Characteristics of Effective Learning Progression of Skills - Nursery to Year 6

How Young Children Learn

In the Early Years, we recognise that learning is about much more than what children know. It is also about how they learn. The EYFS calls these the Characteristics of Effective Learning, and they help children become confident, curious and independent learners.

We also recognise the importance of the learning environment. In Early Years education, the environment is often referred to as "the third teacher" because it plays a vital role in supporting children's development, alongside adults and peers. A carefully planned environment encourages children to explore, investigate, make choices, solve problems and develop their independence. Through open-ended resources, meaningful experiences and opportunities for child-led play, the environment inspires children to become active and engaged learners.

Playing and Exploring

Children learn best when they are able to explore, investigate and follow their interests. They are naturally curious and enjoy finding out how things work.

You might see children:

- Choosing activities for themselves.
- Exploring new resources and experiences.
- Asking questions and trying things out.
- Learning through play and discovery.

We support this by creating an inviting environment that sparks curiosity, encourages exploration and gives children the confidence to take risks in their learning.

Active Learning

Children learn when they are engaged, motivated and interested in what they are doing. They gain satisfaction from achieving something they have worked hard for.

You might see children:

- Becoming deeply involved in an activity.
- Concentrating for sustained periods of time.
- Keeping on trying when something is difficult.
- Showing pride in their achievements.

We encourage children to persevere, celebrate their efforts and develop resilience when faced with challenges.

Creating and Thinking Critically

Children are capable thinkers who make connections, solve problems and develop their own ideas.

You might see children:

- Thinking of different ways to complete a task.
- Sharing their ideas with others.
- Solving problems independently.
- Reflecting on what worked well and what they might do differently next time.

We support this by listening carefully to children, asking thoughtful questions and encouraging them to explain their thinking.

Why Is This Important?

These characteristics help children develop the skills they need not only for school, but for life. By nurturing curiosity, resilience, creativity and independence, we help children become enthusiastic learners who are ready to embrace new experiences and challenges.

At Summerville, we value every child's unique journey and celebrate the many different ways that children learn, grow and succeed. By working together with families and providing a rich, enabling environment, we ensure every child has the opportunity to thrive.

Year:	Courage	Perseverance	Curiosity	Proud	Independence	Motivation
Nursery	-**Making independent choices** e.g. accessing the available resources in their setting. **-Keep on trying when things are difficult** e.g. trying to open something they found difficult the first time or asking their key adult for help.	**-Keep on trying when things are difficult** e.g. Repeating the same activity they found hard the first time. -**Correcting their own mistakes** e.g. when struggling with a puzzle them persevering to find the correct way to put in a piece.	-**Planning ahead** e.g. thinking about how they are going to use a new object or material introduced to them e.g. pipe cleaners. -**Making independent choices** e.g. when seeing insects outside choosing which tools or equipment to study them.	-**Showing goal directed behaviour** e.g. showing excitement after following instructions from an adult e.g. following an obstacle course. -**Reviewing their progress** e.g. after painting a picture them explaining they like it.	-**Making independent choices** e.g. accessing the available resources in their setting. -**Guiding their thinking and actions** e.g. using visual aids in the setting to know what is happen next. -**Correcting their own mistakes** e.g. when	-**Realise their actions have an impact** e.g. Realising when they put their rubbish in the bin they are verbally praised so they do it again. -**Participation** e.g. Joining in with songs and stories in a group for enjoyment.

	-**Responding to new experiences** e.g. Children having the courage to try or use something new such as new objects /materials or toys provided in their setting. -**Taking part** e.g. in simple pretend play in their new environment or with new adults or children.	-**Review their progress** e.g. realising they are doing something wrong in their puzzle and continuing to work out the correct way. -**Concentrating on achieving something important to them** e.g. if they are making something keeping their attention on the task until it is completed.	-**Bringing in their interests and fascinations** e.g. asking adults to read certain books to them about their curiosities.	-**Concentrating on achieving something important to them** e.g. continuing with a puzzle until they have completed it and being proud they completed it.	they spill their milk cleaning it up with a cloth. -**Confidence to come up with own ideas** e.g. adults helping children to independently make choices e.g. at snack time. -**Making links between ideas** e.g. making links between similarities in animals when looking at pictures independently.	-**Concentrate on achieving something important to them** e.g. showing motivation to complete a task such as a threading game.
Reception	-**Making independent choices** e.g. choosing activities they have not experienced before. **-Keep on trying when things are difficult** e.g. continuing to practise writing their name when they have struggled in the past or become upset doing it. -**Responding to new experiences** e.g. Showing courage when explaining how they found an activity like an obstacle course hard for the first time	**-Keep on trying when things are difficult** e.g. Continuing to count a set of objects even though they continuingly are getting the answer wrong. -**Correcting their own mistakes** e.g. Continuing to re-write a letter until they form it correctly. -**Review their progress** e.g. Explaining how they persevered with writing their name until they got it right.	-**Planning ahead** e.g. Thinking about how they are going to explore the weather outside when it has begun to snow. -**Making independent choices** e.g. deciding how to explore certain weather outside e.g. getting wellies or a rain gauge after being shown one. -**Bringing in their interests and fascinations** e.g. when seeing a certain bug or animal / dinosaur in a	-**Showing goal directed behaviour** e.g. Children being proud of writing their name after being directed to do so by an adult. -**Reviewing their progress** e.g. Children writing their first words and showing satisfaction. -**Concentrating on achieving something important to them** e.g. continuing on writing their name and being proud when they have finally reached the goal.	-**Making independent choices** e.g. choosing from a selection of tasks available -**Guiding their thinking and actions** e.g. Getting their drink in preparation for snack time. -**Correcting their own mistakes** e.g. Crossing out a letter and re-writing it with the correct formations after realising their mistake. -**Confidence to come up with own ideas** e.g.	-**Realise their actions have an impact** e.g. Sitting and listening during carpet time for verbal praise. -**Participation** e.g. children are motivated to write their name and practice the skill for their own accomplishments and the targets set by them by their teachers. -**Concentrate on achieving something important to them** e.g. Children are motivated to complete their creations e.g. a junk

	but they showed courage to try again. -**Taking part** e.g. Joining in a game with new pupils or adults.	**Solving real world problems** e.g. When solving how many more pieces of fruit they need at fruit time they persevere to make sure they solve the problem. -**Concentrating on achieving something important to them** e.g. Continuing to develop their model when it isn't going the way they had originally wanted it to.	book offering their own knowledge too.		Independently using resources in the classroom to make up a simple game. -**Making links between ideas** e.g. When reading a new book linking the story line to previous books they know.	model such as if it isn't sticking they continue to try different methods until it works.
Year 1	-**Making independent choices** e.g. starting their own game on the playground even though their friends are playing something else. **-Keep on trying when things are difficult** e.g. showing courage when tacking a hard addition question and using a range of resources to help them. -**Responding to new experiences** e.g. When first doing their phonics screening	**-Keep on trying when things are difficult** e.g. when struggling to answer an addition question they continue until they get the correct answer. -**Correcting their own mistakes** e.g. if answering a question incorrectly not just putting an 'X', reworking their answer. -**Review their progress** e.g. realising they have started to answer a question incorrectly	-**Making independent choices** e.g. linking a question they are answering to previously learnt methods and trialling to see if it will work. -**Bringing in their interests and fascinations** e.g. When learning about history brining in their own knowledge and experience to the class.	-**Showing goal directed behaviour** e.g. Being proud when given the target of sentence writing with the basic features of a sentence and them completing a sentence with little or no help. -**Reviewing their progress** e.g. Children detailing something they struggled to do in the past but have now crafted. -**Concentrating on achieving something important to them** e.g. Children spending lots	-**Making independent choices** e.g. choosing from a range of manipulatives in maths which will be the best resource to help them. -**Guiding their thinking and actions** e.g. independently asking their friends if they are okay or getting them a tissue if they seem upset. -**Correcting their own mistakes** e.g. independently re-reading their sentences and correcting spellings.	-**Realise their actions have an impact** e.g. being a kind friend to others in the class as they know they will receive the same in return. -**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in. -**Concentrate on achieving something important to them** e.g.

	starting the test with a positive attitude. -**Taking part** e.g. Playing with children they do not know or a game they haven't played before.	and adapting or starting again. **Solving real world problems** e.g. When there aren't enough balls in P.E for everyone solving either how many more they need or how they can split into groups so everyone can play fairly. -**Concentrating on achieving something important to them** e.g. when making a model adapting and changing their design until they have achieved their desired product.		of time on a painting and being proud of the outcome.	-**Confidence to come up with own ideas** e.g. independently writing simple sentences after reading a book as a whole class. -**Making links between ideas** e.g. Linking previously answered questions in maths with a similar process to help them answer a new question for example 1 + 2, 1 + 3, 1 + 4.	children completing extra writing or mathematical questions at home to develop their mathematical or writing skills to become better at the subject.
Year 2	-**Making independent choices** e.g. asking the teacher for help with a simple question that others seem to be understanding. **-Keep on trying when things are difficult** e.g. showing courage when tacking a hard SATS question and mot giving up. -**Responding to new experiences** e.g. When	**-Keep on trying when things are difficult** e.g. when struggling to answer a maths question they continue until they get the correct answer for example in the SATS. -**Correcting their own mistakes** e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.	-**Making independent choices** e.g. making up their own hypothesis in science and the proving or disproving themselves. -**Bringing in their interests and fascinations** e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessment.	-**Showing goal directed behaviour** e.g. Being proud when given the target of story writing with the Y2 features and then completing a high quality piece of work. -**Reviewing their progress** e.g. Explaining how they struggled to do something at the beginning of this year	-**Making independent choices** e.g. choosing from a range of manipulatives in maths or drawing pictures that will be the best resource/method to help them – linking to SATS. -**Correcting their own mistakes** e.g. independently re-reading their sentences and correcting spellings.	-**Realise their actions have an impact** e.g. learning about recycling and making sure their classmates put their rubbish into the bin to help save the planet. -**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are

	first doing their SATS screening starting the test with a positive attitude. -**Taking part** e.g. Joining in with activities that are out of their comfort zone e.g. hot seating.	-**Review their progress** e.g. realising they have started to answer a question incorrectly and adapting or starting again. **Solving real world problems** e.g. Sharing out amounts of food equally at a school party until it is fair. -**Concentrating on achieving something important to them** e.g. when making a model adapting and changing their design until they have achieved their desired product.		but now they can do it well. -**Concentrating on achieving something important to them** e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome.	-**Confidence to come up with own ideas** e.g. Using the texts they have read at home and at school to influence their writing style. -**Making links between ideas** e.g. Linking previously answered questions in maths with a similar process to help them answer a new question for example 1 + 2, 1 + 3, 1 + 4.	motivated to achieve in. -**Concentrate on achieving something important to them** e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)
Year 3	-**Making independent choices** e.g. staying in at break time to ask for help from the teacher. **-Keep on trying when things are difficult** e.g. showing courage when coming across a question they often find hard. -**Responding to new experiences** e.g. showing courage when starting in a new class	**-Keep on trying when things are difficult** e.g. when learning a new times table using prior knowledge to help them and not giving up. -**Correcting their own mistakes** e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.	-**Making independent choices** e.g. making up their own hypothesis in different lessons and the proving or disproving themselves. -**Bringing in their interests and fascinations** e.g. when learning about ancient Egypt bringing in their own books or artefacts from home as it is an interest of theirs.	-**Showing goal directed behaviour** e.g. Being proud when given the target of story writing with the Y3 features and then completing a high quality piece of work. -**Reviewing their progress** e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.	-**Making independent choices** e.g. choosing a method in their calculations that will be best for the calculation they're answering. -**Correcting their own mistakes** e.g. realising they have answered a question wrong when checking their method and answering it again. -**Confidence to come up with own ideas** e.g.	-**Realise their actions have an impact** e.g. learning about recycling and then starting a litter picking club. -**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.

	or with a new teacher after being in KS1. -**Taking part** e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.	-**Review their progress** e.g. realising they have started to answer a question incorrectly and adapting or starting again. **Solving real world problems** e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc. -**Concentrating on achieving something important to them** e.g. when making a board game keeping on persevering until the game is made how they want it.		-**Concentrating on achieving something important to them** e.g. Children spending lots of time on an Art project until they are happy with the outcome.	when making a model for a DT project following their own line of enquiry rather than the teachers model or their friends to make something different that works for them. -**Making links between ideas** e.g. being proud when they realise the link between related facts in maths.	-**Concentrate on achieving something important to them** e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)
Year 4	-**Making independent choices** e.g. asking a friend for help with a question, even if it may be an 'easier' question. **-Keep on trying when things are difficult** e.g. showing courage when coming across a question they often find hard. -**Responding to new experiences** e.g.	**-Keep on trying when things are difficult** e.g. When learning the new mathematics taught in Year 4 that is harder than the previous year, not giving up when the lesson is hard but trying their best or asking for help to achieve the learning objective. -**Correcting their own mistakes** e.g. if	-**Making independent choices** e.g. making up their own hypothesis in different lessons and the proving or disproving themselves. -**Bringing in their interests and fascinations** e.g. when learning about the war bringing in their own books or artefacts from home as it is an interest of theirs.	-**Showing goal directed behaviour** e.g. Being proud when given the target of story writing with the Y4 features and then completing a high quality piece of work. -**Reviewing their progress** e.g. Explaining how they struggled to do something at the beginning of this year	-**Making independent choices** e.g. choosing a method in their calculations that will be best for the calculation they're answering. -**Correcting their own mistakes** e.g. realising they have answered a question wrong when checking their method and answering it again.	-**Realise their actions have an impact** e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from personal experience. -**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in

	showing courage when first starting the times table test. -**Taking part** e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.	answering a question incorrectly not just putting an 'X', reworking their answer. -**Review their progress** e.g. realising they have started to answer a question incorrectly and adapting or starting again. **Solving real world problems** e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc. -**Concentrating on achieving something important to them** e.g. staying behind at dinner time to finish off their writing because they want to finish it off and know it will be a good piece of work when finished.		but now they can do it well. -**Concentrating on achieving something important to them** e.g. Children spending lots of time on a dramatization of the story they have been reading so it is of a high standard.	-**Confidence to come up with own ideas** e.g. independently thinking of a character when writing a diary from the point of view of a war victim rather than copying the model shown by the teacher. -**Making links between ideas** e.g. in science when discovering something, making links as to how other things may work.	an area they are motivated to achieve in. -**Concentrate on achieving something important to them** e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)
Year 5	-**Making independent choices** e.g. following the school rules when others are not doing so around them.	**-Keep on trying when things are difficult** e.g. when learning complex maths ready for Y6 persevering with the work and doing their	-**Making independent choices** e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.	-**Showing goal directed behaviour** e.g. Being proud when given the target of story writing with the Y5 features and then completing a	-**Making independent choices** e.g. choosing a method in their calculations that will be best for the calculation they're answering.	-**Realise their actions have an impact** e.g. setting up an Earth club and planting trees, litter picking, creating posters etc. to save the planet.

	-Keep on trying when things are difficult e.g. showing courage when coming across a question they often find hard. -**Responding to new experiences** e.g. showing courage when starting Bikeability. -**Taking part** e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.	best to understand it ready for next year. -**Correcting their own mistakes** e.g. if answering a question incorrectly not just putting an 'X', reworking their answer. -**Review their progress** e.g. realising they have started to answer a question incorrectly and adapting or starting again. **Solving real world problems** e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc. -**Concentrating on achieving something important to them** e.g. taking a model home to complete and do addition things to, or asking parents to help them too so it is finished to the standard they wanted it to be.	-**Bringing in their interests and fascinations** e.g. when learning about the stone age bringing in their own books or artefacts from home as it is an interest of theirs.	high quality piece of work. -**Reviewing their progress** e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well. -**Concentrating on achieving something important to them** e.g. completing extra homework at home after learning about something in school and doing well at it.	-**Correcting their own mistakes** e.g. realising they have answered a question wrong when checking their method and answering it again. -**Confidence to come up with own ideas** e.g. Being proud to think outside the box and not follow everyone else's ideas or likes and dislikes as peer pressure builds as they get older. -**Making links between ideas** e.g. Debugging programmes and writing algorithms without bugs in due to prior knowledge and being proud of this.	-**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in. -**Concentrate on achieving something important to them** e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)

Year 6	-**Making independent choices** e.g. following the school rules when others are not doing so around them. **-Keep on trying when things are difficult** e.g. showing courage when coming across a question they often find hard. -**Responding to new experiences** e.g. Showing courage when doing the first mock Y6 SATS test. -**Taking part** e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.	**-Keep on trying when things are difficult** e.g. when struggling to answer a maths question they continue until they get the correct answer for example in the SATS. -**Correcting their own mistakes** e.g. if answering a question incorrectly not just putting an 'X', reworking their answer. -**Review their progress** e.g. realising they have started to answer a question incorrectly and adapting or starting again – especially in regards to mock tests and SATS. **Solving real world problems** e.g. At the school fair coming up with money making ideas, marketing etc. as a team. -**Concentrating on achieving something important to them** e.g. Fundraising for the school to develop the	-**Making independent choices** e.g. making up their own hypothesis in different lessons and the proving or disproving themselves. -**Bringing in their interests and fascinations** e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessment.	-**Showing goal directed behaviour** e.g. Being proud when given the target of story writing with the Y6features and then completing a high quality piece of work. -**Reviewing their progress** e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well. -**Concentrating on achieving something important to them** e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome, especially if this has been a target for them to reach a good level of progress from Y2 → Y6.	-**Making independent choices** e.g. choosing a method in their calculations that will be best for the calculation they're answering – linking to SATS. -**Correcting their own mistakes** e.g. realising they have answered a question wrong when checking their method and answering it again – especially in the SATS test. -**Confidence to come up with own ideas** e.g. Being proud to choose their own secondary school without the influence of others. -**Making links between ideas** e.g. linking algebra to addition and understanding it much easier and being proud of their achievement.	-**Realise their actions have an impact** e.g. Helping the new Reception children settle into school and being buddies for them to help settle them into school as an act of kindness. -**Participation** e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in. -**Concentrate on achieving something important to them** e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)

		school library by different methods they have set up and ran.				