

Progression of Core Abilities (The 4 Cs)

Communication

Creativity

Critical thinking

Curiosity



Curiosity

	Class 1	Class 2	Class 3	Class 4
Questions	I can be patient and wait before asking my question. My questions are linked to what we are learning about.	I listen to other people before asking questions. I can ask simple questions based on what I have just been told.	I ask thoughtful questions at an appropriate point. I ask a range of questions about our learning.	I try to work out the answer to questions before posing them. When posing questions, they are thoughtful and worthwhile. I can ask a range of deep, thoughtful questions based on what we are learning
At the start of a unit, topic or lesson	I can discuss what I think a unit / topic is about.	I can come up with a number of simple questions about what we might learn.	I can pose questions about what we might learn based on my prior knowledge.	I am curious about a number of things at the start of unit / topic.
After a unit, topic or lesson	I can explain something I learnt about a topic.	I can come up with questions about the work I have been doing.	I can come up with questions related to things I have learnt recently.	I can pose questions that would extend my learning further – potentially opening a new line of enquiry.
Why and how things work	I show a general interest in how things work and test things out practically.	I show an interest in how things work and try to explain this.	I verbalise my own thoughts on how / why things work.	I am curious about why and how things work and pose questions about this.



Critical Thinking

	Class 1	Class 2	Class 3	Class 4
Considering the views of others	I know that not everyone has the same ideas as me.	I can listen and consider the views of someone else.	I can consider the views of others and compare their views to my own.	I can synthesise multiple viewpoints to form a reasoned conclusion.
Believe what you hear	I understand what lying is.	I know that some people tell lies to trick people.	I understand that not everything I hear or read is true.	I can use evidence to support or refute claims in discussions and writing.
Checking for bias	I understand what lying is.	I know what lies are and why someone might write / tell lies.	I know the difference between fact and opinion.	I can evaluate sources of information for reliability and bias.
Explaining my view	I can talk about my interests and opinions to others.	I can explain my views to someone else.	I can explain my view to someone else and discuss it.	I can reflect on my own thinking and identify areas for improvement.
Explaining a counter argument	I know that not everyone has the same ideas as me.	I can see things from someone else's point of view.	I can use empathy to explain how someone else might feel. I can explain what they might say.	After explaining my view, I can explain what someone who might think the opposite would say.



Communication

	Class 1	Class 2	Class 3	Class 4
I communicate with different audiences.	I share an idea with someone else.	I can share my ideas in a small group.	I can communicate effectively with my class.	I can adapt to communicate with different age groups.
I use talk to organise, sequence and clarify my thinking.	I can talk about what I am doing.	I talk about what I am doing.	I talk through my ideas to a partner to clarify my thinking.	I discuss my ideas with a partner to clarify my thinking.
I listen and respond to others.	I listen to others and respond appropriately.	I can hold a conversation by both listening and contributing.	I can participate in a group discussion – listening and contributing.	I can reflect on what others say and respond appropriately.
ICT links	I can type or draw ideas on to a computer / tablet.	I can type my ideas on a computer and edit the text using a range of presentation skills.	I can communicate my ideas on a given computer programme and organise text effectively.	I can use ICT effectively (including a range of programmes) to improve my communication with audiences.
Keeping people hooked	I can speak so that other people listen to me.	I can present my ideas to someone else so they listen.	I can communicate to a group and hold their attention.	I can maintain the interest of a range of audiences by communicating effectively.



Creativity

	Class 1	Class 2	Class 3	Class 4
I show my learning in a variety of ways	I can talk about what I have learnt.	I can use different resources to show what I'm thinking and explain my learning.	I choose the appropriate way to present my learning.	I choose the appropriate way to present my learning and justify my choices.
I use my imagination to explore possibilities and solve problems	I use role-play to express my thoughts and ideas.	I can try more than one way to solve problems.	I can try more than one way to solve problems.	I can try a variety of approaches to solve problems.
I am innovative	I have my own ideas about how to organise or adapt activities.	I try not to simply do the same as everyone else.	When working with others, I can present unique ideas to them.	When working with others, I can present unique ideas to them.
I generate ideas	I have my own ideas about activities I want to take part in.	I can come up with my own ideas during a lesson.	I can come up with more than one idea on my own.	I can come up with a variety of ideas and justify my reasoning.
Taking feedback from others	I respond to an adult appropriately when they tell me something I can do better.	I respond to ideas other people give me to make improvements.	I can take on constructive feedback to improve my work and consider whether to act on their advice.	I seek constructive feedback to improve my work.



Class 4 – Core Abilities Summary

Curiosity	Critical thinking	Communication	Creativity
I try to work out the answer to questions before posing them.	I can synthesise multiple viewpoints to form a reasoned conclusion.	I can adapt to communicate with different age groups.	I choose the appropriate way to present my learning and justify my choices.
When posing questions, they are thoughtful and worthwhile.	I can use evidence to support or refute claims in discussions and writing.	I discuss my ideas with a partner to clarify my thinking.	I can try a variety of approaches to solve problems.
I am curious about a number of things at the start of a new theme.	I can evaluate sources of information for reliability and bias.	I can reflect on what others say and respond appropriately.	When working with others, I can present unique ideas to them.
I can pose questions that would extend my learning further – potentially opening a new line of enquiry.	I can reflect on my own thinking and identify areas for improvement.	I can use ICT effectively (including a range of programmes) to improve my communication with audiences.	I can come up with a variety of ideas and justify my reasoning.
I am curious about why and how things work and pose questions about this.	After explaining my view, I can explain what someone who might think the opposite would say.	I can maintain the interest of a range of audiences by communicating effectively.	I seek constructive feedback to improve my work.
I can ask a range of deep, thoughtful questions based on what we are learning.			



Class 3 – Core Abilities Summary

Curiosity	Critical thinking	Communication	Creativity
I ask thoughtful questions at an appropriate point.	I can consider the views of others and compare their views to my own.	I can communicate effectively with my class.	I choose the appropriate way to present my learning.
I can pose questions about what we might learn based on my prior knowledge.	I understand that not everything I hear or read is true.	I talk through my ideas to a partner to clarify my thinking.	I can try more than one way to solve problems.
I can come up with questions related to things I have learnt recently.	I know the difference between fact and opinion.	I can participate in a group discussion – listening and contributing.	When working with others, I can present unique ideas to them.
I verbalise my own thoughts on how / why things work.	I can explain my view to someone else and have a discussion about it.	I can communicate my ideas on a given computer programme and organise text effectively.	I can come up with more than one idea on my own.
I ask a range of questions about the work we are doing.	I can use empathy to explain how someone else might feel. I can explain what they might say.	I can communicate to a group and hold their attention.	I can take on constructive feedback to improve my work and consider whether to act on their advice.



Class 2 – Core Abilities Summary

Curiosity	Critical thinking	Communication	Creativity
I listen to other people before asking questions.	I can listen and consider the views of someone else.	I can share my ideas in a small group.	I can use different resources to show what I'm thinking and explain my learning.
I can come up with a number of simple questions about what we might learn.	I know that some people tell lies to trick people.	I talk about what I am doing.	I can try more than one way to solve problems.
I can come up with questions about the work I have been doing.	I know what lies are and why someone might write / tell lies.	I can hold a conversation by both listening and contributing.	I try not to simply do the same as everyone else.
I show an interest in how things work and try to explain this.	I can explain my views to someone else.	I can type my ideas on a computer and edit the text using a range of presentation skills.	I can come up with my own ideas during a lesson.
I can ask simple questions based on what I have just been told.	I can see things from someone else's point of view.	I can present my ideas to someone else so they listen.	I respond to ideas other people give me to make improvements.



Class 1 – Core Abilities Summary

Curiosity	Critical thinking	Communication	Creativity
I can be patient and wait before asking my question.	I know that not everyone has the same ideas as me.	I share an idea with someone else.	I can talk about what I have learnt.
I can discuss what I think a unit / topic is about.	I understand what lying is.	I can talk about what I am doing.	I use role-play to express my thoughts and ideas.
I can explain something I learnt about a topic.	I understand what lying is.	I listen to others and respond appropriately.	I have my own ideas about how to organise or adapt activities.
I show a general interest in how things work and test things out practically.	I can talk about my interests and opinions to others.	I can type or draw ideas on to a computer / tablet.	I have my own ideas about activities I want to take part in.
My questions are linked to what we are learning about.	I know that not everyone has the same ideas as me.	I can speak so that other people listen to me.	I respond to an adult appropriately when they tell me something I can do better.



Links between Core Abilities and Subject Areas

We develop our core abilities across all areas of the curriculum, but some subjects allow for deeper development. The table below shows which core abilities we aim to develop through each of the subject areas:

Geography	History	Art	English
<ul style="list-style-type: none">Curiosity – Investigating places and environments.	<ul style="list-style-type: none">Curiosity – Exploring past events and asking “why?” and “how?”	<ul style="list-style-type: none">Creativity – Creating original work.	<ul style="list-style-type: none">Critical thinking – Analysing texts and evaluating argumentsCommunication – Speaking, listening, reading and writing. Presenting and performing.
PSHE (including RSE)	Design and technology	RE	Maths
<ul style="list-style-type: none">Critical thinking – Considering different viewpoints and ethical dilemmas.CuriosityCommunication – Sharing our views	<ul style="list-style-type: none">Creativity – Creating digital content and solving problems.Critical thinking -	<ul style="list-style-type: none">Critical thinking – Considering different beliefs and views of others.Curiosity -	<ul style="list-style-type: none">Critical thinking – Problem-solving and reasoning.
Computing	PE	Music	Science
<ul style="list-style-type: none">Creativity - Creating digital content and solving problems.	<ul style="list-style-type: none">Creativity –Communication -	<ul style="list-style-type: none">Creativity – Composing and performing	<ul style="list-style-type: none">Curiosity – Asking questions, planning investigations.Critical thinking -
Forest Schools	MFL		
<ul style="list-style-type: none">Communication –Creativity -	<ul style="list-style-type: none">Communication – Expressing ideas in another language		<ul style="list-style-type: none">



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