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| **Values, Attitudes & Attributes – How learners behave** |
| **Empathetic – Links to EYFS Characteristics of Learning** |
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|  | Collaborative | Playing and Exploring - Acting out experiences with other people. |
| Concerned for society | Playing & Exploring – Showing curiosity about objects, events and people. |
| Confident | Playing & Exploring – Taking on a role in their play. |
| Playing & Exploring – Initiating activities, seeking challenge, showing a can-do attitude, taking a risk, learning by trial and error. |
| Active Learning – Persisting when challenges occur, bouncing back after difficulties. |
| **Agile - Links to EYFS Characteristics of Learning** |
|  | Enquiring | Playing & Exploring – Seeking challenge. |
| Creative and enterprising | Creating and Thinking Critically – Thinking of ideas. |
| Creating and Thinking Critically – Finding ways to solve problems. |
| Creating and Thinking Critically – Finding new ways to do things. |
| Open-minded | Creating and Thinking Critically – Changing strategy as needed. |
| Active Learning – Showing a belief that more effort or a different approach will pay off. |
| Active Learning – Taking a risk and learning by trial and error. |
| Risk-taking | Creating and Thinking Critically – Finding new ways to do things. |
| Creating and Thinking Critically – Changing strategy as needed. |
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| **Hard working - Links to EYFS Characteristics of Learning** |
|  | Practice | Active Learning – Bouncing back after difficulties. |
| Creating and Thinking Critically – Checking how well their activities are going. |
| Creating and Thinking Critically – Reviewing how well the approach worked. |
| Perseverance | Active learning – Paying attention to details. |
| Active Learning - Being proud of how they accomplished something – not just the end result. |
| Active Learning - Enjoying meeting challenges for their own sake rather than external rewards or praise. |
| Resilience | Playing and Exploring – Showing a can-do attitude. |
| Active Learning – Not easily distracted. |
| Active Learning – Paying attention to details. |

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| **Advanced Cognitive Performance Characteristics – How learners think**  |
| **Meta-thinking - Links to EYFS Characteristics of Learning** |
|  | Meta-cognition | Creating and Thinking Critically – Thinking of ideas. |
| Creating and Thinking Critically – Finding ways to solve problems. |
| Creating and Thinking Critically – Finding new ways to do things. |
|  | Self-regulation | Active Learning – Bouncing back after difficulties. |
| Playing & Exploring – Learning by trial and error. |
| Creating and Thinking Critically – Reviewing how well the approach worked. |
|  | Strategy planning  | Creating and Thinking Critically – Planning and making decisions on how to approach a task, solve a problem and reach a goal. |
| Active Learning – showing a belief that more effort or a different approach will pay off. |
| Creating and Thinking Critically – Finding ways to solve problems. |
|  | Intellectual confidence | Creating and Thinking Critically – Finding ways to solve problems Having their own ideas. |
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| **Linking - Links to EYFS Characteristics of Learning** |
|  | Generalisation | Creating and Thinking Critically – Making links and noticing patterns in their experience. |
| Connection Finding | Creating and Thinking Critically – Making predictions, testing their ideas, developing ideas of groupings, sequences causes and effect. |
| Big Picture Thinking | Creating and Thinking Critically – Making links and noticing patterns in their experience. |
| Creating and Thinking Critically – Making predictions, testing their ideas, developing ideas of groupings, sequences causes and effect. |
| Abstraction | Playing and Exploring - Pretending objects are things from their experience. |
| Imagination  | Playing and Exploring – Representing their experiences in play. |
| Playing and Exploring – Taking on a role in their play. |
| Playing and Exploring – Acting out experiences with other people. |
| See alternativeperspectives | Creating and Thinking Critically - Changing strategy as needed. |
| Creating and Thinking Critically – reviewing how well the approach worked. |
| **Analysing - Links to EYFS Characteristics of Learning** |
|  | Critical or logical thinking | Creating and Thinking Critically – having their own ideas. |
| Creating and Thinking Critically – Changing strategy as needed. |
| Creating and Thinking Critically – Finding new ways to do things. |
| Precision | Playing and Exploring - Showing a can-do attitude. |
| Active Learning - Being proud of how they accomplished something – not just the end result. |
| Active Learning – paying attention to details. |
| Complex and multi-step problem solving | Creating and Thinking Critically - Planning, making decisions about how to approach a task, solve a problem and reach a goal. |
| Creating and Thinking Critically – Changing strategy as needed. |
| Creating and Thinking Critically – Reviewing how well the approach worked. |
| **Creating - Links to EYFS Characteristics of Learning** |
|  | Intellectual playfulness | Playing and Exploring - Engaging in open ended activity.Showing different interests.Initiating activities and seeking challenge.Active Learning - Showing high levels of energy and fascination. |
|  | Flexible thinking | Playing and Exploring - Engaging in open ended activity. |
|  | Fluent thinking | Playing and Exploring - Learning by trial and error. Active Learning – enjoy meeting challenges for their own sake rather than for external praise or reward. |
|  | Originality | Creating and Thinking Critically - Finding new ways to do things and changing strategy as needed. |
|  | Evolutionary and revolutionary thinking | Active Learning - Paying attention to details.Finding new ways to do things. |
| **Realising**  | **Links to EYFS Characteristics of Learning** |
|  | Automaticity |  |
|  | Speed & Accuracy | Active Learning - Maintaining focus on activity for a period of time.Showing high levels of energy and fascination.Not easily distracted.Paying attention to details.Persisting with an activity when challenges occur. |

