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| Accepting responsibility  I think before I do something and I accept the consequences of things that I say or do. |
| Respecting others  I accept that everyone has their own ideas and beliefs and I listen to them carefully and try to understand. |
| Cooperating  I think about how I can work well with others so that we all reach our goals. I don’t try and take over or make decisions for others. |
| Resolving conflict  When an argument comes up, I try to find ways to stop it. |
| Group decision-making  I listen to everyone’s opinion when making a group decision. I accept that the group decision may not be the one I wanted. I understand that groups need to stick to their collective decision to work well. |
| Adopting a variety of group roles  I do different jobs in the group each time: reporter, recorder, time-keeper, manager, illustrator,... |

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| Formulating questions  I use factual questions, conceptual questions and provocative questions. |
| Observing  I decide what I need to look at in order to understand and I make notes. |
| Planning  I think about what I need to do and how I am going to do it. |
| Collecting data  I find useful information in different places. |
| Recording data  I write down, draw or record the information I have collected. |
| Organising data  I group together information which fits together in themes. |
| Interpreting data  I think about what the information means for my question. |
| Presenting research findings  I choose the best ways to present my research and findings to my audience. |

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| Acquisition of knowledge  I find things out. |
| Comprehension  I make sure I understand the things I find out. |
| Application  I use the information I found out to make or do something. |
| Analysis  I look for the themes or big ideas in the information I found. |
| Synthesis  I use lots of different kinds of information from different sources to help me understand. I use this understanding to make or do something. |
| Evaluation  I decide whether the information I have found is useful for my question. |
| Dialectical thought  I think about the contradictions between pieces of information |
| Metacognition  I understand how I learn best. |

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| Listening  I listen to other people, to songs, to speeches and to myself. |
| Speaking  I talk clearly and respectfully to other people. I am easy to understand and use language my audience can understand. |
| Reading  I read all kinds of books, posters and advertisements. I choose books that are appropriate for me and my subject. |
| Writing  I write many different kinds of texts (stories, reports, poems, adverts...) that are aimed at my audience. |
| Viewing  I look at films and artwork and think about what they are trying to teach me. |
| Presenting  I share my ideas and learning with others in a clear, easy to understand and appropriate manner. |
| Non-verbal communication  I use body language to communicate with others. I am always careful not to use offensive body language. |

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| Gross motor skills  I can run, jump, stop and turn and use my body effectively. |
| Fine motor skills  I can control my body in little movements, e.g. cutting out, neat handwriting, tying shoe laces. |
| Spatial awareness  I know where I am in relation to others and the world around me. |
| Organisation  I make sure I have the things I need to work or play. I know where my stuff is and keep my things tidy and easy to find quickly. |
| Time management  I use my time sensibly so that I get my work done on time. I think about what it is important for me to do first and spend the most time on. |
| Safety  I act in a safe manner for myself and others at all times. |
| Healthy lifestyle  I respect my body and mind. I make sure that I have a balanced lifestyle and diet. |
| Codes of behaviour  I act appropriately at all times. I respect other people’s feelings and situations. |
| Informed choices  I make decisions by thinking about the advantages and consequences. I listen to others’ advice but I make my own choices about how I act. |