



Philosophy Milestones St Matthew's Catholic Primary School 2024-2025

	Autumn	Spring	Summer	Ongoing Skills
Reception	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. (Making Relationships) • Take account of one another's ideas about how to organise their activity. (Making Relationships) • They show sensitivity to others' needs & feelings, & form positive relationships with adults & other children. (Making Relationships) • Children are confident to try new activities, & say why they like some activities more than others. (Self Confidence and Self Awareness) • 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) • 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) • They work as part of a group or class, & understand & follow the rules. (Managing Feelings and Behaviour) • They adjust their behaviour to different situations, & take changes of routine in their stride. (Managing Feelings and Behaviour) <p>Communication and Language</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. (Listening and Attention) • They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. (Listening and Attention) • They give their attention to what others say & respond appropriately, while engaged in another activity. (Listening and Attention) • Children follow instructions involving several ideas or actions. (Understanding) • They answer 'how' and 'why' questions about their experiences and in response to stories or events. (Understanding) • Children express themselves effectively, showing awareness of listeners' needs. (Speaking) • They use past, present & future forms accurately when talking about events that have happened or are to happen in the future. (Speaking) <p>Understanding The World</p> <ul style="list-style-type: none"> • Children talk about past & present events in their own lives & in the lives of family members. (People and Communities) • They know that other children don't always enjoy the same things & are sensitive to this. (People and Communities) • They know about similarities & differences between themselves & others, & among families, communities & traditions. (People and Communities) • Children know about similarities and differences in relation to places, objects, materials & living things. (The World) 			
Year 1	<ul style="list-style-type: none"> • Introducing first thoughts and the enquiry process. 	<ul style="list-style-type: none"> • Introducing first thoughts and the enquiry process. • Asking wondering questions and looking for big ideas – easy/hard questions. 	<ul style="list-style-type: none"> • Introducing 'big ideas'. • Building the community of enquiry and focusing on being caring and collaborative. • Moving to full enquiries. 	Children can concentrate when someone is speaking. Children can refer to people by name and their ideas. Children can link my ideas with someone else's. Children can ask big idea questions.
Year 2	<ul style="list-style-type: none"> • Introducing 'big ideas'. • Building the community of enquiry and focusing on being caring and collaborative. 	<ul style="list-style-type: none"> • Setting first ground rules (linked to being caring, collaborative, creative and critical). • Starting to ask open questions. • Moving to fully enquiry 	<ul style="list-style-type: none"> • Identifying concepts from the stimuli. • Developing deeper questions from the concept. • Suggesting ideas linked to own experiences. 	Children can think about a stimulus and other people's ideas. Children can build on other people's ideas Children can seek clarification. Children can give examples that link with real life. Children can link my ideas with someone else's.

				Children can ask big idea questions.
Year 3	<ul style="list-style-type: none"> Developing deeper questions from the concept. Suggesting ideas linked to own experiences. 	<ul style="list-style-type: none"> Sorting types of questions. Reviewing the Enquiry process and ground rules. 	<ul style="list-style-type: none"> Stretching concepts to look at the big picture. Looking for concepts and important words in questions Reviewing individual and class progress – critical and creative process. 	<p>Children can show respect and let other people finish.</p> <p>Children can play a helpful part in tasks and activities.</p> <p>Children can suggest new ideas and comparisons.</p> <p>Children can examine the truth of what others say.</p> <p>Children can seek clarification.</p> <p>Children can build on other people’s ideas.</p>
Year 4	<ul style="list-style-type: none"> Reviewing individual and class progress – critical and creative process. Looking for concepts and important words in questions 	<ul style="list-style-type: none"> Asking open questions moving to philosophical enquiries. Identifying concepts. Making links with real life. 	<ul style="list-style-type: none"> Introducing the language of critical and creative thinking. Setting own class 4C focus and reviewing progress with pupil feedback. 	<p>Children can give everyone a fair chance to speak.</p> <p>Children can be friendly whether I’m agreeing or disagreeing</p> <p>Children can suggest other possible explanations.</p> <p>Children can give counter examples.</p> <p>Children can suggest new ideas and comparisons.</p> <p>Children can examine the truth of what others say.</p>
Year 5	<ul style="list-style-type: none"> Introducing the language of critical and creative thinking. Setting own class 4C focus and reviewing progress with pupil feedback. 	<ul style="list-style-type: none"> Reviewing the enquiry process. Asking philosophical questions. Moving towards self-facilitation. 	<ul style="list-style-type: none"> Using the question the question technique to identify – concepts, assumptions, important words interpretations. Refining the P4C question together as a class. Recording progress of the enquiry discussion. 	<p>Children can show interest in other people’s opinions.</p> <p>Children can speak bravely about experiences and feelings.</p> <p>Children can say what I thought even if it differs from others</p> <p>Children can suggest what might follow next.</p> <p>Children can suggest other possible explanations.</p> <p>Children can give counter examples.</p>
Year 6	<ul style="list-style-type: none"> Using the question the question technique to identify – concepts, assumptions, important words interpretations. 	<ul style="list-style-type: none"> Children recording own enquiry. Track progress of the discussion. 	<ul style="list-style-type: none"> Reasoning and examples. Children making their own choices re process of enquiry eg review and evaluation. 	<p>Children can imagine how others felt.</p> <p>Children can push for decisions about what to think.</p> <p>Children can change and improve my own thinking.</p>

	<ul style="list-style-type: none">● Recording progress of the enquiry discussion.● Refining the P4C question together as a class.		<ul style="list-style-type: none">● Children plan and carry out full philosophical enquiries from start to finish.	Children can weigh reasons for agreeing or disagreeing. Children can suggest what might follow next.
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