

Progression of Metacognition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Independence	Creativity	Collaboration	Independence	Creativity	Collaboration
EYFS	<ul style="list-style-type: none"> - Follow Instructions - Decide what order to do things in 	<ul style="list-style-type: none"> - Come up with an idea - Share my ideas 	<ul style="list-style-type: none"> - I can face the speaker and maintain eye contact - Listen to someone else's idea 	<ul style="list-style-type: none"> - I can try something on my own - I can follow pictorial instructions for a task 	<ul style="list-style-type: none"> - Ask for clarification - Suggest an answer 	<ul style="list-style-type: none"> - I can face the speaker and maintain eye contact - Show someone you are listening
Tool	- Pictorial Instruction	- Plan, do, review	- Emotion wheel	- Pictorial planning	- Pictorial ideas	- Thinking shoes
Year 1	<ul style="list-style-type: none"> - Decide where to work - Make sensible decisions 	<ul style="list-style-type: none"> - Choose a good idea - Explain my idea 	<ul style="list-style-type: none"> - Tell someone my idea - Ask someone a question 	<ul style="list-style-type: none"> - I can ask for help, when I need it - I can ensure I am ready to learn 	<ul style="list-style-type: none"> - Plan my work - Use a thinking tool 	<ul style="list-style-type: none"> - Tell someone my idea - Talk about other people's work
Tool	- Good/bad plan	- Spider diagram	- Circle map	- Bubble map	- Ladder ranking	- Critique stems
Year 2	<ul style="list-style-type: none"> - Keep myself focused (success criteria) - Know my strengths and weaknesses 	<ul style="list-style-type: none"> - Change my plan - Say which idea I think is better 	<ul style="list-style-type: none"> - Talk about my own work with others - Respectfully disagree 	<ul style="list-style-type: none"> - I can choose appropriate resources to help me - I can use strategies to keep me on task 	<ul style="list-style-type: none"> - Try something new - Explain my idea 	<ul style="list-style-type: none"> - Work in a group and make a valuable contribution - Respectfully disagree
Tool	- Evidence map	- Double bubble	- TASC Wheel	- Part whole map	- PMI Triangle	- Feedback map
Year 3	<ul style="list-style-type: none"> - Work towards sets of targets for improvement - Set my own challenges 	<ul style="list-style-type: none"> - Change my approach if it's not working - Explain why I changed my plan 	<ul style="list-style-type: none"> - Explain my ideas to a group - Ask questions to clarify meaning 	<ul style="list-style-type: none"> - I can use resources to deepen my learning - I can identify frustrations and deal with them 	<ul style="list-style-type: none"> - Come up with more than one idea - Say which idea is better 	<ul style="list-style-type: none"> - Repeat points from what I have heard and learnt - Ask questions that help others clarify their thinking
Tool	- SMART Targets	- Venn Diagram	- Socratic Questions 1	- Diamond 9	- CAF	- Socratic Question 2
Year 4	<ul style="list-style-type: none"> - Demonstrate a readiness to learn - Try and find a solution before asking for help 	<ul style="list-style-type: none"> - Explain how I have improved my thinking - Say why a new approach may be more successful 	<ul style="list-style-type: none"> - Take on different roles in a group - Discuss strengths and development areas for others work 	<ul style="list-style-type: none"> - I can use a wide range of resources - I can prioritise what I need to do 	<ul style="list-style-type: none"> - Justify why an answer is good - Select from a number of thinking tools 	<ul style="list-style-type: none"> - Identify what we did well and the contribution made - Disagree and explain why, offering solutions
Tool	- See saw map	- Mind Map	- Socratic question 3	- Cause and consequence map	- SWAT	- Socratic question 4
Year 5	<ul style="list-style-type: none"> - Use a range of resources, including others, to help me - Plan and organise my learning 	<ul style="list-style-type: none"> - Develop my idea after reflecting on feedback - Explain why I have changed my approach and the impact of this 	<ul style="list-style-type: none"> - Take on a variety of different roles - Help others to deepen their learning 	<ul style="list-style-type: none"> - I can deal with frustrations using a number of strategies - I can set my own targets for improvements 	<ul style="list-style-type: none"> - Ask probing questions that challenge other's thinking - Provide a range of evidence to support my answers 	<ul style="list-style-type: none"> - Summarise what I have learnt and what I might do next - Disagree and demonstrate a capacity for conflict and resolution
Tool	- Learning style planner	- Thinking hats	- Socratic question 5	- The Y Map	- Sequence Map	- The S Plan
Year 6	<ul style="list-style-type: none"> - Use my time to maximise potential - Ensure I working harder than my teacher 	<ul style="list-style-type: none"> - Suggest future improvements - Justify and explain why my idea is better 	<ul style="list-style-type: none"> - Give constructive advice and feedback - Coach others to help deepen learning 	<ul style="list-style-type: none"> - I can set my own challenges and success criteria - I can work to a deadline and plan how to meet it 	<ul style="list-style-type: none"> - Compare and contrast a range of ideas - Listen to different viewpoints to help me form my own. 	<ul style="list-style-type: none"> - Add value to the development of other people's thinking - Justify the choices I have made and the impact of these
Tool	- Decision Chart	- Gant Chart	- Empathy Map	- Progression ladder	- PEE Map	- Socratic question 6