

# Excellence and Enjoyment: learning and teaching in the primary years

Learning to learn: progression in key  
aspects of learning

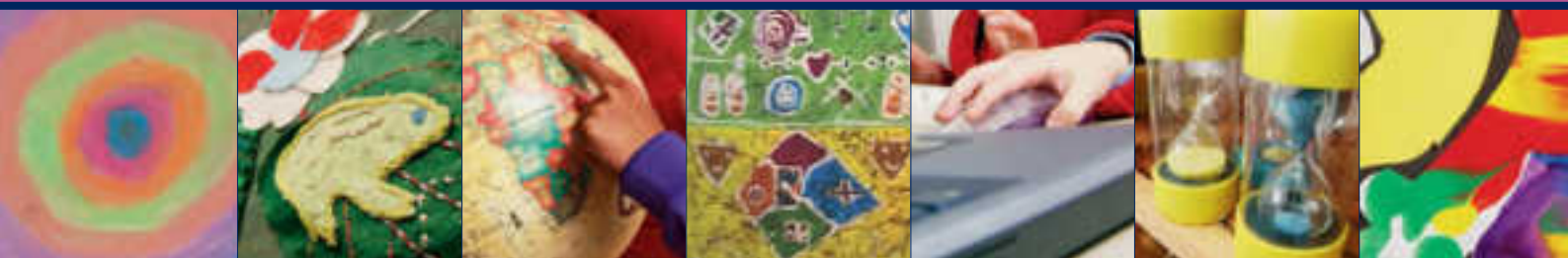
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# Excellence and Enjoyment: learning and teaching in the primary years

Understanding how learning develops

## **Learning to learn: progression in key aspects of learning**

Professional development materials





Aspect of learning

# Self-awareness

*Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.*

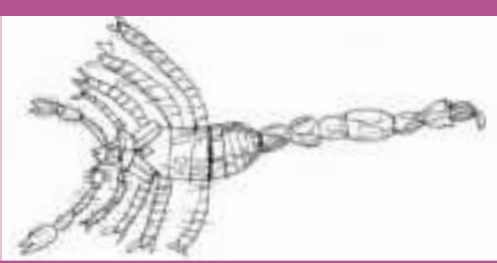
**By the end of Key Stage 2, children working at or above age-related expectations can** understand their own emotional, social and cognitive strengths and areas for development. They are aware of how and when they learn and perform most effectively. They know how to work independently and when to seek help. They are able to use their self-knowledge to make informed choices about their learning.

## Some indicators of self-awareness

Children may demonstrate that they can:

- identify what they know and can do;
- identify how they feel and identify when to communicate this to others;
- identify ways in which they are influenced by others;
- work and learn independently, knowing when to seek help, when they have completed a task and when to change activity;
- anticipate how they will respond and feel in a situation by referring to past experience;
- identify the situations in which they learn best and feel most at ease;
- reflect on the outcome of their behaviour or learning and use this self-awareness to modify their future behaviour or approach to learning;
- reflect on their success as a learner and identify how this might be improved;
- identify any particular barriers to their learning, including emotional and social barriers, and seek to overcome them.





## Examples of self-awareness in the curriculum

These examples illustrate how self-awareness is embedded in the National Curriculum and *Curriculum guidance for the Foundation Stage*. This is not an exhaustive list. Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2000).

### Areas of learning, Foundation Stage

- Have a developing awareness of their own needs, views and feelings (PSED, page 34).
- Build up vocabulary that reflects the breadth of their experience (CLL, page 52).
- Observe and use positional language (MD, page 78).
- Show awareness of own needs with regard to eating, sleeping and hygiene (PD, page 110).
- Use their body to explore texture and space (CD, page 120).



### Programmes of study and National Curriculum guidelines, Key Stage 1

- Recognise, name and deal with their feelings in a positive way (PSHE and citizenship, 1c).
- Think about themselves, learn from their experiences and recognise what they are good at (PSHE and citizenship, 1d).
- Ask questions to clarify their understanding (En1, 2e).
- Explore using the senses of sight, hearing, smell, touch and taste as appropriate ... (Sc1, 2f).

### Programmes of study and National Curriculum guidelines, Key Stage 2

- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (PSHE and citizenship, 1b).
- Take up and sustain different roles (En1, 3e).
- Perform actions and skills with more consistent control and quality (PE, 1b).



Aspect of learning

# Managing feelings

*In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to help regulate their learning and behaviour – for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty.*

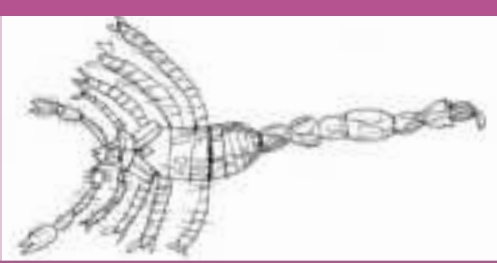
## Some indicators of managing feelings

Children may demonstrate that they can:

- express emotions through facial expressions and their behaviour;
- recognise, label and think about their feelings;
- identify triggers to feelings;
- stop and think before acting;
- manage feelings (including anxiety, anger and fear) by using appropriate strategies;
- recognise that managing some feelings requires short-term and long-term strategies;
- reflect on their past feelings and experience;
- learn from past experience and reflection to manage their future feelings, learning and behaviour.

**By the end of Key Stage 2, children working at or above age-related expectations can** talk about their own feelings and the strategies they use to manage these. They can anticipate how they might feel in certain situations and plan appropriate actions in response, including identifying additional sources of support and when to use these. They have strategies to cope with disappointment or failure, can identify why things went wrong and will try again if appropriate.





## Examples of managing feelings in the curriculum

These examples illustrate how managing feelings is embedded in the National Curriculum and *Curriculum guidance for the Foundation Stage*. This is not an exhaustive list. Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2000).

### Areas of learning, Foundation Stage

- Separate from main carer with support (PSED, page 34).
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others (PSED, page 34).
- Express needs and feelings in appropriate ways (PSED, page 34).
- Have an awareness of the boundaries set and the behavioural expectations within the setting (PSED, page 38).

### Programmes of study and National Curriculum guidelines, Key Stage 1

- Recognise, name and deal with their feelings in a positive way (PSHE and citizenship, 1c).
- Recognise that their behaviour affects other people (PSHE and citizenship, 4a).
- Use language and actions to explore and convey situations, characters and emotions (En1, 4a).
- Agree and follow rules for their group and classroom ... (PSHE and citizenship, 2d).

### Programmes of study and National Curriculum guidelines, Key Stage 2

- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (PSHE and citizenship, 1d).
- Deal politely with opposing points of view and enable discussion to move on (En1, 3d).
- Work with others to organise and keep the games going (PE, 7d).
- Realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours ... (PSHE and citizenship, 4d).



managing feelings





Aspect of learning

# Motivation

*Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.*

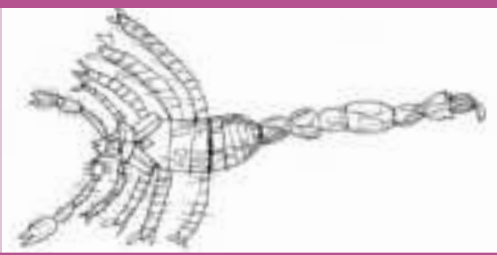


**By the end of Key Stage 2, children working at or above age-related expectations can** set their own goals and work towards them as well as working towards goals set by others. They can break down long-term goals into short-term goals and evaluate their progress towards these. They are able to sustain effort even when experiencing difficulties, and try additional and alternative approaches. They can recognise when they have achieved their goals and gain pleasure from experiencing success. They work for the pleasure of learning, creating or doing in its own right.

## Some indicators of motivation

Children may demonstrate that they can:

- sustain an activity for the intrinsic pleasure it provides;
- carry out an activity to achieve an anticipated outcome;
- plan, execute and finish an activity for the satisfaction of having created or learned something;
- work for a reward;
- set their own rewards;
- recognise their achievements and celebrate them;
- focus, shift and sustain their attention, resisting distractions when appropriate;
- organise the resources they need to complete a task;
- recognise how different learning opportunities or contexts affect their motivation.



## Examples of motivation in the curriculum

These examples illustrate how motivation is embedded in the National Curriculum and *Curriculum guidance for the Foundation Stage*. This is not an exhaustive list. Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2000).

### Areas of learning, Foundation Stage

- Have a positive approach to new experiences (PSED, page 32).
- Maintain attention, concentrate, and sit quietly when appropriate (PSED, page 32).
- Be confident to try new activities, initiate ideas ... (PSED, page 32).
- Demonstrate a sense of pride in own achievement (PSED, page 40).



### Programmes of study and National Curriculum guidelines, Key Stage 1

- Think about themselves, learn from their experiences and recognise what they are good at (PSHE and citizenship, 1d).
- Understand how to set simple goals (PSHE and citizenship, 1e).

### Programmes of study and National Curriculum guidelines, Key Stage 2

- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (PSHE and citizenship, 1b).
- Find different ways of approaching a problem in order to overcome any difficulties (Ma2, 1d).







Aspect of learning

# Empathy

**By the end of Key Stage 2, children working at or above age-related expectations show** an awareness of people's different characters and can understand another person's point of view, feelings, behaviour and intentions. They can use their knowledge of others to anticipate how others might feel in a range of situations and can adapt their own behaviour accordingly. They are able to understand and anticipate the impact of their behaviour on the thoughts, feelings and behaviour of others.

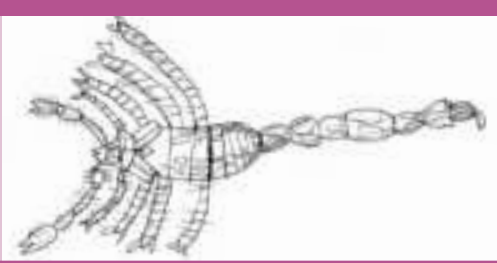
*Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding.*



## Some indicators of empathy

Children may demonstrate that they can:

- recognise similarities and differences between themselves and other people;
- take an interest in, watch and listen to other people;
- recognise and label the feelings and behaviours of others;
- understand the perspective of another person;
- recognise and anticipate the thoughts and feelings of others in different situations, basing this on their own experience;
- identify triggers or causes of other people's emotions and actions, taking account of their knowledge of the person involved.



## Examples of empathy in the curriculum

These examples illustrate how empathy is embedded in the National Curriculum and *Curriculum guidance for the Foundation Stage*. This is not an exhaustive list. Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2000).

### Areas of learning, Foundation Stage

- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others (PSED, page 34).
- Use language to imagine and re-create roles and experiences (CLL, page 58).
- Gain an awareness of the cultures and beliefs of others (KUW, page 98).
- Show awareness of space, of themselves and of others (PD, page 108).

### Programmes of study and National Curriculum guidelines, Key Stage 1

- Recognise their behaviour affects other people (PSHE and citizenship, 4a).
- Recognise why people did things, why events happened and what happened as a result (H, 2a).
- Take into account the needs of their listeners (En1, 1f).



### Programmes of study and National Curriculum guidelines, Key Stage 2

- Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences (PSHE and citizenship, 2e).
- Know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view (PSHE and citizenship, 4a).
- Be sensitive to the needs of the audience ... (ICT, 3b).
- Consider the experiences of other people (MFL, 2c).



Aspect of learning

# Social skills

*Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.*

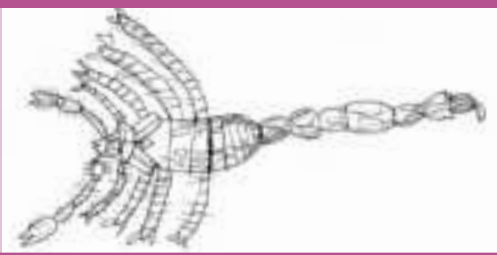
**By the end of Key Stage 2, children working at or above age-related expectations can** work well with a range of others. They can use their social skills to support learning by listening to and collaborating with others. They are active members in a group, they know how to join in and are able to take different roles within the group depending on the needs of the group or task and realise the rights and responsibilities associated with being part of a group. They are able to negotiate – being assertive when appropriate – while recognising and respecting the rights of others.



## Some indicators of social skills

Children may demonstrate that they can:

- listen to, respond to and interact with others;
- participate in shared activities with an adult or another child, taking turns and sharing when appropriate;
- direct others or follow the directions of others;
- play and learn cooperatively, sharing roles, responsibilities and tasks;
- recognise when a situation is unfair and suggest how to make it fair;
- recognise when there is a conflict and suggest possible resolutions;
- state their own views and needs;
- respond to others' views when these are different from their own.



## Examples of social skills in the curriculum

These examples illustrate how social skills are embedded in the National Curriculum and *Curriculum guidance for the Foundation Stage*. This is not an exhaustive list. Further examples can also be found in *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA, 2000).

### Areas of learning, Foundation Stage

- Work as part of a group or class, taking turns and sharing fairly ... (PSED, page 36).
- Use words and/or gestures, including body language such as eye contact and facial expression, to communicate (CLL, page 48).
- Show interest in the lives of people familiar to them (KUW, page 94).
- Show respect for other children's personal space when playing among them (PD, page 108).
- Play cooperatively as part of a group to act out a narrative (CD, page 124).



### Programmes of study and National Curriculum guidelines, Key Stage 1

- Realise that people ... have needs and that they have responsibilities to meet them (PSHE and citizenship, 2e).
- Understand that they belong to various groups and communities (PSHE and citizenship, 2f).
- Listen to other people and play and work cooperatively (PSHE and citizenship, 4b).
- Take turns in listening (En1, 3a).

### Programmes of study and National Curriculum guidelines, Key Stage 2

- Resolve differences by looking at alternatives, making decisions and explaining choices (PSHE and citizenship, 1f).
- Know that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view (PSHE and citizenship, 1a).
- Gain and maintain the interest and response of different audiences (En1, 1b).
- Develop relationships through work and play (PSHE and citizenship, 5f).

