

Mintlaw Cluster Skills Progression

**An Aberdeenshire Skills for Learning, Life and Work Poster has been created to**

* provide a readily accessible reference point for educators and pupils to relate learning activities to a common vocabulary of skills for learning, life and work
* emphasise the inter-related, complementary and overlapping nature of skills for learning, life and work.

**CfE Skills matched to BLOOM'S TAXONOMY - EARLY LEVEL**

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| **Analysing** | **Applying** | **Creating** |
| appreciating investigating  categorising listening  choosing looking/observing  comparing making links  coping observing  counting problem solving  deciding questioning  describing recording  developing recognising  discovering reflecting  drawing conclusions responding experimenting explore talking and  communicating | apply knowledge preparing  comparing problem solving  counting recognising  demonstrate recording  describing representing  developing responsibility  drawing risk taking  investigating show looking/observing sorting and matching making links understanding  modelling working together playing  planning | comparing Imagine  construct managing  cooperating ownership of learning  decision making plan  developing preparing  discover present  drawing presenting  experimenting problem solve  explore recognising  express feelings representing  inventing risk taking investigating  imagination |
| **Evaluating** | **Remembering** | **Understanding** |
| aesthetic draw ownership of understanding conclusions learning appreciation express prepare  choose feelings problem  choosing experiment solving collaborating feedback questioning comparing listen reflection  coping making respect  developing decisions responsibility  discussing making links | comparing drawing communication familiarisation  co-operating making links counting observing describing recognising risk taking (you'll remember it didn't work!) responsibility working together | aesthetic understanding communication/talking compare counting describing developing experimenting explain familiarising identify imagine looking/observing making links prepare presenting Recognise representing respect represent responsibility spatial awareness  social awareness sorting working together |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom's Taxonomy**  **ANALYSING** | **Early Level** | |
| **Associated Skill** - | Why do you think? | What do you think happens next? |
|  | How do you know? | Can you think of a different ending? |
| **Questioning** | Why did this happen? | Is this like something you've seen before? |
|  | Can you think of a question? | Can you tell me what this is about? |
|  | What do you do when you ask a question? | What is wrong? |
|  | Is that a yes/no question? | Why did you/they do that? |
|  | What kind of things would you say if you wanted to find out something? | When did the story change? |
|  | Can you ask me a question? |  |
| **Actions** | Talking, writing, reading, brainstorming, comparing, organising, deconstructing, attributing, outlining, structuring, integrating, modelling. | |
| **Products** | Creating a quiz, making up comprehension questions for others, questions for flow charts, KWL, survey, database, mobile, abstract, report, graph, spreadsheet, checklist, chart, and outline. | |

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| **Bloom's Taxonomy**  **ANALYSING** | **Early Level** | |
| **Associated Skill** - | Why do you think? | Can you ask me a question? |
|  | How do you know? | What do you think happens next? |
| **COMPARE** | Why did this happen? | Can you think of a different ending? |
|  | Can you think of a question? | Is this like something you've seen before? |
|  | What do you do when you ask a question? | Can you tell me what this is about?  What is wrong? |
|  | Is that a yes/no question? | Why did you/they do that? |
|  | What kind of things would you say if you wanted to find out something? | When did the story change? |
| **Actions** | Comparing; organising; categorising; structuring; identifying; judging ; experimenting; hypothesising; investigating; relating; distinguishing | |
| **Products** | Data handling; graph work; survey; data bases; mobiles; reports; spreadsheets; checklist; chart; posters; book review/study; Leaflets; peer assessment; debates; diagrams; flow charts; | |

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| **Bloom's Taxonomy**  **ANALYSING** | **Early Level** | |
| **Associated Skill** -  **Reflecting** | What do you like about ... ? What is good about...?  What would you do differently next time? What was the problem with...?  What if... ?  How did it make you feel?  Why do you think the author chose this title? (P1) | Why do you think the story is called this? How do you think felt in the story?  Did the character feel sad/happy/angry? How would you feel if that happened to you? Have you seen something like this before?  Has ever happened to you or somebody you know?  When did feel like that? Can you show me in the story? |
| **Actions** | 'Good looking' skills, accept feedback, give feedback, talk about their learning Discuss, look at, read, test, listen, share ideas, Deconstruct, attribute, | |
| **Products** | Use feedback to improve product, child can describe what happened, child can tell me what they learned (picture/words/actions)Text, model, performance (P.E/drama), peer assessment, self-assessment, ideas for improvements/changes, checklist, feedback, learning journals, Report, checklist, peer assessment | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom's Taxonomy**  **APPLYING** | **Early level** | |
|  | What do you know about. ? | Which would be the best place to look? |
| **Associated Skill** - | What do you want to know? | Which skills will we use eg. listening, talking? |
| **RESEARCH** | Can we make a list?  Where will we look to find out more about. ? | How will we show what we have learned? |
| **Actions** | Investigating, questioning, interviewing, voting, classifying, recording, selecting, using, organising. | |
| **Products** | Presentation, illustration, wall display, performance, demonstration, chart, map, graph, table, video, written report, article, journal entry. | |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom's Taxonomy**  **APPLYING** | **Early level** | |
|  | What do you want / need to share? |  |
| **Associated Skill** -  **REPORTING** | Where did you get this information?  How did you get the information? | How will you show what you found out/ what you know? Can you group the information?  Have you reported before? Will you choose the same way again?  Why? / Why/ Not? Why was it a good was to do a report? |
|  | Who is this for? Why do they need *I* want it? |  |
| **Actions** | Present, tally, create charts, show, annotate, record, investigate, edit, collate, tabulate, carry out, construct, using information, executing, generalising. | |
| **Products** | Diary, journal, biog, film, sound recording, poster, booklet, talk/ presentation, video/ radio broadcast, power point (etc.), model, diagram, annotated drawing / diagram, (book) report, green screen film, illustration, sculpture, youtube, pen drive, performance, charts (tally, pie, graph, pictogram, Venn), database, survey, classification key, (food) chain, (picture) dictionary/ glossary, flashcards, loop cards, board game, card game (ie topic Top Trumps), set of instructions, recipe, class debate. | |

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| **Bloom's Taxonomy**  **APPLYING** | **Early level** | |
| **Associated Skill** -  **Demonstrate** | Can you sort by colour/shape/size? Have you seen this before?  Have you done this before?  What would happen if (one part) was changed? When/where could you use this?  Can you show me how to? | What will we use?  Show and Tell (Who will we show it to?) What would you like to find out?  What is a better way to do it? Can you tell me how we did this? |
| **Actions** | sort, group, implement, transfer, execute, use, present, show, tell, teach, experiment, select, make, write, follow, share, improve | |
| **Products** | Presentation, illustration, simulation, model, sculpture, drama, venn diagram, instructions | |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom's Taxonomy**  **CREATING** | **Early Level** |
| **Associated Skill** -  **CREATE** | Can you build a...? Can you a make a ...? Can you draw...?  Can you design...?  What would you create with this? |
| **Actions** | Designing, writing, making, constructing, inventing, producing, devising, assembling, developing, generating, adapting, improving, composing, |
| **Products** | Song, recipe, book, story board, poem, newspaper article, video, assembly, scene, painting, drawing, types of team identity  e.g. team name, chant, etc model, story, display, map, game, film, picture, poster, diagram, plan, leaflet, power point, mind map, questions, dance |

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| **Bloom's Taxonomy**  **CREATING** | **Early level** | | | | | | |
| **Associated Skill** -  **PRESENT** | Work with a partner to... Can you pretend...?  Imagine you are...  What do you need to put on a...? Who are we presenting to?  What makes a good presenter?  How will you know if you have been successful?  Show me using your thumbs how well you have worked with your partner/group. | | | | | | |
| **Actions** | Presenting Communicating Selecting | Demonstrating Organising  Self and Peer Assessment | Discussing Developing | Showing Improving |  | Describing Composing |  |
| **Products** | Presentation Show | Display Picture  Game Talk | PowerPoint Dance | Poster  Rap/Rhyme/Song | Film |  | Model |

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| **Bloom's Taxonomy**  **CREATING** | **Early level** | | | | | |
| **Associated Skill** -  **e.g. Planning** | What would you need to ?  How would you ?  Why did you build that? Can you build ?  Is there a different way ?  What would happen if ?  What are your success criteria? I see.... I think I wonder | | | | | |
| **Actions**  **e.g., organise, attribute** | Planning Evaluating | Devising Adapting | Inventing Designing Improve if needed Editing |  | Discussing | Collaborating |
| **Products**  **e.g., survey, database** | Plan  Scribed picture | Diagram | Mind map Storyboard | Picture Plan | Questions | Scribed plan |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom's Taxonomy**  **EVALUATING** | **Early level** | |
|  | What did you think? | How can you tell that..? Why do you think?  How did you decide or choose? How can we make it work better? |
| **Associated Skill** - | Is that what you wanted/expected to happen? |
|  | What would happen if? |
| **DRAWING**  **CONCLUSIONS** | Was that a surprise? |
|  | What do you think will happen next? |
| **Actions** | Judging, observing, testing, comparing, reasoning, analysing, explaining, justifying, hypothesising, organising. | |
| **Products** | Making a decision or choice, a debate, a report, a chart with sentences about conclusions, review, self-evaluation, discussion, plenary, evaluation, investigation , verdict, conclusion, letter, panel, graph, poster. persuasive talking and writing. | |

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| **Bloom's Taxonomy**  **Evaluating** | **Early level** | | |
| **Associated Skill** -  **Respond** | Keep the questions simple and short and differentiate accordingly.  Keep in mind, you want to ensure all children feel included and able to respond by the various products.   * How did ? * Who did ? * What did you think/feel? * Why? * How could you make it better? Did you like/not like ? | | |
| **Actions** | * Select from a variety of choices. * Check * Monitor | * Formulate an opinion * Judge * Detect * Monitor * Persuade | * Justify an opinion * Hypothesise * Critique * Monitor * Persuade |
| **Products** | * smiley face, tick or cross, highlight * oral or pictorial response * Aifl - show me, thumbs up/down etc * Role Play * Simple evaluation | * Role play * Hot seating * Recount - written or oral * Debate * Persuasive speech * Evaluation | * Verdict * Report * Debate * Hot seating * Evaluation |

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| **Bloom's Taxonomy**  **EVALUATING** | **Early level** | |
| **Associated Skill** -  **ASSES** | Did this help us learn about...  How well have you?  Can you tell me? | How do you think you could have done a better job?  How will we know we have done a good job?  Did you work well together? Why? |
| **Actions** | Traffic lighting, fist of 5 | |
| **Products** | Improved piece of work, dialogue between learners, dialogue with the teacher... | |

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| **Questions to consider when planning learning activities / language to be modelled** | | | | | | | | | | |
| **Bloom's Taxonomy**  **Remembering** | **Early level** | | | | | | | | | |
| **Associated Skill** -  **Order** | Make a list  Put the events in order Can you tell me...  What is the main part | | | | What is the most important? What happened after?  Can you name?  Describe what happened before/after? | | | | | |
| **Actions** | Group recite list sequence listening recognising describing identifying retrieving naming locating finding recall state | | | | | | | | | |
| **Products** | Timeline | poem | instructions | sorting activities | | recipes | mental maths | active literacy | list | worksheet |

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| **Bloom's Taxonomy**  **REMEMBERING** | **Early level** | |
|  |  | Did this happen? |
| **Associated Skill** -  **RETRIEVE** | Can you find ...? Look for the ....  Do you remember ?  Tell me ...  Show me... | What else can you tell me ... Why did ...?  When did...?  What happened next? |
|  |  | How do you know ...? |
| **Actions** | Recall, listing, visualise, name, find, select, quote, describe, puppets, sequence | |
| **Products** | List, description, timeline, highlighted passage, role play, recipe | |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom's Taxonomy**  **Remembering** | **Early level** |
| **Associated Skill** -  **SUSTAIN** | What can you remember about...? When have we done this before?  What did you use to remember this? (pictures, display, songs, rhymes) Can you show someone else how to do that?  Can you use what you have learned in another activity? |
| **Actions** | recite, recognising, revisit, present, memorise, understand, recall, peer teaching |
| **Products** | Plenary, quiz, presentation, poster, leaflets, peer teaching, reproduction , songs, mnemonics |

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| **Questions to consider when planning learning activities / language to be modelled** | |
| **Bloom's Taxonomy**  **Understanding** | **Early level** |
|  | Can you show me / act out? |
|  | Can you tell me what you know...? |
|  | What could happen next? |
| **Associated Skill** - | Who was the main character? |
| **Transfer** | What is the difference between? |
|  | What is the main theme? |
|  | Who do you think... ? |
|  | Can you illustrate ? |
| **Actions** | Interpreting, Exemplifying, Summarising, Inferring, Paraphrasing, Classifying, Comparing, Explaining... |
| **Products** | Recitation, Summary, Collection, Explanation, Show and tell, Example, Quiz, List, Label, Outline, Picture, Poster, Video, Presentation, Piece of writing, .... |

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| **Bloom's Taxonomy**  **UNDERSTANDING** | **Early level** |
|  | Can you show me? |
|  | Can you tell me? |
| **Associated Skill** - | Can you act out what happens? |
| **e.g. COMMUNICATE** | What do know about? |
|  | What do you know about e.g Chinese New Year? |
|  | Who's this story all about? |
| **Actions** | Explaining, paraphrasing, summarising, comparing, inferring, |
| **Products** | Show and tell, picture, presentation , labelling, summarised in writing, list, |

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| **Questions to consider when planning learning activities / language to be modelled** | | |
| **Bloom's Taxonomy**  **UNDERSTANDING** | **Early level** | |
| **Associated Skill** -  **Summarising** | Can you tell me... Can you draw... What happened...  What did you see/hear/feel/taste/smell... Show me... | |
| **Actions** | Summarise | |
|  | Writing | Picture/Painting Movie/Green Screen Poster  Play/Sketch |
| **Products** | Presentation  Book Creator or other |
|  | Video |
|  | Audio Recording/Talk |