

Essentials for learning and life

Core skills

Literacy

Focus: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly, and respond creatively and critically to a wide range of information and ideas.

Children learn how to:

1. **read fluently, listen and respond critically** to texts of all kinds, on paper and on screen, in order to access ideas and information
2. **talk clearly and confidently** about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively
3. **write, present and broadcast** a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multi modal texts.
4. **analyse, evaluate and criticise** a range of uses of language in order to draw out meaning, purpose and effect.

Numeracy

Focus: Children use and apply mathematics confidently and competently in their learning and in everyday contexts. They recognise where mathematics can be used to solve problems and are able to interpret a wide range of mathematical data.

Children learn how to:

1. **represent and model situations using mathematics**, using a range of tools and applying logic and reasoning in order to predict, plan and try out options
2. **use numbers and measurements** to support both accurate calculation and an understanding of scale, in order to make reasonable estimations
3. **interpret and interrogate mathematical data** in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk
4. **use mathematics to justify and support decisions and proposals**, communicating accurately using mathematical language and conventions, symbols and diagrams.

ICT capability

Focus: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

Children learn how to:

1. **find and select information** from digital and online sources, making judgements about accuracy and reliability
2. **create, manipulate and process** information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. **collaborate, communicate and share** information using connectivity to work with, and present to, people and audiences within and beyond the school.
4. **refine and improve their work**, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Primary personal, learning and thinking skills

Learning and thinking skills

Focus: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems.

Children learn how to:

1. **investigate**, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks
2. **create and develop**, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions.
3. **communicate**, interacting with different audiences in variety of ways using a range of media
4. **evaluate**, developing criteria for judging work and suggesting refinements and improvements.

Personal and emotional skills

Focus: Children recognise how and when they learn best and can identify and address barriers to learning. They take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.

Children learn how to:

1. **identify their strengths** and areas for development
2. **manage their feelings** using appropriate strategies, becoming increasingly aware of their own and others' feelings
3. **reflect** on past achievements and experiences to manage future learning and behaviour
4. **set goals** for their personal development and learning, and work towards them
5. **work independently**, knowing when to seek help, dealing with pressures and deadlines
6. **control their own physical movements** in a range of contexts with skill, dexterity and confidence.

Social skills

Focus: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities.

Children learn how to:

1. **listen and respond appropriately** to a wide range of people, showing empathy and understanding, and the confidence to raise their concerns
2. **adapt their behaviour** to suit different situations
3. **work collaboratively** towards common goals
4. **take turns and share** as appropriate, stating their own views and needs
5. **negotiate**, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts
6. **give constructive support and feedback** to benefit others as well as themselves.