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| Accepting responsibilityI think before I do something and I accept the consequences of things that I say or do. |
| Respecting othersI accept that everyone has their own ideas and beliefs and I listen to them carefully and try to understand.  |
| CooperatingI 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 conflictWhen an argument comes up, I try to find ways to stop it. |
| Group decision-makingI 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 rolesI do different jobs in the group each time: reporter, recorder, time-keeper, manager, illustrator,... |

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

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| Acquisition of knowledgeI find things out. |
| ComprehensionI make sure I understand the things I find out.  |
| ApplicationI use the information I found out to make or do something. |
| AnalysisI look for the themes or big ideas in the information I found. |
| SynthesisI use lots of different kinds of information from different sources to help me understand. I use this understanding to make or do something. |
| EvaluationI decide whether the information I have found is useful for my question. |
| Dialectical thoughtI think about the contradictions between pieces of information |
| MetacognitionI understand how I learn best. |

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

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| Gross motor skillsI can run, jump, stop and turn and use my body effectively. |
| Fine motor skillsI can control my body in little movements, e.g. cutting out, neat handwriting, tying shoe laces.  |
| Spatial awarenessI know where I am in relation to others and the world around me. |
| OrganisationI 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 managementI 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. |
| SafetyI act in a safe manner for myself and others at all times. |
| Healthy lifestyleI respect my body and mind. I make sure that I have a balanced lifestyle and diet. |
| Codes of behaviourI act appropriately at all times. I respect other people’s feelings and situations. |
| Informed choicesI make decisions by thinking about the advantages and consequences. I listen to others’ advice but I make my own choices about how I act. |