**Stage of development: 1: Rarely 🞎 2: Sometimes 🞎 3: Often 🞎 4: Consistently 🞎**

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| --- | --- | --- | --- |
| **Dispositions** | Oct |  Feb |  July |
| Shows curiosity: wondering and questioning |  |  |  |
| Eagerness to explore and investigate – motivation/engagement |  |  |  |
| Willingness to try new things, new experiences, new challenges |  |  |  |
| Shows persistence- sticking with difficulty |  |  |  |
| Showing empathy and ability to work with others, active listening and sharing ideas with others |  |  |  |
| Resilience – comfortable with mistakes/ tolerate ambiguity/ take risks |  |  |  |
| **Creative thinking skills** |  |  |  |
| Ability to generate multiple ideas, many alternatives |  |  |  |
| Finding new ways to solve a problem |  |  |  |
| Thinking of new and unusual ways to do things |  |  |  |
| Taking risks to do things differently – trying things even though they may not work |  |  |  |
| Making new connections (original for the child) |  |  |  |
| Ability to visualise – see in the mind’s eye |  |  |  |
| Uses intuition – trust in their feelings |  |  |  |
| Showing ability to speculate and predict |  |  |  |
| Shows interest in challenging assumptions - don’t always believe things just because most do |  |  |  |
| **Critical thinking skills** |  |  |  |
| Can think clearly based on observation/ experience/ evidence – gathering information |  |  |  |
| Making links in their learning, connecting to previous work - recall |  |  |  |
| Noticing patterns and developing ideas of grouping and sequencing |  |  |  |
| Ability to compare one thing to another |  |  |  |
| Developing understanding of cause and effect |  |  |  |
| Testing ideas – trying things out |  |  |  |
| Improving by trial and error |  |  |  |
| Planning- making decisions about how to approach a task/problem |  |  |  |
| Monitoring how their activity is going |  |  |  |
| Adapting/ changing strategy |  |  |  |
| Reviewing/ evaluating how well approach worked |  |  |  |
| Sharing their learning with others/ Giving and receiving feedback |  |  |  |

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