

Progression in Resilient

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
	The development of a Growth Mindset is a focus for each phase. Classes display and celebrate Growth Mindset in a variety of ways. It is used in daily school life and conversations in regard to learning and personal development. It is also explored in Collective Worship through a range of themes, as are feelings and emotions, and children are given challenges and things to reflect on.				Through development of a Growth Mindset we enable children to become adaptable, reflective learners who are willing to take risks and learn from their mistakes.
Aware of situations, their own emotional resilience and the behaviour of those around them.	Adapt to new surroundings, rules and routines. Learn to try new experiences and develop respect for each other, making new friends. Develop emotional resilience, being away from family all day. Develop skills of listening to others. Develop awareness of the feelings of others.	Develop awareness of own emotions through stories of courage and bravery (Seaside Rescue). Explore the themes of friendship and bullying through the film 'Toy Story' (Toymakers). Continue to develop emotional resilience in daily experiences and i response to learning outcomes.	Reflect more independently on own behaviour and own learning behaviour. Further develop emotional resilience in looking at our own strengths and areas for development in tasks, writing next steps, editing work. Continue to explore awareness of others and friendship through discussions.	Continue to take responsibility for reflecting on own behaviour and its impact on others. Consider others through their role as leaders of different groups, the Up Project and while on their residential trips. Work closely with EYFS as 'buddies' and through joint activities such as Olympics (Faster, Higher, Stronger). Consider to identify and work on own strengths and areas for development across subjects. Consider the feelings of others and develop empathy in a range of topics e.g. We'll Meet Again, The Empire.	

Develop strong problem solving skills	Problem solving through role play. Learn how to share time, space and resources with others. Explore how to solve conflicts and how to compromise. Risk assess large physical activity.	Develop problem solving in the context of different subjects, e.g. making a pulley system for the Lighthouse Keepers lunch (Seaside Rescue). Explore the concepts of team work and relationships (Moana).	Develop problem solving skills and confidence in lessons, e.g. maths, moving mechanisms for making mad hats (Imaginary Worlds), science investigations. Team work challenges that require group problem solving, e.g. Antarctic Adventure experience. Problem solving for a real life purpose, e.g. investigating problems in the local environment and developing solutions as a group (Top Gear).	Develop individual and group problem solving during residential trips. Discuss and suggest solution that address real life problems the world faces, e.g. how we use water and the impact this has on water shortage around the world (On Tap), identifying the pros and cons of democracy (Faster, Higher, Stronger).	
Understand that life is full of challenges	Facing new challenges in daily routines and expectations. New challenges in learning new skills including early reading, writing and maths. Facing the challenges of new experiences throughout the year.	Facing the new challenges of KS1 - new lessons and timetable. Learn about challenges in life through stories (James and the Giant Peach - Giant) and people from the past (Grace Darling - Seaside Rescue). Develop understanding of the importance of working together (Fire! Fire!) Begin to experience working as a team	Real life challenges that the world is facing, e.g. how can we reduce our carbon footprint? (Top Gear) How to reduce pollution to our seas and oceans (Under the Sea). Further explore the qualities needed to face challenges in life through finding out about people in history (Race to the South Pole - Antarctic Adventure, perseverance in	Facing real challenges in their own lives including during residential trips, Up project. Explore how Christians support others who are challenged across the world (They See The World Like This). Exploring big questions - Is it Christian to go to war? (We'll Meet Again) Is it OK to do something wrong for	

		(Creating a large dinosaur - Dinosaurs).	discovery Tutenkhamuns tomb by Howard Carter - Tomb Raiders, people who faced the challenges of being invaded including the local hero Brythnoth - Invaders and Settlers). Looking at other groups of people who face challenges, e.g. looking at inventions designed to make life easier for groups of people with disabilities (Dragons Den).	the right reasons? (The Magic of Harry Potter). Is it right to control nature? (Movers and Shakers). Was it morally OK to send animals into space? (Sun, Moon, Stars). Look at challenges faced by real people in history and their impact - astronauts (Sun, Moon, Stars), (We'll Meet Again).	
Develop a sense of control and manage own feelings	Adapt to expected behaviour in different school activities, e.g. play, learning times, Collective Worship and lunch time in the hall. Learn to control and make good choices in actions through behaviour reflection.	Continue to self-reflect on behaviour with adult support. Understand the expectations in learning in different subjects. Continue to develop skills in managing their own feelings as they work in a variety of groups on tasks. Develop an understanding that all people are special and have an important role to play (Castles).	Through big group activities and challenges, further develop teamwork skills of compromise, negotiation, communication, listening and respect (Dragons Den group design and pitch of new invention, Stone Age Survival day activities, Stone Age Cultural day activities, Megastructures building a city of the future as a group.	Manage a range of feelings during residential trips. Continue to develop teamwork through group tasks, as leaders of groups and in behaviour reflection.	