



Blessed Sacrament Catholic Primary School

P4C Yearly Skills Progression Overview



Treehouse to use the skills linked to the developmental stage of the children.	Autumn	Spring	Summer	Ongoing Skills
Nursery	Negotiating simple rules for listening to others. Verbalise own thoughts - 'I think/like/dislike'	Verbalise own thoughts - 'I think/like/dislike' Take turns to speak. Listen to others.	Verbalise own thoughts - 'I think/like/dislike' Take turns to speak. Listen to others. Understand others have different ideas.	To be able to speak and listen in a small group. To begin to verbalise thoughts and ideas.
Reception	Negotiating simple rules for listening to others. Verbalise own thoughts - 'I think/like/dislike' Take turns to speak. Listen to others. Understand others have different ideas. Asking 'I wonder' questions.	Listening. Asking 'I wonder' questions. Giving responses using 'because' developing into 'I agree/disagree because'	Listening. Asking 'I wonder' questions. Giving responses using 'because' developing into 'I agree/disagree because' Giving examples.	To speak and listen to others in a caring and respectful way. To understand that it is ok to disagree. To verbalise thoughts and ideas giving examples.
Year 1	Revisit ground rules for enquiry. Listening. Asking 'I wonder' questions.	Concepts. The difference between questions and statements. Building on ideas.	The difference between questions and statements. Building on ideas. Concept Lines.	To concentrate when someone is speaking. To refer to people by name and their ideas.



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	<p>Giving responses using 'I agree/disagree because' Giving examples. Introduce Philosophical concepts (or big ideas). The difference between questions and statements. First thoughts.</p>	<p>Introduce Concept Lines.</p>	<p>Building the community of enquiry focusing on caring and collaboration. Moving to full enquiries.</p>	<p>To link ideas with someone else's. To ask big ideas questions.</p>
Year 2	<p>Setting first ground rules linked to the 4Cs. Asking open questions.</p>	<p>Identifying concepts from the stimuli. Types of questions - moving questions away from the context - finding out/wondering.</p>	<p>Suggesting ideas linked to own experiences.</p>	<p>To think about a stimulus and other people's ideas. To build on other people's ideas. To seek clarification. To give examples that link with real life.</p>
Year 3	<p>Sorting types of questions. Reviewing the Enquiry process and ground rules.</p>	<p>Concept stretching. Looking for concepts and important words in questions.</p>	<p>Reviewing individual and class progress - critical and creative process.</p>	<p>To show respect and let other people finish. To suggest new ideas and comparisons. To examine the truth of what others say.</p>



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Year 4	Asking open questions moving to philosophical. Identifying concepts. Making links with real life.	Introducing the language of critical and creative thinking.	Setting own class 4C focus and reviewing progress with pupil feedback.	To give everyone a fair chance to speak. To be friendly whether agreeing or disagreeing. To suggest other possible explanations. To give counter examples.
Year 5	Reviewing the enquiry process. Asking philosophical questions. Moving towards self-facilitation.	Using the question the question technique to identify - concepts, assumptions, important words interpretations. Refining the P4C question together as a class.	Recording progress of the enquiry discussion.	To show interest in other people's opinions. To speak about experiences and feelings. To say what you think even if it differs from others. To suggest what might follow next.
Year 6	Children recording own enquiry. Track progress of discussion.	Reasoning and examples. Children making their own choices re: process of enquiry e.g. review and evaluation.	Reviewing process and evaluating the P4C process. (What will we take with us into Year 7?)	To imagine how others felt. To push for decisions about what to think. To change and improve own thinking.



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				To weigh reasons for agreeing or disagreeing.
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