is measured in beats per min • After exercise your pulse rate increases 	<ul style="list-style-type: none"> • What happens to your pulse rate after you have exercised and you are recovering? • How long does it take for you to fully recover from exercise? 	<ul style="list-style-type: none"> • That some people recover faster than others from the effects of exercise • That charts and graphs used to record the results of experiments help us to identify patterns and understand the results

Key Skills:	Opportunities:	Opportunities to apply skills in:			
		CLL	MA	SCI	ICT
Enquiry	<ul style="list-style-type: none"> • Ask questions that can be investigated • Make links/share ideas in a group • Tackle things without worrying • Apply skills in science to answer tricky questions 	Explain what patterns they can see in results and why they think this happened Be able to write a simple report of what they did and what happened.	Doubling and doubling again Constructing bar and line graphs Interpreting bar and line graphs	<i>Ideas and evidence:</i> Begin to link cause and effect <i>Evaluating:</i> Compare what happened with what they thought would happen and give simple reasons <i>Recording:</i> Record accurately Draw bar charts <i>Interpreting:</i> Make simple statements about results Identify patterns	Record results in charts Produce bar and line graphs
Problem solving					
Social skills					
Managing feelings					
Evaluation					
Motivation					
Self-awareness					
Apply knowledge					
Creativity					
Empathy					

Key Skill	Learning Intentions	
ENQUIRY	Curriculum LI: Record accurately and interpret results of a simple experiment Context: Investigating rate of recovery after exercise	
PROBLEM SOLVING		
SOCIAL SKILLS	Key Skills LI: Listen to adults as well as children	
MANAGE FEELINGS	Make links and share ideas in a group Listen to and follow instructions	
EVALUATION	Independent/Group Activity:	Remember to: (<i>process success criteria</i>)
MOTIVATION	<ol style="list-style-type: none"> In groups of two, pupils find resting pulse rates then take turns to exercise for one minute and record pulse rate on a chart immediately after exercise and at 2-min intervals. Pupils transfer their results to either a bar chart or a line graph or use the computer to construct same. With support, pupils talk about their results, compare graphs, look for patterns and draw simple conclusions. <p>PLENARY: Selected pupils present their findings and explain their thinking.</p>	<ul style="list-style-type: none"> Record carefully during the experiment. Transfer the results to a graph/bar chart, etc, if appropriate. Look carefully at the results and talk about what was different from what you had predicted. Talk about anything that surprised you. Next, agree what you think you have found out. Together, write a sentence or two to explain what you discovered and your thinking.
SELF-AWARENESS		
APPLY KNOWLEDGE		
CREATIVITY		
EMPATHY		
Assessment/notes to inform next steps:		Differentiation: