



Milestone 0 - EYFS		
Three & Four-Year-Olds	Reception	ELG (Early Learning Goal)
<p>Communication and Language</p> <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or on which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <p>Physical Development</p> <ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p>Understanding the World</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Communication and Language</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ol style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>Physical Development</p> <ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Communication and Language</p> <p>-Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>-Speaking</p> <ul style="list-style-type: none"> 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. <p>Personal, Social and Emotional Development</p> <p>-Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. <p>-Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>-Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. <p>Physical Development</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.



Threshold Concept - 1.) Health & Well-Being - CYCLE 1

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •To discuss the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and how this can lead to an unhealthy lifestyle. •To know importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. •The principles of planning and preparing a range of healthy meals. •How to recognize early signs of physical illness such as weight loss & other unexplained changes to the body. <p>Mental Health</p> <ul style="list-style-type: none"> •To recognise that there is a normal range of emotions that all humans experience. To make choices that improve emotional health and recognise good/bad choices. •To explore proud and jealous feelings. •To begin to know some simple self-care techniques including the importance of rest, time spent with family/friends and the benefit of hobbies and interests. <p>Ourselves, Growing & Changing</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> •To understand why some computer games and online gaming, for example, are age restricted. •To understand what is meant by 'privacy' and the importance of keeping personal information private, and the need to respect other's privacy. 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •To know that bacteria and viruses can affect health and that following simple routines can reduce their spread (with a focus on the importance of handwashing). •To know the characteristics and mental and physical benefits of an active lifestyle. •To know what constitutes a healthy diet, including understanding calories and other nutritional content. •How and when to seek supporting including which adults to speak to in school if they are worried about their health. •To understand that computer use should be moderated and that overuse can impact on their physical and mental health. <p>Mental Health</p> <ul style="list-style-type: none"> •To know that mental wellbeing is a normal part of daily life. •To discuss changes, including transitions and know some simple self-care techniques (including the importance of rest, time spent with family and the benefits of hobbies/interests). •To know where and how to seek support including whom at school they should speak to if they are worried about mental wellbeing or their ability to control emotions. •To understand that computer use should be moderated and that overuse can impact on their physical and mental health. <p>Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> •To develop a positive sense of self. •To discuss personal gifts and how people have different strengths. <p>Keeping Safe</p> <ul style="list-style-type: none"> •To understand that being safe when they visit websites is similar to staying safe in real life. •To ensure all pupils know who they can ask for help. •To recognise the kind of information that is private and understand that they should never give out private information on the Internet. •To learn to create effective user names that protect their private information. 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •To understand that computer use should be moderated and that overuse and the addictive nature of online gaming can impact on their physical and mental health. •To discuss the benefits of physical exercise, time spent outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. •The risks associated with an inactive lifestyle (including obesity). •The characteristics of a poor diet and the risks associated with unhealthy eating (including, for example, obesity and tooth decay). •How to recognize early signs of physical illness such as weight loss & other unexplained changes to the body <p>Mental Health</p> <ul style="list-style-type: none"> •To discuss how to manage feelings and develop strategies for relaxing and coping with anxiety. •To understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) <p>Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> •To develop self-awareness by discussions around feeling good about myself and my strengths. •To know key facts about puberty and the changing adolescent body, including physical and emotional changes. •To know about menstrual wellbeing including key facts about the menstrual cycle. •Optional: Sexual Intercourse, Pregnancy and Birth. <p>Keeping Safe</p> <ul style="list-style-type: none"> •To develop self-awareness by discussions around taking risks. •To learn how to critically consider their online friendships and sources of information, including awareness of risks associated with people they have never met. •To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. •Basic first aid (common injuries). <p>Drugs, alcohol & tobacco</p> <ul style="list-style-type: none"> •To discuss the risks associated with some behaviours (e.g. the impact of alcohol on diet and health).



Threshold Concept - 1.) Health & Well-Being - CYCLE 2

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •To know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. •To know about personal hygiene; naming the objects used to help keep someone clean and healthy and why it is important to keep clean. •To discuss the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and how this can lead to an unhealthy lifestyle. •To know importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. •The principles of planning and preparing a range of healthy meals. •How to recognize early signs of physical illness such as weight loss & other unexplained changes to the body. <p>Mental Health</p> <ul style="list-style-type: none"> •To identify a range of emotions which people experience with change and how to cope with them, including how and where to seek support. •To discuss the benefits of time spent outdoors on mental wellbeing and happiness. <p>Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> •To name different parts of my body, including personal and private parts. •To explain what private and personal parts are and how they are identified. <p>Keeping Safe</p> <ul style="list-style-type: none"> •To recognize when a situation is safe or unsafe. •To describe ways to keep safe and how to get help. •To know rules and principles for keeping safe online, how to recognise risks and harmful content and how to report it. •To understand why some computer games and online gaming, for example, are age restricted. •To understand what is meant by 'privacy' and the importance of keeping personal information private, and the need to respect other's privacy. 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. •To know what constitutes a healthy diet, including understanding calories and other nutritional content. •How and when to seek supporting including which adults to speak to in school if they are worried about their health. •To know the characteristics and mental and physical benefits of an active lifestyle. <p>Mental Health</p> <ul style="list-style-type: none"> •To know how to talk about our emotions (including having a varied vocabulary when talking about our own or others' feelings). •How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. •To understand that computer use should be moderated and that overuse can impact on their physical and mental health. <p>Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> •To reinforce language for the personal and private parts of the body. •To understand about our bodies, personal hygiene and keeping clean. <p>Keeping Safe</p> <ul style="list-style-type: none"> •To know how to report concerns, ask for advice for themselves or others and to keep trying until they are heard. •To begin to develop skills in assessing and managing risk. •To know how to respond safely to adults they may encounter and whom they do not know. •To know the implications of privacy for children and adults. That it is not always right to keep secrets if they relate to being safe. •To understand that being safe when they visit websites is similar to staying safe in real life. •To ensure all pupils know who they can ask for help. •To recognise the kind of information that is private and understand that they should never give out private information on the Internet. •To learn to create effective user names that protect their private information. 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> •The characteristics of a poor diet and the risks associated with unhealthy eating (including, for example, obesity and tooth decay). •The risks associated with an inactive lifestyle (including obesity). •How to recognize early signs of physical illness such as weight loss & other unexplained changes to the body. <p>Mental Health</p> <ul style="list-style-type: none"> •To understand that computer use should be moderated and that overuse can impact on their physical and mental health. <p>Ourselves, Growing & Changing</p> <ul style="list-style-type: none"> •To know key facts about puberty and the changing adolescent body, including physical and emotional changes. •To know about menstrual wellbeing including key facts about the menstrual cycle. •Optional: Sexual Intercourse, Pregnancy and Birth. <p>Keeping Safe</p> <ul style="list-style-type: none"> •To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. •Basic first aid (common injuries). <p>Drugs, alcohol & tobacco</p> <ul style="list-style-type: none"> •To know facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. •To discuss the risks associated with some behaviours (e.g. the impact of alcohol on diet and health).



Threshold Concept - 2.) Relationships - CYCLE 1

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Families and close positive relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> •To talk about how important friendships are in making us feel happy and secure and how people make friends. •To understand that healthy friendships are positive and welcoming and do not make others feel lonely or excluded. <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To recognise different types of bullying, the impact of bullying and the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. •To know what to do if someone says something mean about someone's body and describe how to get help. •To discuss how children sometimes can act like bullies when they are online. To explore what cyberbullying means and what they can do when they encounter it. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To know rules and principles for keeping safe online, how to recognise risks and harmful content and how to report it. <p>Respecting self and others</p> <ul style="list-style-type: none"> •To describe some ways that boys and girls are similar or the same. •To challenge stereotypes by knowing that there is more than one way to be a boy and more than one way to be a girl. •To be able to explain that all bodies are different and say what is brilliant about their own body. •To discuss why good manners are important and to know how to show respect to others when writing emails and posting online. 	<p>Families and close positive relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> •To recognise ways in which a friendship can be unhealthy, is making them unhappy or uncomfortable, and whom to talk to if they need support. <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To recognise different types of bullying (including cyberbullying). To know that bullying has a negative and often lasting impact on mental wellbeing. •To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation. •To recognise the importance of engaging a trusted adult if they experience cyberbullying. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To understand personal boundaries; to identify what they are willing to share with their most special people, friends and others. To recognise that we have a right to privacy (but that we can always talk to safe adults). •The importance of permission seeking and giving in relationships with friends, peers and adults. <p>Respecting self and others</p> <ul style="list-style-type: none"> •To know the importance of respecting others even when they are different from ourselves. •To develop a positive sense of self. •To take part in discussion and respond respectfully to others. •How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. •To recognise the importance of tone in both face-to-face and online communications. •To learn rules for writing clear and respectful digital messages, including where anonymous. 	<p>Families and close positive relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> •To explore the challenges of on and offline friendships. •To know that healthy friendships are positive and welcoming. •To explore trust and secrets in our friendships. •How to judge when a friendship is making them feel unhappy or uncomfortable. <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation. •To recognise the importance of engaging a trusted adult if they experience cyberbullying. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To know that it is not always right to keep secrets if it relates to being safe. •To understand safe & unsafe touch. •To know the importance of permission seeking and giving for some types of touch. •To explore peer pressure and develop the skills to say no. •To understand that sometimes people behave differently online, including pretending to be someone they are not. •How to report concerns or abuse • • <p>Respecting self and others</p> <ul style="list-style-type: none"> •To understand how to show respect in social situations. •To recognise the importance of tone in both face-to-face and online.



Threshold Concept - 2.) Relationships - CYCLE 2

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Families and close positive relationships</p> <ul style="list-style-type: none"> •To identify different types of families and describe the differences and similarities between different types of families. •To know that families are important for children growing up because they give love, security and stability. <p>Friendships</p> <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To recognise different types of bullying (including cyberbullying). •To know the impact of bullying and the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help. •To discuss how children sometimes can act like bullies when they are online. To explore what cyberbullying means and what they can do when they encounter it. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To know rules and principles for keeping safe online, how to recognise risks and harmful content and how to report it. <p>Respecting self and others</p> <ul style="list-style-type: none"> •To discuss why good manners are important and to know how to show respect to others when writing emails and posting online. 	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> •To know that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. •To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Friendships</p> <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation. •To recognise the importance of engaging a trusted adult if they experience cyberbullying. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To understand the difference between appropriate and inappropriate or unsafe physical contact. •To know how to report concerns, ask for advice for themselves or others and to keep trying until they are heard. <p>Respecting self and others</p> <ul style="list-style-type: none"> •How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. •To recognise the importance of tone in both face-to-face and online communications. •To learn rules for writing clear and respectful digital messages, including where anonymous. 	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> •To understand that stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security growing up. •To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>Friendships</p> <ul style="list-style-type: none"> •To understand the characteristics of healthy friendships. •To know that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. •To learn how to critically consider their online friendships and sources of information, including awareness of risks associated with people they have never met. <p>Managing hurtful behaviour & bullying</p> <ul style="list-style-type: none"> •To know how to recognise bullying in all its forms (including cyberbullying) and know how to get help. •To recognise that bullying has a negative and often lasting impact on mental health. •To analyse online behaviours that could be considered cyberbullying and explain how to deal with a cyberbullying situation. •To recognise the importance of engaging a trusted adult if they experience cyberbullying. <p>Safe Relationships</p> <ul style="list-style-type: none"> •To learn how to critically consider their online friendships and sources of information, including awareness of risks associated with people they have never met. •To understand that sometimes people behave differently online, including pretending to be someone they are not. •How to report concerns or abuse. • • <p>Respecting self and others</p> <ul style="list-style-type: none"> •To know that in school and in wider society they can expect to be treated with respect by others and in turn they should show respect to others, including those in positions of authority. •To understand how to show respect in social situations. •To recognise the importance of tone in both face-to-face and online communications.



Threshold Concept - 3.) Living in the Wider World - CYCLE 1

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Communities</p> <ul style="list-style-type: none"> •To challenge stereotypes by knowing that there is more than one way to be a boy and more than one way to be a girl. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •To understand what is meant by 'privacy' and the importance of keeping personal information private, and the need to respect other's privacy. •To discuss why good manners are important and to know how to show respect to others when writing emails and posting online. •To choose websites that are appropriate and avoid those that are not. 	<p>Communities</p> <ul style="list-style-type: none"> •To recognise and challenge gender stereotypes. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •How to be a discerning consumer of information online, including understanding that information, including from search engines, is ranked, selected and targeted. •To know how information and data is shared and used online. 	<p>Communities</p> <ul style="list-style-type: none"> •To discuss the benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •To learn how to critically consider their online friendships and sources of information, including awareness of risks associated with people they have never met. •To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. •To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. •To understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

Threshold Concept - 3.) Living in the Wider World - CYCLE 2

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •To choose websites that are appropriate and avoid those that are not. •To understand what is meant by 'privacy' and the importance of keeping personal information private, and the need to respect other's privacy. •To discuss why good manners are important and to know how to show respect to others when writing emails and posting online. 	<p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •To understand that being safe when they visit websites is similar to staying safe in real life. •How to be a discerning consumer of information online, including understanding that information, including from search engines, is ranked, selected and targeted. •To know how information and data is shared and used online. 	<p>Shared responsibilities</p> <ul style="list-style-type: none"> •To know that in school and in wider society they can expect to be treated with respect by others and in turn they should show respect to others, including those in positions of authority. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> •To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. •To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. •To understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)



Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

BRAVE

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>BRAVE - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> Ask others for help when faced with a challenge With encouragement, attempt again to solve a problem Persist when participating in activities of personal interest Have an awareness of the steps to being a brave learner <p>(Six Bs):</p>	<p>BRAVE - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> Seek alternative methods to solve a problem if the first attempt is unsuccessful Persists with a given activity Accept that learning is sometimes challenging When reminded, uses the steps to being a brave learner <p>(Six Bs).</p>	<p>BRAVE - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> Willingly take risks and trial new methods Think creatively outside the box Persevere and recover from set backs Accept that mistakes are a part of the learning process Reflect upon the reasons for failures and use these to identify new possibilities and opportunities Understands that practise is fundamental to improving Regularly uses the steps to being a brave learner <p>(Six Bs).</p>
<p>The 6 Bs</p> <p>1.) Brave-Trying their best. 2.) Bits and Bobs-using resources to help themselves. 3.) Be Still. 4.) Backtrack-Looking at the previous work to remind themselves. 5.) Buddy-Ask your partner (where permitted) 6.) Boss- Finally -Ask an adult in the class</p>		

Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

READY

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>READY - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> With support, settle down to work. With support, move away from distractions Uses resources that have been provided Begin to show some signs of concentration 	<p>READY - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> When reminded, settle down to work quickly. Focus on a given activity for a short period of time Be able to independently 'tune out' low level distractions Select some resources and apparatus to complete tasks Search for methods to help with concentration 	<p>READY - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> Understand the importance of settling down to work quickly. Concentrate for a sustained period of time, regardless of the activity or topic Actively avoid distractions Ensures that appropriate resources and apparatus are selected and organised to support learning Employ techniques and methods that aid concentration



Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

IMPROVING

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>IMPROVING - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> • Discuss something that they have tried hard with. • With support, can identify something that they wish to 'get better at'. • Take suggested steps towards achieving a goal or target. • Share with others things that they like about their own efforts. 	<p>IMPROVING - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> • Have a growing awareness of their own abilities • Celebrate a success or own effort • Identify an area for improvement • Identify and trials some steps towards achieving a goal or target 	<p>IMPROVING - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> • Is familiar with own capabilities and weaknesses • Frequently celebrate own successes and efforts • Identifies specific targets for improvement within subjects • Recognise and adopt strategic methods to achieve specific goals or targets • Demonstrate effort and commitment to refine and adjust own work • Practice, even when accomplished.

Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

GIFTED

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>GIFTED - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> • be aware that they are particularly good at something. • When encouraged, will talk about a personal strength. • Begin to recognise general areas of interest. 	<p>GIFTED - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> • Identify some gifts and talents that they have • Willingly talk about own strengths with others • Have the desire to explore areas of specific interest 	<p>GIFTED - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> • Have a clear understanding of own gifts and talents • Seek to further develop own expertise in specific areas of interest • Talk with confidence about the strengths that they have • Use their strengths to support the progress of others • Work well in a group and utilise the strengths of all members to achieve a goal



Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

HAPPY

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>HAPPY - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> When encouraged, listen to others for short periods of time Listen supportively to the opinion of others Understand that their behaviour can affect others know and understand the <i>NHS 5 Steps to Happiness</i> 	<p>HAPPY - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> Listen carefully to others for short periods of time Describe the points of view of others in some detail Consider the effect of behaviour on others before acting Usually explain own thoughts or underlying needs know and understand the <i>NHS 5 Steps to Happiness and identify areas they need to improve</i> 	<p>HAPPY - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> Listen attentively to others and maintain eye contact Describe, understand and respond to the points of view of others Adapt behaviours to comply with different situations Clearly express own underlying needs and how these can be met Assume responsibility for own feelings and understand that they have a choice about how to react Show respect, empathy and understanding towards others know and understand the <i>NHS 5 Steps to Happiness and identify areas they need to improve</i>
<p><u>NHS 5 Steps to Happiness</u> (Keep Active, take notice, connect, keep learning, give)</p>		

Threshold Concept - 4.) BRIGHT Learning - (Attitudes to learning)

THINKING

Milestone 1 Y1 & Y2	Milestone 2 Y3 & Y4	Milestone 3 Y5 & Y6
<p>THINKING - Year 1 & 2 Children (M1) will:</p> <ul style="list-style-type: none"> Identifies and recalls information Selects and organises facts and ideas Summarises ideas in own words 	<p>THINKING - Year 3 & 4 Children (M2) will:</p> <ul style="list-style-type: none"> Uses facts, rules and principles to draw conclusions Gives examples to illustrate an idea Can categorise, classify and distinguish information Debates ideas and makes comparisons 	<p>THINKING - Year 5 & 6 Children (M3) will:</p> <ul style="list-style-type: none"> Combines or rearranges ideas to construct or compose a new idea Suggests solutions to everyday problems Prioritises information according to a given or own criteria Developing own opinions Justifies and supports ideas with evidence Makes informed judgements and decisions