



# Townfield Primary School

## Philosophy Milestones

	Autumn	Spring	Summer	Ongoing Skills
<b>Reception</b>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs</li> <li>• <b>Take account of one another's ideas about how to organise their activity. (Making Relationships)</b></li> </ul> <p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• <b>They are confident to speak in a familiar group, will talk about their ideas, (Speaking new ELGs) &amp; will choose the resources they need for their chosen activities. (Self Confidence and Self Awareness)</b></li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul> <p><b><u>Communication and Language</u></b></p> <p><b><u>Listening, attention and understanding.</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems and <b>events</b> when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b><u>Understanding The World</u></b></p> <p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Recall some important narratives, characters and figures from the past encountered in books read in class.</li> </ul>			

<b>Year 1</b>	<ul style="list-style-type: none"> <li>Introducing first thoughts and the enquiry process.</li> </ul>	<ul style="list-style-type: none"> <li>Asking wondering questions and looking for big ideas – easy/hard questions.</li> <li>Introducing ‘big ideas’.</li> </ul>	<ul style="list-style-type: none"> <li>Building the community of enquiry and focusing on being caring and collaborative.</li> <li>Moving to full enquiries.</li> </ul>	<p>I can concentrate when someone is speaking.</p> <p>I can refer to people by name and their ideas.</p> <p>I can link my ideas with someone else’s.</p> <p>I can ask big idea questions.</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Setting first ground rules (linked to being caring, collaborative, creative and critical).</li> <li>Starting to ask open questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying concepts from the stimuli.</li> <li>Developing deeper questions from the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Suggesting ideas linked to own experiences.</li> </ul>	<p>I can think about a stimulus and other people’s ideas.</p> <p>I can build on other people’s ideas</p> <p>I can seek clarification.</p> <p>I can give examples that link with real life.</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Sorting types of questions.</li> <li>Reviewing the Enquiry process and ground rules.</li> </ul>	<ul style="list-style-type: none"> <li>Stretching concepts to look at the big picture.</li> <li>Looking for concepts and important words in questions</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing individual and class progress – critical and creative process.</li> </ul>	<p>I can show respect and let other people finish.</p> <p>I can play a helpful part in tasks and activities.</p> <p>I can suggest new ideas and comparisons.</p> <p>I can examine the truth of what others say.</p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Asking open questions moving to philosophical enquiries.</li> <li>Identifying concepts.</li> <li>Making links with real life.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the language of critical and creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Setting own class 4C focus and reviewing progress with pupil feedback.</li> </ul>	<p>I can give everyone a fair chance to speak.</p> <p>I can be friendly whether I’m agreeing or disagreeing</p> <p>I can suggest other possible explanations.</p> <p>I can give counter examples.</p>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Reviewing the enquiry process.</li> <li>Asking philosophical questions.</li> <li>Moving towards self-facilitation.</li> </ul>	<ul style="list-style-type: none"> <li>Using the question the question technique to identify – concepts, assumptions, important words interpretations.</li> <li>Refining the P4C question together as a class.</li> </ul>	<ul style="list-style-type: none"> <li>Recording progress of the enquiry discussion.</li> </ul>	<p>I can show interest in other people’s opinions.</p> <p>I can speak bravely about experiences and feelings.</p> <p>I can say what I thought even if it differs from others</p> <p>I can suggest what might follow next.</p>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Children recording own enquiry.</li> <li>Track progress of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning and examples.</li> <li>Children making their own choices re process of enquiry eg review and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Children plan and carry out full philosophical enquiries from start to finish.</li> </ul>	<p>I can imagine how others felt.</p> <p>I can push for decisions about what to think.</p> <p>I can change and improve my own thinking.</p> <p>I can weigh reasons for agreeing or disagreeing.</p>