



# Integral Skills Continuum

## To be organised I must . . .

## To be effective I must . . .

## To be a thinker I must . . .

## To be creative I must . . .

### Pre-Progression Step 1

- Know where things are
- Get what I need
- Know what's next
- Know what I need to do
- Say what I am doing

- Listen to others
- Ask if I don't know
- Help my friends
- Make mistakes
- Try my best
- Talk about what went well

- Ask questions
- Try to make things better
- Choose my own activities

- Be brave
- Try new things
- Be imaginative
- Be curious
- Explore

### Progression Step 1

- Find the equipment I need
- Plan and talk about my ideas
- Check my work
- Use what I know to help me

- Listen to others' ideas
- Work with other people
- Ask for help
- Share my ideas
- Understand that I learn from mistakes
- Help my friends
- Be kind, even when I don't agree with others

- Ask questions
- Try new ideas
- Say when I am stuck
- Say what I have done well
- Make my own choices
- Understand what I need to do to get better

- Be curious
- Think up new ideas
- Have a go
- Explore something new
- Share your ideas

### Progression Step 2

- Know where equipment is kept
- Check my work against the success criteria
- Choose how to set out and organise my work
- Ask questions if I don't understand

- Respect others' opinions
- Listen to people in my group
- Have a go at new things
- Listen and follow instructions
- Understand making mistakes is essential to learning new things
- Use what I already know
- Take turns

- Always have a go
- Ask questions
- Learn from mistakes
- know when I need help - SNOT
- Check my own work
- Discuss my work with my friends
- Make my own choices about my work
- Explain how I have done my work

- Identify my own ideas
- Value my ideas
- Think of different ways to do things
- Explain my choices
- Be brave with my work
- Present my work in different ways

### Progression Step 3

- Collect appropriate equipment for the activity and return it afterwards
- Identify the skills and knowledge I need to apply to the new work
- Plan my own work using the success criteria
- Set myself high expectations
- Adapt my work and make changes to improve it
- Effectively research information that I do not know
- Move between Learning areas and be ready to learn
- Activate Prior Knowledge to apply skills I have learnt before
- Choose relevant information from my research
- Appreciate the views of others
- Ask for help when I don't understand
- Help others if they don't understand
- Use self and peer assessment to improve my work
- Recognise when I have worked hard and achieved my targets
- Focus on minimising distractions so I can be the best I can be
- Choose the correct learning environment
- Ask questions
- Have a growth mindset
- Be resilient
- Focus on the key information
- Understand the difference between opinions and information
- Plan out my work first
- Be flexible and adaptable
- Use what I already know to help me
- Assess my learning honestly
- Reflect on my own progress
- Explain my ideas to others
- Magpie the ideas of others – then make them my own
- Try something I haven't done before
- Step outside my comfort zone
- Develop my skills by not just relying on what I am good at
- Use a range of different strategies such as pictures, text, number, digital, graphs etc.

### Progression Step 4

- Assemble appropriate equipment for the task
- Determine the skills and knowledge I need to apply to the task
- Plan my own work using the success criteria
- Set myself high expectations
- Modify my work to improve it
- Activate Prior Knowledge to apply skills I have learnt before
- Extract relevant information from my research
- Appreciate and value the views of others
- Raise questions
- Implement a growth mindset
- Demonstrate resilience
- Identify key information
- Explain the difference between opinions and information
- Justify my ideas to others
- Recognise the good ideas of others – then adapt and improve
- Be adventurous in my learning
- Step outside my comfort zone
- Identify my own areas for development
- Implement a range of different strategies such as pictures, text, number, digital, graphs etc.



- Productively research information that I do not know
- Transition between learning areas and be ready for my learning
- Identify when I need help if I don't understand
- Identify when others need help and offer support
- Practise self and peer assessment to improve my work
- Identify when I have worked hard and achieved my targets
- Concentrate on minimising distractions so I can be the best I can be
- Adopt the correct learning environment
- Effectively plan out my work
- Be flexible and adaptable
- Activate prior knowledge to help me
- Assess my learning honestly
- Reflect on my own progress