Playing and Exploring	Active Learning	Creating and thinking critically
Finding out and exploring • What areas / activities are they drawn to? • Do they prefer to work in a group / alone? • Do they initiate activities themselves or join in an existing one with a group? • Do they think aloud describing what they do?	**Being involved and concentrating** • Do the children keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the activity without being distracted? • Do they show care with what they're doing? • Do they demonstrate concentration through silence or thinking aloud?	**Having their own ideas** • Do they try something different rather than follow what someone else has done? • Do they address a problem with a strategy? • Retaining independence – not asking for support even if it takes longer to achieve the outcome
Using what they know in their play • In play do they draw on experiences from home / outside school? • Do they act out situations in the role play area? • Are they confident in finding tools, materials and resources they need for a particular project or idea?	**Keeping on trying** • Do children show persistence – not giving up even if it means starting again? • Do they ask for help / support if they need it? • Do they discuss solutions for challenges with peers / adults or work things through themselves?	**Using what they already know to learn new things** • Do they understand patterns and predictability of events? • Talks about / explains how their process links to a previous experience • Do they draw upon knowledge or experiences not immediately related to their activity?
Being willing to have a go • Levels of persistence – do they give up at first hurdle or keep trying? • Are they eager to try new ideas or do they stay with what they are familiar with? • Are they able to talk about / review what they've done if things haven't worked? • Do they work best with continual support or prefer to get on with activities themselves?	**Enjoying achieving what they set out to do** • Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? • Do they relish challenges and continually try to make things better? • Do they evaluate themselves and try different things as a result? • Are they 'intrinsically motivated'- achieving things for themselves as opposed to adult praise?	**Choosing ways to do things and finding new ways** • Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work • Choosing different ways of approaching activities and adapting if it doesn't work