

	<b>KINDERGARTEN</b> Typically by the end of Foundation Year a student will:	<b>YEARS 1 &amp; 2</b> Typically by the end of Year 2 a student will:	<b>YEARS 3 &amp; 4</b> Typically by the end of Year 4 a student will:	<b>YEARS 5 &amp; 6</b> Typically by the end of Year 6 a student will:
<b>FACT-FINDING</b> <ul style="list-style-type: none"> <li>▶ <i>Pose questions</i></li> <li>▶ <i>Identify and clarify information, problems and ideas</i></li> <li>▶ <i>Consider perspectives</i></li> <li>▶ <i>Organise and process information</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Pose exploratory questions based on personal interests and experiences.</li> <li>▶ Consider the viewpoints of others.</li> <li>▶ Identify and describe information during an investigation.</li> <li>▶ Gather similar information or depictions from given sources.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pose insightful and purposeful questions related to a given topic or problem.</li> <li>▶ Identify and explore information and ideas from source materials.</li> <li>▶ Pose questions to identify and clarify issues, and compare information in their world.</li> <li>▶ Organise information based on similar or relevant ideas from several sources.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify main ideas and select and clarify information from a range of sources.</li> <li>▶ Collect, compare and categorise facts and opinions found in a wide range of sources (consider multiple perspectives).</li> <li>▶ Identify pertinent information in an investigation and separate into smaller parts or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify situations where current approaches do not work.</li> <li>▶ Pose questions to clarify and interpret information and probe for causes and consequences.</li> <li>▶ Assess whether there is adequate reasoning and evidence to justify a claim or conclusion.</li> <li>▶ Analyse, condense and combine relevant information from multiple sources (synthesis).</li> </ul>
<b>GENERATING IDEAS</b> <ul style="list-style-type: none"> <li>▶ <i>Seek solutions</i></li> <li>▶ <i>Imagine possibilities and connect ideas</i></li> <li>▶ <i>Pose questions and consider alternatives</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Use imagination to create things in new ways.</li> <li>▶ Suggest alternative and creative ways to approach a given situation or task.</li> <li>▶ Identify and describe ideas during a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Build on what they know to create ideas and possibilities that are new to them.</li> <li>▶ Generate numerous ideas and possibilities related to a topic or problem.</li> <li>▶ Add detail to basic ideas, making thoughts and products more complex and intricate (elaboration).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore situations using creative thinking strategies to propose a range of alternatives.</li> <li>▶ Experiment with a range of options when seeking solutions.</li> <li>▶ Expand on known ideas to create new and imaginative combinations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Challenge existing ideas and generate alternative solutions.</li> <li>▶ Suspend judgement about a situation to consider alternative pathways.</li> <li>▶ Combine ideas in a variety of ways and from a range of sources to create new possibilities.</li> </ul>
<b>JUDGING IDEAS</b> <ul style="list-style-type: none"> <li>▶ <i>Make predictions</i></li> <li>▶ <i>Apply logic and reasoning</i></li> <li>▶ <i>Draw conclusions</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Predict what might happen in a given situation.</li> <li>▶ Describe what they are thinking and give reasons why.</li> <li>▶ Predict what might happen when putting ideas into action.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Compare creative ideas to think broadly about a given situation or problem.</li> <li>▶ Predict possible outcomes when putting ideas into action.</li> <li>▶ Identify reasoning used in choices in specific situations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply logic and strategies to make reasoned judgements.</li> <li>▶ Explain and justify ideas and choices.</li> <li>▶ Use evidence when drawing a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Hold different views while a decision is being made (parallel thinking).</li> <li>▶ Prioritise ideas.</li> <li>▶ Identify and justify the thinking behind choices they have made.</li> <li>▶ Scrutinise ideas or concepts and test conclusions.</li> </ul>
<b>PLANNING</b> <ul style="list-style-type: none"> <li>▶ <i>Design a course of action</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Share their thinking about possible courses of action.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Outline the details and sequence in a whole task and separate it into workable parts.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Draw on prior knowledge and use evidence when choosing a course of action.</li> <li>▶ Assess the feasibility, and possible risks and benefits in the implementation of their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Apply appropriate reasoning and thinking strategies for particular outcomes.</li> <li>▶ Modify actions when designing a course of action.</li> </ul>
<b>PRODUCING</b> <ul style="list-style-type: none"> <li>▶ <i>Put ideas into action</i></li> <li>▶ <i>Transfer knowledge into new contexts</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Connect information from one setting to another.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Investigate options when putting ideas into action.</li> <li>▶ Identify alternative courses of action when presented with new information.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Transfer and apply information from one setting to another.</li> <li>▶ Experiment with a range of options when putting ideas into action.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Assess and test options to identify the most effective solution when putting ideas into action (prototype).</li> <li>▶ Apply knowledge gained from one context to another unrelated context and identify new meaning.</li> </ul>
<b>REFLECTING</b> <ul style="list-style-type: none"> <li>▶ <i>Reflect on processes</i></li> <li>▶ <i>Evaluate procedures and outcomes</i></li> <li>▶ <i>Think about thinking (metacognition)</i></li> </ul>	<ul style="list-style-type: none"> <li>▶ Check whether they are satisfied with the outcome of tasks or actions.</li> <li>▶ Identify the thinking used to solve problems in given situations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Evaluate whether they have accomplished what they set out to achieve.</li> <li>▶ Describe the thinking strategies used in tasks.</li> <li>▶ Use information from previous experiences to inform new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify the main elements of the steps in a thinking process.</li> <li>▶ Reflect on and check the processes used to come to conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria (RUBRIC).</li> <li>▶ Consider reasonable criticism and adjust their thinking if necessary.</li> </ul>