



St Matthew's Catholic Primary School

Philosophy End of Year Milestones 2019-20

	Autumn	Spring	Summer	Ongoing Skills
Year 1	<ul style="list-style-type: none"> Introducing first thoughts and the enquiry process. 	<ul style="list-style-type: none"> Asking wondering questions and looking for big ideas - easy/hard questions. Introducing 'big ideas'. 	<ul style="list-style-type: none"> Building the community of enquiry and focusing on being caring and collaborative. Moving to full enquiries. 	<p>I can concentrate when someone is speaking.</p> <p>I can refer to people by name and their ideas.</p> <p>I can link my ideas with someone else's.</p> <p>I can ask big idea questions.</p>
Year 2	<ul style="list-style-type: none"> Setting first ground rules (linked to being caring, collaborative, creative and critical). Starting to ask open questions. 	<ul style="list-style-type: none"> Identifying concepts from the stimuli. Developing deeper questions from the concept. 	<ul style="list-style-type: none"> Suggesting ideas linked to own experiences. 	<p>I can think about a stimulus and other people's ideas.</p> <p>I can build on other people's ideas</p> <p>I can seek clarification.</p> <p>I can give examples that link with real life.</p>
Year 3	<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 	<ul style="list-style-type: none"> Reviewing individual and class progress - critical and creative process. 	<p>I can show respect and let other people finish.</p> <p>I can play a helpful part in tasks and activities.</p> <p>I can suggest new ideas and comparisons.</p> <p>I can examine the truth of what others say.</p>
Year 4	<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. 	<ul style="list-style-type: none"> Setting own class 4C focus and reviewing progress with pupil feedback. 	<p>I can give everyone a fair chance to speak.</p> <p>I can be friendly whether I'm agreeing or disagreeing</p> <p>I can suggest other possible explanations.</p> <p>I can give counter examples.</p>

<p>Year 5</p>	<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. 	<ul style="list-style-type: none"> • Recording progress of the enquiry discussion. 	<p>I can show interest in other people's opinions. I can speak bravely about experiences and feelings. I can say what I thought even if it differs from others I can suggest what might follow next.</p>
<p>Year 6</p>	<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. 	<ul style="list-style-type: none"> • Children plan and carry out full philosophical enquiries from start to finish. 	<p>I can imagine how others felt. I can push for decisions about what to think. I can change and improve my own thinking. I can weigh reasons for agreeing or disagreeing.</p>