



# Character Pathway

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curiosity	Characters and stories – identification of curiosity in stories read to them or ones familiar to them already.	Self Identification – When have I been curious? What did that look like to me?	Self Identification - I can explain how I am curious in my learning and how this helps me.	Self Reflection - I can explain why we should be curious to learn new things in our classroom.	Self Reflection - I can explain when it is appropriate to be curious. Have there been times when I wasn't curious , but I should have been?	Awareness of Others - I am aware of others in the community or in history who have been curious and the outcome of that curiosity.
Resilience	Characters and stories – identification of resilience in stories read to them or ones familiar to them already.	Self Identification – When have I been resilient? What did that look like to me?	Self Identification - I can explain how I am resilient in my learning and how this helps me.	Self Reflection - I can explain why we should be resilient when we approach our learning.	Self Reflection - I can explain when I wasn't resilient and what those outcomes looked like for me?  When should we be resilient?	Awareness of Others - I am aware of others in the community or in history who have been resilient and the outcome of that resilience.
Initiative	Characters and stories – identification of initiative in stories read to them or ones familiar to them already.	Self Identification – When have I used my initiative? What did that look like to me?	Self Identification - I can explain how I have used my initiative in my learning and how this has helped me.	Self Reflection - I can explain why we should use our initiative when we approach our learning.	Self Reflection - I can explain when it is appropriate to use my initiative.  Have there been times when I should have used my initiative, but didn't?	Awareness of Others - I am aware of others in the community or in history who have used their initiative to solve a problem



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Question</b>	To be able to ask simple questions.	To know that we ask questions to find answers.	To demonstrate curiosity through questions.	To demonstrate an understanding of relevance in questioning.	To be able to ask a range of relevant questions.	To develop independent thinking through questioning.	To develop critical thinking through questioning.
<b>Investigate</b>	To follow instructions to carry out simple investigations.	To know what an investigation is.	To know what makes an effective investigation.	To know how to plan an effective investigation.	To independently plan and carry out simple investigations.	To choose and carry out appropriate methods of investigation and reflect on the results.	To choose and carry out appropriate methods of investigation and analyse the results.
<b>Communicate results</b>	To verbally explain my observations.	To verbally explain what I have found out from my investigations.	To write a simple explanation of what I have found out.	To gather results and understand that we can present them in different ways.	To communicate results verbally and using written methods.	To choose an appropriate method of communicating my results, from a given selection.	To independently choose an appropriate method of communicating my results e.g diagram, graphs, classification.



	1	2	3	4	5	6
<b>Understanding</b>	<b>What is research?</b>  To understanding what research is	<b>Different types of research.</b>  To understand that there are different methods of research	<b>Why utilise different types of research?</b>  To be aware that research methods have different purposes	<b>Pros and cons of different types of research</b>  To understand that there are different strengths and weaknesses when carrying out research	<b>Companies – what types of research they employ</b>  To understand that different companies employ different research methods	<b>Plan and implement own research method</b>  To plan and implement my own research method
<b>Application</b>	<b>Collect and record own research</b>  To be able to collect my own research	<b>Experiment and explore different research methods</b>  To experiment with and explore different research methods	<b>Perform and create their own surveys</b>  To be able to create my own survey	<b>Perform and create their own questionnaires</b>  To be able to create and implement my own questionnaire	<b>Perform and create their own interviews</b>  To be able to create and implement my own interview	<b>Perform and create their own focus groups</b>  To be able to create and implement my own focus research
<b>Analysis/Evaluation</b>	<b>Record results in Pictograms.</b>  I can record results in a pictogram	<b>Record results in Pictograms, tally charts and block diagrams</b>  I can record results in block diagrams	<b>Record results in a tally chart</b>  I can record results in a tally chart	<b>Record results in bar charts</b>  I can record results in a bar chart	<b>Record results on line graphs. Compare results and correlate with different variables</b>  I can record results in a line graph and discuss different variables	<b>Record results on line/scatter or pie charts. Compare results and correlate with different variables</b>  I can record results in graph of my choice and discuss different variables





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<b>Listening and responding</b>	To use eye contact to show we are listening	To begin speaking in turns in class and group situations with support	To begin speaking in turns in class and group situations	To listen to others and respond appropriately with support	To listen to others and respond appropriately	To communicate and express emotions and attitudes appropriately in some situations	To communicate and express emotions and attitudes appropriately in a variety of situations
<b>Building relationships</b>	To begin to form different relationships through play	To begin to develop positive friendships with peers	To build upon existing relationships in play and during classroom activities	To begin to understand conflict in relationships and develop strategies to deal with them appropriately	To develop and begin to manage strategies to resolve conflict in relationships	To develop and manage strategies to resolve conflict in relationships	To reflect on the status and power of relationships and respond appropriately with peers, teachers and other adults
<b>Behaviour and emotions</b>	To begin to understand own feelings and emotions To associate behaviour with specific instructions	To continue to recognise own feelings and emotions	To understand own feelings and how to act in different situations To manage own behaviour with some adult support	To begin to identify how others are feelings and respond in a correct way	To begin to develop coping strategies for a range of emotions	To identify a range of emotions in myself and begin to develop a range of coping strategies to manage these	To identify a variety of emotions in myself and others and be able to manage my responses appropriately



	<b>Year 1 Decision making</b>	<b>Year 2 Resilience- making mistakes</b>	<b>Year 3 Self- management</b>	<b>Year 4 Creativity- taking ownership</b>	<b>Year 5 Problems Solving</b>	<b>Year 6 Reasoning- Critical thinking</b>
<b>Thinking Skills</b>	I can make suitable choices and begin to make decisions independently	I can make my own decisions and know that is ok to make mistakes.	I can acknowledge my mistakes and can review and improve them.	I can be responsible and innovative in my learning approach.	I can show resilience when faced with a problem.	I can critically evaluate how to solve a problem and select the most effective solution.