

### Computing Progression Document

	FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Autumn Spring Summer Thankfulness Love Courage</p>		<p>Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)</p>	<p>Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)</p>	<p>I'm in Otter Class, get me out of here! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)</p>	<p>Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)</p>	<p>Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)</p>	<p>Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)</p>
<p>EYFS/ National Curriculum Links</p>	<p>See EYFS Computing progression document for information on EYFS curriculum</p>	<p>Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>			

<p>Assessment</p>		<p>I can recognise common uses of information technology beyond school.  I can use a variety of technology purposefully to create, organise, store, manipulate, and retrieve digital content.  I can use technology safely and respectfully, keeping personal information private;  I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.  I understand what algorithms are; how they are implemented as programs on digital devices; and that programs work by following precise and unambiguous instructions.  I can create and debug simple programs  I can use logical reasoning to predict the behaviour of simple programs.</p>	<p>I can select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,  I can collect, analyse, evaluate, and present data and information.  I understand computer networks including the internet;  I can explain how networks can provide multiple services, such as the World Wide Web.  I know how to use technology safely, respectfully, and responsibly;  I can recognise acceptable/unacceptable behavior.  I can identify a range of ways to report concerns about content and contact on the internet.  I can use search technologies effectively to find relevant information.  I can design, write and debug programs that accomplish specific goals, including simulating physical systems.  I can solve problems by decomposing them into smaller parts.  I can use sequence, selection, and repetition in programs.  I can work with various forms of input and output.</p>	<p>I can select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals,  I can collect, analyse, evaluate, and present data and information.  I understand computer networks including the internet.  I can explain how networks can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.  I know how to use technology safely, respectfully, and responsibly;  I can recognise acceptable/unacceptable behavior.  I can identify a range of ways to report concerns about content and contact on the internet.  I can use search technologies effectively to find relevant information.  I can explain how search engines work.  I can design, write and debug programs that accomplish specific goals, including simulating physical systems.  I can solve problems by decomposing them into smaller parts.  I can use sequence, selection, and repetition in programs.  I can work with various forms of input and output.</p>
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				I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
Online safety (crossover with PSHCE - Jigsaw scheme)		<p>I can create rules for using technology responsibly.</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>I can explain why work I create using technology belongs to me. I can save my work under a</p>	<p>I can show how to use information technology safely.</p> <p>I can use technology safely and respectfully, I know where to go for help and support when I am worried. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why some information I find online may not be real or true.</p> <p>I can explain simple guidance for using</p>	<p>I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are</p>	<p>I can explain what a digital footprint is. I can explain ways in which I can start to build a positive digital footprint. I know how to be a critical consumer while online. I know about different online scams including 'phishing'. I can assess and justify when it is acceptable to use the work of others. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>I can search for information about an individual online and</p>	<p>I know how to protect personal information. I can explain why it is important to respect online privacy boundaries. I know ways to seek help if I feel unsafe online. I can explain how to be respectful, empathetic and healthy in my online relationships. I have a number of strategies for dealing with hurtful online behaviour. I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can demonstrate the use of search</p>

		<p>suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I know that I should ask permission from an adult when online, and speak to an adult if anything is worrying me.</p>	<p>technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I understand that it is important to be kind to others both online and offline.</p>	<p>information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p> <p>I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>I can explain why spending too much time using</p>	<p>respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain what is meant by fake news e.g. why some</p>	<p>summarise the information found. I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can apply strategies to manage my feelings and pressures to use technology that may be risky or cause harm to myself and others.</p> <p>I understand the influence of online and media on body image.</p>	<p>tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can take responsibility when using technology. I'm developing strategies for standing up for myself and my friends in online situations, including those around body image and relationships.</p>
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				<p>technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age</p>	<p>people will create stories or alter photographs and put them online to pretend something is true when it isn't. I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>		
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				restricted gaming or web sites). I can explain how to keep safe and why it's important online and offline. I know who to go to for help.			
Creating Media		<p>To use a mouse in different ways.</p> <p>To use a keyboard to type.</p> <p>To use the keyboard to edit text.</p> <p>To describe what different freehand drawing tools do.</p> <p>To use the shape tool and the line tools.</p> <p>To make careful choices when painting a digital picture.</p> <p>To explain why I chose the tools I used.</p>	<p>To say how music can make us feel.</p> <p>To identify that there are patterns in music.</p> <p>To describe how music can be used in different ways.</p> <p>To show how music is made from a series of notes.</p> <p>To create music for a purpose.</p> <p>To review and refine our computer work.</p> <p>To know what devices can be used to take photographs.</p> <p>To use a digital device to take a photograph.</p>	<p>To recognise how text and images convey information.</p> <p>To recognise that text and layout can be edited.</p> <p>To choose appropriate page settings.</p> <p>To add content to a desktop publishing publication.</p> <p>To consider how different layouts can suit different purposes.</p> <p>To consider the benefits of desktop publishing.</p>	<p>To identify that sound can be digitally recorded.</p> <p>To use a digital device to record sound.</p> <p>To explain that a digital recording is stored as a file.</p> <p>To explain that audio can be changed through editing.</p> <p>To show that different types of audio can be combined and played together.</p> <p>To evaluate editing choices made.</p> <p>To explain that digital images can be changed.</p>	<p>To recognise video as moving pictures, which can include audio.</p> <p>To identify digital devices that can record video.</p> <p>To capture video using a digital device.</p> <p>To recognise the features of an effective video.</p> <p>To identify that video can be improved through reshooting and editing.</p> <p>To consider the impact of the choices made when making and sharing a video.</p> <p>To identify that drawing tools can be</p>	<p>To review an existing website and consider its structure.</p> <p>To plan the features of a web page.</p> <p>To consider the ownership and use of images (copyright),</p> <p>To recognise the need to preview pages.</p> <p>To outline the need for a navigation path.</p> <p>To recognise the implications of linking to content owned by other people.</p>

		<p>To use a computer on my own to paint a picture.</p> <p>To compare painting a picture on a computer and on paper.</p> <p>To use a computer to write.</p> <p>To add and remove text on a computer.</p> <p>To identify that the look of text can be changed on a computer.</p> <p>To make careful choices when changing text.</p> <p>To explain why I used the tools that I chose.</p> <p>To compare writing on a computer with writing on paper.</p>	<p>To describe what makes a good photograph.</p> <p>To decide how photographs can be improved.</p> <p>To use tools to change an image.</p> <p>To recognise that images can be changed.</p>		<p>To change the composition of an image.</p> <p>To describe how images can be changed for different uses.</p> <p>To make good choices when selecting different tools.</p> <p>To recognise that not all images are real.</p> <p>To evaluate how changes can improve an image.</p>	<p>used to produce different outcomes.</p> <p>To create a vector drawing by combining shapes.</p> <p>To use tools to achieve a desired effect.</p> <p>To recognise that vector drawings consist of layers.</p> <p>To group objects to make them easier to work with.</p> <p>To evaluate my vector drawing.</p>	
Data Handling		To label objects for grouping.	To recognise that we can count and	To create questions with yes/no answers.		To use a form to record information.	To identify questions which can

		<p>To identify that objects can be counted.</p> <p>To describe objects in different ways.</p> <p>To count objects with the same properties.</p> <p>To compare groups of objects.</p> <p>To answer questions about groups of objects.</p>	<p>compare objects using tally charts.</p> <p>To recognise that objects can be represented as pictures.</p> <p>To create a pictogram.</p> <p>To select objects by attribute and make comparisons.</p> <p>To recognise that people can be described by attributes.</p> <p>To explain that we can present information using a computer.</p>	<p>To identify the object attributes needed to collect relevant data.</p> <p>To create a branching database.</p> <p>To explain why it is helpful for a database to be well structured.</p> <p>To compare the information shown in a pictogram with a branching database.</p>		<p>To compare paper and computer-based databases.</p> <p>To outline how grouping and then sorting data allows us to answer questions.</p> <p>To explain that tools can be used to select specific data.</p> <p>To explain that computer programs can be used to compare data visually.</p> <p>To apply my knowledge of a database to ask and answer real-world questions.</p> <p>To identify that drawing tools can be used to produce different outcomes.</p>	<p>be answered using data.</p> <p>To explain that objects can be described using data.</p> <p>To explain that formula can be used to produce calculated data.</p> <p>To apply formulas to data, including duplicating.</p> <p>To create a spreadsheet to plan an event.</p> <p>To choose suitable ways to present data.</p>
Computer Systems and Networks		<p>To identify technology.</p> <p>To identify a computer and its main parts.</p>	<p>To recognise the uses and features of information technology.</p> <p>To identify information</p>	<p>To explain how digital devices function.</p> <p>To identify input and output devices.</p>	<p>To describe how networks physically connect to other networks.</p> <p>To recognise how networked devices</p>	<p>To explain that computers can be connected together to form systems.</p> <p>To recognise the role of computer systems in our lives.</p>	<p>To identify how to use a search engine.</p> <p>To describe how search engines select results.</p>



			<p>technology in the home.</p> <p>To identify information technology beyond school.</p> <p>To explain how information technology benefits us.</p> <p>To recognise that choices are made when using information technology.</p>	<p>To recognise how digital devices can change the way we work.</p> <p>To explain how a computer network can be used to share information.</p> <p>To explore how digital devices can be connected.</p> <p>To recognise the physical components of a network.</p>	<p>make up the internet.</p> <p>To outline how websites can be shared via the World Wide Web.</p> <p>To describe how content can be added and accessed on the World Wide Web.</p> <p>To recognise how the content of the WWW is created by people.</p> <p>To evaluate the consequences of unreliable content.</p>	<p>To recognise how information is transferred over the internet.</p> <p>To explain how sharing information online lets people in different places work together.</p> <p>To contribute to a shared project online.</p> <p>To evaluate different ways of working together online.</p>	<p>To explain how search results are ranked.</p> <p>To recognise why the order of results is important, and to whom.</p> <p>To recognise how we communicate using technology.</p> <p>To evaluate different methods of online communication.</p>
Programming and algorithms		<p>To explain what a given command will do.</p> <p>To combine 4 direction commands to make a sequence.</p> <p>To plan a simple program.</p> <p>To find more than one solution to a problem.</p>	<p>To describe a series of instructions as a sequence.</p> <p>To explain what happens when we change the order of instructions.</p> <p>To use logical reasoning to predict the outcome of a</p>	<p>To explore a new programming environment.</p> <p>To identify that each sprite is controlled by the commands I choose.</p> <p>To explain that a program has a start.</p> <p>To recognise that a sequence of</p>	<p>To identify that accuracy in programming is important.</p> <p>To create a program in a text-based language.</p> <p>To explain what 'repeat' means.</p> <p>To modify a count-controlled loop to produce a given outcome.</p>	<p>To explain how selection is used in computer programs.</p> <p>To relate that a conditional statement connects a condition to an outcome.</p> <p>To explain how selection directs the flow of a program.</p>	<p>To define a 'variable' as something that is changeable.</p> <p>To explain why a variable is used in a program.</p> <p>To choose how to improve a game by using variables.</p> <p>To design, create and evaluate a</p>

			<p>program (series of commands).          To design an algorithm.          To create and debug a program that I have written.</p>	<p>commands can have an order.          To change the appearance of my project.          To create a project from a task description.          To explain how a sprite moves in an existing project.          To create a program to move a sprite in four directions.          To adapt a program to a new context.          To develop my program by adding features.          To identify and fix bugs in a program.          To design and create a maze-based challenge.</p>	<p>To decompose a program into parts.          To create a program that uses count-controlled loops to produce a given outcome.          To develop the use of count-controlled loops in a different programming environment.          To explain that in programming there are infinite loops and count controlled loops.          To develop a design which includes two or more loops which run at the same time.          To modify an infinite loop in a given program.          To design and create a project that includes repetition.</p>	<p>To design, create and evaluate a program which uses selection.</p>	<p>project that builds on a given example.          To create a program to run on a controllable device.          To explain that selection can control the flow of a program.          To update a variable with a user input.          To use a conditional statement to compare a variable to a value.          To design and develop a project that uses inputs and outputs on a controllable device.</p>
Key Vocabulary		Technology computer, mouse/trackpad,	Information technology	Digital device, input, output, process	Internet, network, router, network security	System, connection, digital, input, process, output	Search, search engine, refine

		<p>keyboard, screen, click, drag, input device, shift, space bar, capital letter, full stop, word processor, keyboard, keys, letters, numbers, backspace, text cursor, select, font, toolbar, bold, italic, underline, safely, responsibly, paint program, tool, paintbrush, erase, fill, undo shape tools, line tool, fill tool, undo tool</p> <p>brush style brush size pictures, painting, like, prefer, dislike Forwards, backwards, left, right, turn, clear, go, commands Instructions, directions</p>	<p>device, camera, photograph, capture, image, digital landscape, portrait, horizontal, vertical, field of view, narrow, wide, format framing, focal point, subject matter, field of view, format, compose natural lighting, artificial lighting, flash, focus, background, foreground editing, tools, colour, filter, images, format, framing, lighting, focus, filter, changed, real Instruction, sequence, clear, unambiguous, algorithm, program</p>	<p>Program Connection, network, network switch server, wireless access point (WAP) Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop motion, turn, point in direction, go to, glide Sequence, event, task, design, code, run the code Design, algorithm, bug, debug Attribute, value, questions, table, objects Branching database, database, attribute, value, questions, objects, equal, even, separate</p>	<p>Network switch, server, wireless access point (WAP), Website, web page, web address, route tracing, browser World Wide Web, internet, content, website, web page, links, files download, sharing, ownership, permission Information, sharing, accurate, honest, content, adverts Audio, record, playback, microphone, speaker, headphones, input, output start, pause, stop, podcast open, save, file edit, selection, mixing, time shift Export, MP3, audio, editing, evaluate, feedback</p>	<p>Protocol, address, packet Chat, explore, slide deck Reuse, remix, collaboration Video, audio, recording, storyboard, script, soundtrack, dialogue, capture, zoom, storage, digital, tape AV (audiovisual), videographer Video techniques: Zoom, pan, tilt, angle lighting, setting, content, light, audio/sound, camera angle, colour Export, computer, split, trim/clip, edit, titles, end credits, timeline, transitions, audio, soundtrack, content, retake/reshoot constructive feedback Database, data, information, record,</p>	<p>Index, crawler, bot, search engine Ranking, search engine optimisation, links, web crawlers content creator, Communication, internet Communication, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, blog, Variable, change, name, value set, design, event code artwork, program, project, code, test, debug Improve, evaluate, share Spreadsheet, cells, columns and rows Data, data item, data set, object, application, format, common attribute Formula, calculation, input,</p>
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		<p>Plan, algorithm, program Route, Object, label, group, search, image Group, object, label, property, colour, size, shape data set more, less, most, fewest least, the same.</p>	<p>Sequence, order, commands, prediction, design, route, mat Debugging, More than, less than, most, least, organise, data, object, tally chart, votes, total. Pictogram, enter, data, tally chart, compare, more than, less than, object, count explain, more, less, most, least, more common, least common Attribute, group, same, different, , most popular, least popular, conclusion block diagram. pattern, open, edit</p>	<p>structure, compare, order, organise selecting pictogram, compare, information, decision tree Text, images, advantages, disadvantages, communicate Font, font style, template Landscape, portrait, orientation, placeholder, Desktop publishing, copy, paste Layout, purpose benefits Motion, event, sprite, algorithm, logic Move, resize Extension block, pen up, set up Pen, design, action,</p>	<p>Program, turtle, commands, code snippet Algorithm, design, debug, Logo commands Pattern, repeat, repetition, count- controlled loop, value decompose, procedure Image, edit, arrange, select, digital, crop, undo, save search, copyright, composition, edit, pixels, crop, rotate, flip adjustments, effects, colours, hue/saturation, sepia, version, illustrator, vignette edit, retouch, clone, recolour, magic wand, select, adjust, sharpen, brighten</p>	<p>field, sort, order, group search, value, criteria graph, chart, axis, presentation Vector, drawing tools, shapes, object, icons, toolbar move, resize, colour, rotate, duplicate/copy Organise, zoom, alignment grid, resize, handles, consistency, modify Layers, front, back, order Copy, paste, group, ungroup, duplicate, reuse Improvement, evaluate, alternatives, Selection, condition, true, false, count controlled loop outcomes, algorithm, program, debug question, answer, Task, design, input, program,</p>	<p>output, cell reference calculate, operation, formula, range, duplicate, sigma Propose, question, Graph, chart, evaluate, results, comparison, software, tools, input, process, output, flashing, USB Selection, condition, if... then... else, variable, random sensing, accelerometer Compass, direction, variable, navigation design, task, algorithm, step counter Plan, create, code, test, debug Website, web page, browser, media, Hypertext Markup Language (HTML) logo, layout, header, media, purpose</p>
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				Debugging, errors, setup, test	fake, real, composite, cut, copy, paste, alter, background, foreground Image, publication, elements, original, font style, shapes, border, layer Scratch, programming, sprite, blocks, code, loop, repeat, value Block, repeat, forever, infinite loop, count-controlled loop, costume Repetition, forever, animate, costume, event block, duplicate Block, modify, design debug, refine, evaluate	Implement, test, run setup	Copyright, fair use home page, preview, evaluate, device, breadcrumb trail, navigation, hyperlink, subpage. external link, embed
Value Links	<u>Thankfulness</u> <ul style="list-style-type: none"> <li>I am thankful for my learning opportunities</li> <li>I am thankful for a safe yet challenging learning environment</li> <li>I am thankful for my teacher and classmates</li> <li>I am thankful for the resources we have</li> </ul>		<u>Love</u> <ul style="list-style-type: none"> <li>I am supportive of those around me</li> <li>I have an appreciation of the world around me and my place in it</li> <li>I love and respect people both face to face and online.</li> </ul>		<u>Courage</u> <ul style="list-style-type: none"> <li>I have the courage to challenge myself in my learning</li> <li>I have the courage to embrace new opportunities and 'step outside my comfort zone'</li> </ul>		

	<ul style="list-style-type: none"> <li>I am thankful for chance to work together</li> </ul>		<ul style="list-style-type: none"> <li>I have the courage to ask for help and support when I need it or something is worrying me.</li> </ul>
<b>Metacognition Links</b>	<p style="text-align: center;"><u>EYFS and KS1</u></p> <p>Cooperation – I can work in groups and with a learning partner</p> <p>Cooperation – I can share my ideas with others</p> <p>Cooperation – I can help others with their learning</p> <p>Perseverance – I can keep trying and show resilience if I find things tricky</p> <p>Perseverance – I can focus on my learning</p> <p>Independence - I can listen to and follow clear instructions</p> <p>Independence – I can think about what I already know and how it can help me</p> <p>Motivation – I am motivated to do my best and try new challenges</p> <p>Curiosity – I am keen to learn new skills and ask questions about my learning</p> <p>Creativity – I can explore different ways to do things</p>		<p style="text-align: center;"><u>KS2</u></p> <p>Cooperation – I can work with others in a variety of combinations</p> <p>Cooperation – I can share my ideas and opinions with others</p> <p>Cooperation – I respect and value everyone’s ideas</p> <p>Cooperation – I can help others with their learning</p> <p>Cooperation – I will learn in a way that helps others to learn too</p> <p>Perseverance – I can show resilience and work to an end result</p> <p>Perseverance – I will put my best efforts into learning</p> <p>Independence – I will listen and follow instructions</p> <p>Independence – I take responsibility for my own learning</p> <p>Independence – I will organize myself</p> <p>Motivation – I can self-motivate and motivate others.</p> <p>Motivation – I can challenge myself.</p> <p>Motivation – I always look at how I can improve and further my learning</p> <p>Curiosity – I can ask questions to further my knowledge and understanding</p> <p>Curiosity – I explore ways to solve problems</p> <p>Creativity - I can think about problems and look at different ways to solve them</p> <p>Creativity – I can find different ways to do things</p>

