## Thinking Skills and Personal Capabilities in the Foundation Stage





### **Creating a** learning ethos

- Caring
- Friendly
- Relaxed
- Welcoming

- Valuing

### **Promoting teaching** strategies

- Encouraging
- Fostering creativity

- Considering mistakes as learning • Offering Alternatives opportunities
- Providing Feedback
- Providing openended tasks

- Allowing time
- Observing
- Providing challenge
- Scaffold learning
- Making links
- Introducing a degree

### **Promoting Thinking Skills** and Personal Capabilities across the curriculum in the Foundation Stage

Observing children's thinking skills Promoting teaching strategies Creating a learning ethos

#### Developing an appropriate physical environment

- Children's own work
  Resources are evident
- There are interactive displays
- There is effective use of space and colour
- · There are opportunities for outdoor learning
- well organised and stimulating
- There may be a range of thinking aids
- Choice and independence are facilitated

#### Observing children's thinking skills

- Be aware of others
- Observe

- Ask auestions
- Make suggestions
- Understand and follow instructions
- Resolve conflicts

# ...Managing Information

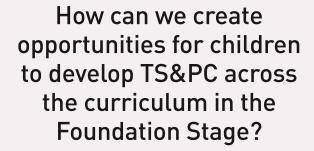
 Work with a focus, ask and respond to questions to clarify the task.

• Select, with help, information from materials and resources provided and suggest ways to obtain information.

Follow directions in relation to a task.

Begin to plan.

• Identify simple methods to record information.



Through observation and assessment we will discover if children demonstrate...

## ...Thinking, Problem Solving and Decision Making

 Show their ability to memorise by recalling and restructuring experiences

 Make close observation and provide descriptions of what they notice.

Show the ability to sequence and order events and information, and to see wholes

 Identify and name objects and events as same/different, sort and put objects into

 Make simple predictions and see possibilities.

Give opinions and reasons.

Ask different types of questions.



## ...Being Creative

- Be curious and ask questions about the world around them, using all the senses to explore and respond to
- Talk about their memories and experiences.
- Play for pleasure and as a form of creative expression.
- Show excitement, enjoyment and surprise in learning.
- Be willing to take on new challenges.
- Experiment with ideas through writing, drawing, mark making, model making.



### ...Working with **Others**

- Be willing to join in.
- · Learn to work and play cooperatively.
- Develop routines of listening, turn-taking, sharing, co-operating and reaching agreement.
- · Be able to learn from demonstrating and modelling.
- Be aware of how their actions can affect others
- · Learn to behave and use words to suit different purposes.
- Develop confidence at being with adults and other children in a variety of contexts.





## ...Self Management

- Talk about what they are doing and what they have learned.
- Develop the ability to focus, sustain attention and persist with
- Develop awareness of emotions about learning, their likes and
- Be able to make choices and decisions.
- Ask an adult or friend for help

