P4C Skills Overview

All skills should be introduced whilst also building on skills from previous years (New skills introduced are in blue)

	Whole School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Caring Thinking	• Listen attentively and sympathetically to each other • Show care for the subject we are discussing and our community of enquiry.	• We are quiet when others are speaking. • Our body language shows that we are interested	• We are quiet when others are speaking. • Our body language shows that we are interested • We speak one at a time	• We speak one at a time • We try to follow our ground rules. • We treat all ideas with respect.	• We give people time to finish speaking/thinking aloud. • We think about what others are saying (not just what we want to say)	• We give people time to finish speaking/thinking aloud. • We think about what others are saying (not just what we want to say) • We imagine how others are feeling. • We think carefully about what we want to say.	Consolidate all prior skills	
Collaborative Thinking	• Participate actively • Support each other • Value other people's ideas	• We share our ideas • We speak clearly so that the whole group can hear.	• We share our ideas • We speak clearly so that the whole group can hear. • We reply to others.	• We encourage others to speak • We reply to others. • We refer to other people by name when we speak.	• We share our ideas, even when we are not confident that they are right. • We build on other people's ideas	• We share our ideas, even when we are not confident that they are right. • We build on other people's ideas	• We stick with an interesting line of enquiry	• We stick with an interesting line of enquiry. • We are willing to share unpopular ideas

						• We 'make space' for others to speak. • We help people to put their ideas into words. • We ask questions to help us to understand people's ideas.		
Critical Thinking	• Value reasoning and evidence. • Challenge and test our ideas. • Try to be clear and precise. • Think about the process of enquiry.	• We give reasons to support our ideas. • We say whether we agree or disagree.	• We give reasons to support our ideas. • We say whether we agree or disagree and say why. • We identify big ideas (concepts)	• We give reasons to support our ideas. • We say whether we agree or disagree and say why. • We identify big ideas (concepts) • We can say what we found interesting and how well the enquiry went.	• We ask others for reasons/evidence. • We offer counter arguments. • We think about how things are similar and different.	• We ask others for reasons/evidence. • We offer counter arguments. • We think about how things are similar and different. • We make judgments based on the best reasons/evidence. • We spot assumptions. • We summarise the	• We think about the quality of reasons/evidence. • We ask others for clarification if needed. • We make suggestions about next steps with an enquiry.	• We think about the quality of reasons/evidence. • We ask others for clarification if needed. • We make suggestions about next steps with an enquiry. • We spot faulty reasoning. • We explore the consequences of our ideas.

						• We choose words carefully to express ideas clearly.		• We think about the criteria we use to make decisions. • We can talk about how we tackled the enquiry.
Creative Thinking	• Make connections • Be imaginative and find different ways to share ideas • Consider other perspectives.	• We connect ideas to experiences • We think of examples to make our ideas clearer.	• We connect ideas to experiences • We think of examples to make our ideas clearer. • We speculate and hypothesise.	• We connect ideas to experiences • We think of examples to make our ideas clearer. • We speculate and hypothesise. • We try to understand why other people think what they think.	• We make connections between ideas/concepts. • We think of comparisons.	• We make connections between ideas/concepts. • We think of comparisons. • We try to see things from the perspective of others. • We look for and discuss alternative points of view.	Consolidate all prior skills • We think of metaphors and similes.	
Text (for KS2 linked to reading spine)								