

Thinking Skills and Personal Capabilities in the Foundation Stage



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

Creating a learning ethos

- Caring
- Friendly
- Relaxed
- Encouraging
- Welcoming
- Supportive
- Risk taking
- Valuing

Developing an appropriate physical environment

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

Observing children's thinking skills

Promoting teaching strategies

Creating a learning ethos

Developing an appropriate physical environment

Promoting teaching strategies

- Listening
- Encouraging
- Fostering creativity
- Questioning
- Modelling
- Considering mistakes as learning opportunities
- Providing Feedback
- Providing open-ended tasks
- Allowing time
- Observing
- Providing challenge
- Encouraging risk taking
- Scaffold learning
- Making links
- Offering Alternatives
- Introducing a degree of ambiguity
- Developing reflective thinking

Observing children's thinking skills

- Develop memory skills
- Be aware of others
- Recall
- Observe
- Describe
- Express ideas
- Ask questions
- Make suggestions
- Understand and follow instructions
- Resolve conflicts
- Solve problems independently
- Process information
- Be creative
- Use imagination
- Make connections
- Give options and reasons
- Build on others' ideas
- Make decisions
- Empathise

...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.



How can we create opportunities for children to develop TS&PC across the curriculum in the Foundation Stage?

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 and stories.
- Make close observation and provide descriptions of what they notice.
- Show the ability to sequence and order events and information, and to see wholes and parts.
- Identify and name objects and events as same/different, sort and put objects into groups.
- 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 stimuli.
- 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 tasks.
- Develop awareness of emotions about learning, their likes and dislikes.
- Be able to make choices and decisions.
- Ask an adult or friend for help.

