



# Philosophy Milestones St Matthew's Catholic Primary School 2021-22

|                  | Autumn  | Spring   | Summer   | Ongoing Skills   |
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| <b>Reception</b> | <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</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>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Ask questions to find out more and check they understand what has been said to them.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Develop social phrases.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul> |  |  |  |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</li> </ul>  | <ul style="list-style-type: none"> <li>• Introducing first thoughts and the enquiry process.</li> <li>• Asking wondering questions and looking for big ideas – easy/hard questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Introducing 'big ideas'.</li> <li>• Building the community of enquiry and focusing on being caring and collaborative.</li> <li>• Moving to full enquiries.</li> </ul> | <p>Concentrate when someone is speaking. Refer to people by name and their ideas. Link my ideas with someone else's. Ask big idea questions.</p> |

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|               | <p>modelling and support from their teacher.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things happen, making use of recently introduced vocabulary.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Ask questions to find out more and check they understand what has been said to them.</li> </ul> |  |  |  |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• Introducing 'big ideas'.</li> <li>• Building the community of enquiry and focusing on being caring and collaborative.</li> </ul>  | <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> <li>• Moving to fully enquiry</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying concepts from the stimuli.</li> <li>• Developing deeper questions from the concept.</li> <li>• Suggesting ideas linked to own experiences.</li> </ul>   | <p>Think about a stimulus and other people's ideas.<br/>Build on other people's ideas<br/>Seek clarification.<br/>Give examples that link with real life.<br/><b>Link my ideas with someone else's.</b><br/><b>Ask big idea questions.</b></p>                                 |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• Developing deeper questions from the concept.</li> <li>• Suggesting ideas linked to own experiences.</li> </ul>   | <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> <li>• Reviewing individual and class progress – critical and creative process.</li> </ul>                               | <p>Show respect and let other people finish.<br/>Play a helpful part in tasks and activities.<br/>Suggest new ideas and comparisons.<br/>Examine the truth of what others say.<br/><b>Seek clarification.</b><br/><b>Build on other people's ideas.</b></p>                    |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• Reviewing individual and class progress – critical and creative process.</li> <li>• Looking for concepts and important words in questions</li> </ul>  | <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> <li>• Setting own class 4C focus and reviewing progress with pupil feedback.</li> </ul>  | <p>Give everyone a fair chance to speak.<br/>Be friendly whether I'm agreeing or disagreeing<br/>Suggest other possible explanations.<br/>Give counter examples.<br/><b>Suggest new ideas and comparisons.</b><br/><b>Examine the truth of what others say.</b></p>            |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• Introducing the language of critical and creative thinking.</li> <li>• Setting own class 4C focus and reviewing progress with pupil feedback.</li> </ul>  | <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> <li>• Recording progress of the enquiry discussion.</li> </ul> | <p>Show interest in other people's opinions.<br/>Speak bravely about experiences and feelings.<br/>Say what I thought even if it differs from others<br/>Suggest what might follow next.<br/><b>Suggest other possible explanations.</b><br/><b>Give counter examples.</b></p> |

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| <p><b>Year 6</b></p> | <ul style="list-style-type: none"> <li>• Using the question the question technique to identify – concepts, assumptions, important words interpretations.</li> <li>• Recording progress of the enquiry discussion.</li> <li>• Refining the P4C question together as a class.</li> </ul> | <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> <li>• Children plan and carry out full philosophical enquiries from start to finish.</li> </ul> | <p>Imagine how others felt.<br/> Push for decisions about what to think.<br/> Change and improve my own thinking.<br/> Weigh reasons for agreeing or disagreeing.<br/> Suggest what might follow next.</p> |
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\*Milestones in red are copied from previous years milestones to help close the gaps due to the impact of Covid19. These milestones have been selected based on assessments and discussions with staff.