# Philosophy Milestones St Matthew's Catholic Primary School 2022-22

| | Autumn | Spring | Summer | Ongoing Skills |
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| **Reception** | **Personal, Social and Emotional Development** <br> ● Children play co-operatively, taking turns with others. (Making Relationships) <br> ● Take account of one another's ideas about how to organise their activity. (Making Relationships) <br> ● They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children. (Making Relationships) <br> ● Children are confident to try new activities, & say why they like some activities more than others. (Self Confidence and Self Awareness) <br> ● They are confident to speak in a familiar group, will talk about their ideas, & will choose the resources they need for their chosen activities. (Self Confidence and Self Awareness) <br> ● Children talk about how they & others show feelings, talk about their own & others' behaviour, & its consequences, & know that some behaviour is unacceptable. (Managing Feelings and Behaviour) <br> ● They work as part of a group or class, & understand & follow the rules. (Managing Feelings and Behaviour) <br> ● They adjust their behaviour to different situations, & take changes of routine in their stride. (Managing Feelings and Behaviour) <br><br> **Communication and Language** <br> ● Children listen attentively in a range of situations. (Listening and Attention) <br> ● They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. (Listening and Attention) <br> ● They give their attention to what others say & respond appropriately, while engaged in another activity. (Listening and Attention) <br> ● Children follow instructions involving several ideas or actions. (Understanding) <br> ● They answer 'how' and 'why' questions about their experiences and in response to stories or events. (Understanding) <br> ● Children express themselves effectively, showing awareness of listeners' needs. (Speaking) <br> ● They use past, present & future forms accurately when talking about events that have happened or are to happen in the future. (Speaking) <br><br> **Understanding The World** <br> ● Children talk about past & present events in their own lives & in the lives of family members. (People and Communities) <br> ● They know that other children don't always enjoy the same things & are sensitive to this. (People and Communities) <br> ● They know about similarities & differences between themselves & others, & among families, communities & traditions. (People and Communities) <br> ● Children know about similarities and differences in relation to places, objects, materials & living things. (The World) | | | |
| **Year 1** | ● **Introducing first thoughts and the enquiry process.** | ● Introducing first thoughts and the enquiry process. <br> ● Asking wondering questions and looking for big ideas – easy/hard questions. | ● Introducing 'big ideas'. <br> ● Building the community of enquiry and focusing on being caring and collaborative. <br> ● Moving to full enquiries. | Children can concentrate when someone is speaking. <br> Children can refer to people by name and their ideas. <br> Children can link my ideas with someone else's. <br> Children can ask big idea questions. |
| **Year 2** | ● Introducing 'big ideas'. <br> ● Building the community of enquiry and focusing on being caring and collaborative. | ● Setting first ground rules (linked to being caring, collaborative, creative and critical). <br> ● Starting to ask open questions. <br> ● Moving to fully enquiry | ● Identifying concepts from the stimuli. <br> ● Developing deeper questions from the concept. <br> ● Suggesting ideas linked to own experiences. | Children can think about a stimulus and other people's ideas. <br> Children can build on other people's ideas <br> Children can seek clarification. <br> Children can give examples that link with real life. <br> Children can link my ideas with someone else's. |

| | | | | Children can ask big idea questions. |
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| **Year 3** | ● Developing deeper questions from the concept.<br><br>● Suggesting ideas linked to own experiences. | ● Sorting types of questions.<br><br>● Reviewing the Enquiry process and ground rules. | ● Stretching concepts to look at the big picture.<br>● Looking for concepts and important words in questions<br>● Reviewing individual and class progress – critical and creative process. | Children can show respect and let other people finish.<br>Children can play a helpful part in tasks and activities.<br>Children can suggest new ideas and comparisons.<br>Children can examine the truth of what others say.<br>Children can seek clarification.<br>Children can build on other people's ideas. |
| **Year 4** | ● Reviewing individual and class progress – critical and creative process.<br><br>● Looking for concepts and important words in questions | ● Asking open questions moving to philosophical enquiries.<br><br>● Identifying concepts.<br><br>● Making links with real life. | ● Introducing the language of critical and creative thinking.<br>● Setting own class 4C focus and reviewing progress with pupil feedback. | Children can give everyone a fair chance to speak.<br>Children can be friendly whether I'm agreeing or disagreeing<br>Children can suggest other possible explanations.<br>Children can give counter examples.<br>Children can suggest new ideas and comparisons.<br>Children can examine the truth of what others say. |
| **Year 5** | ● Introducing the language of critical and creative thinking.<br><br>● Setting own class 4C focus and reviewing progress with pupil feedback. | ● Reviewing the enquiry process.<br><br>● Asking philosophical questions.<br><br>● Moving towards self-facilitation. | ● Using the question the question technique to identify – concepts, assumptions, important words interpretations.<br><br>● Refining the P4C question together as a class.<br><br>● Recording progress of the enquiry discussion. | Children can show interest in other people's opinions.<br>Children can speak bravely about experiences and feelings.<br>Children can say what I thought even if it differs from others<br>Children can suggest what might follow next.<br>Children can suggest other possible explanations.<br>Children can give counter examples. |
| **Year 6** | ● Using the question the question technique to identify – concepts, assumptions, important words interpretations. | ● Children recording own enquiry.<br><br>● Track progress of the discussion. | ● Reasoning and examples.<br><br>● Children making their own choices re process of enquiry eg review and evaluation. | Children can imagine how others felt.<br>Children can push for decisions about what to think.<br>Children can change and improve my own thinking. |

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| | <ul><li>Recording progress of the enquiry discussion.</li><li>Refining the P4C question together as a class.</li></ul> | | <ul><li>Children plan and carry out full philosophical enquiries from start to finish.</li></ul> | Children can weigh reasons for agreeing or disagreeing.<br>Children can suggest what might follow next. |