

	Nursery Class - skills to be taught through topics /opportunities that arise	Year R and KS1		
		Area of philosophy Concepts British Values	Year R Skills and Vocabulary	KS1 Skills and Vocabulary
Aut 1	Give an answer to a choice of 2	Social: Friendship Family	I think ... I think because...	Connecting to others Agreeing and disagreeing with others
Aut 2	Put hand in to indicate you want to say something	Political: Rules Ethics: Good/Bad British values: Law and order	Listening to others Connecting to others	Giving examples Staying focused on the subject
Spr 1	Use name card to indicate agreement / disagreement	Social: Difference Fairness British values: Mutual respect	Staying focused on the subject	Thinking about how the ideas might affect real life
Spr 2	Use a colour card to indicate yes/ no and know that the colour matches what they are thinking	Metaphysics: Real Ethics: Right/wrong British values: Democracy	Agreeing and disagreeing with others	Compare and group questions Raise philosophical questions
Sum 1	Say 'I think'	Mind: Happiness Epistemology Knowledge & beliefs British values: Tolerance of faith and beliefs	Identifying 'big ideas' (concepts)	Speaking to each other and not the teacher
Sum 2	Listen to others	Social: Growing Up Mind: Choice British values: Individual liberty	Raising questions	Focus on the language of discussion: I'd like to ask ... a question to..... I'd like to raise a new point I'd like to seek clarification I'd like to refer back to...

P4C Progression of Skills			
Nursery	Yr R	Yr 1	Yr 2
<p>Give an answer to a choice of 2</p> <p>Use name card to indicate agreement / disagreement</p> <p>Use a colour card to indicate yes/ no and know that the colour matches what they are thinking</p>	<p>Say 'I think...' and make a statement</p> <p>Use 'because'</p> <p>Say 'I agree'</p> <p>Say 'I disagree'</p> <p>Turn a statement into a question using 'why'</p> <p>Match concept cards to a question raised</p>	<p>Raise questions using a variety of words – e.g. why, how, is it</p> <p>Recognise the concepts in a stimulus</p> <p>Say 'what if...' and offer an alternative viewpoint</p> <p>Ask others what they think</p> <p>Give examples from real life</p>	<p>Compare and group questions</p> <p>Choose philosophical questions</p> <p>Create philosophical questions</p> <p>Link back to what someone said previously in the enquiry</p> <p>Make a rule - 'if that is true then.....'</p> <p>Use always/ sometimes / never</p> <p>Sum up what was said in the enquiry</p> <p>Recognise an assumption</p>
Spoken language Expectations			
<p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes</p> <p>Able to follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Follow instructions involving several ideas or actions</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas and events.</p>	<p>Listen and respond to the speaker making simple comments</p> <p>Listen to and use new vocabulary</p> <p>Give a reason for their answer when asked and explain why they have certain thoughts or opinions</p> <p>Describe their immediate world and environment</p> <p>Talk about themselves clearly and confidently</p> <p>Remain focused on a conversation when not directly involved</p> <p>Offer ideas and suggestions based on what has been heard</p> <p>Speak clearly so that the listener can hear what is said</p> <p>Organise thoughts into sentences before expressing them</p>	<p>Begin to ask questions that link clearly to the topic being discussed</p> <p>Think of alternatives for simple vocabulary choices</p> <p>Recall the main points of a discussion</p> <p>Speak in grammatically correct sentences</p> <p>Know when it is their turn to speak in a discussion</p> <p>Choose words to add interest or detail</p> <p>Know that different people have different ideas / responses and recognise that these are as valuable as their own</p> <p>Notice how different speakers talk and consider why this might be the case</p>