

Phillimore P4C skills progression document

The 4 Cs		
Developing philosophical questions		
KS1	I can generate questions about a stimulus	
KS2	I can generate questions about the concepts discussed within the stimulus rather than just the stimulus itself	
Collaborative thinking		
Building on the ideas of others		
EYFS	I can think about what others have said and acknowledge it positively	
Y1/Y2	I can respond to the ideas of others	
Y3/Y4	I can build on and support the ideas of others by offering new ideas based on my own experience	
Y5/Y6	I can build on and support the ideas of others by offering new ideas based on examples from the wider world	
Y6	I can reflect on and explain the progress of ideas	
Moving on the enquiry		
EYFS	I can listen to the ideas of others	
Y1/Y2	I can follow the enquiry by listening intently	
Y3/Y4	I can think of new ideas to support the enquiry	
Y5/Y6	I can summarise the current position of the enquiry and suggest ways forward	
Creative thinking		
Imagining and wondering		
EYFS	I can imagine and suggest ideas about what might happen if... when prompted by a teacher	
Y1/Y2	I can independently suggest ideas and wonder what might happen if...	
Y3/Y4	I can use language such as 'I wonder if...' 'Imagine if...' 'I'd like to suggest...'	
Y5/Y6	I can imagine and suggest alternative scenarios, possibilities and examples using appropriate language	
Making connections and distinctions between ideas and examples (using analogy)		
EYFS	I can sort objects into ones that are the same and ones that are different and use the words 'same' and 'different'	
Y1/Y2	I can explain how things are the same or different (including more abstract things such as interests or personal qualities)	
Y3/Y4	I can make connections and distinctions between my own ideas and someone's else's	
Y5/Y6	I can make connections and distinctions between ideas saying how they are similar and different and beginning to use language such as 'I'd like to make a distinction' and 'I'd like to make a connection'	
Testing out and formulating hypotheses /ideas		
EYFS	I can give a reason for how I know something e.g. saying 'I think...because' in response to simple questions	
Y1/Y2	I can offer ideas of why something might be true or might happen based on reasons	
Y3/Y4	I can draw conclusions from a hypothesis/idea using language such as 'Due to the fact that... I know this will happen' 'Perhaps the reason for... is...'	
Y5/Y6	I can formulate a new hypothesis based on previous evidence 'Taking everything into account I now think that could be the case'	
Bringing in and making up examples to support a view		
EYFS	I can use examples from the stimulus	
Y1/Y2	I can use examples from my own experiences	
Y3/Y4	I can use examples from the wider world	
Y5/Y6	I can create my own abstract examples	
Critical thinking		
Agreeing and disagreeing		
EYFS	I can agree and disagree with a peer	
Y1/Y2	I can agree and disagree with a peer - explaining why	
Y3/Y4	I can offer support or counter examples to the views of my peers	

Phillimore P4C skills progression document

Y5/Y6	I can challenge my peers through questioning	
Asking for clarification		
EYFS	I can ask if I am unsure	
Y1/Y2	I can ask my peer – why?	
Y3/Y4	I can ask for clarification about an idea from my peer	
Y5/Y6	I can challenge a peer to clarify their view and offer different examples to illustrate this	
Giving a reason		
EYFS	I can state my point of view	
Y1/Y2	I can give a reason relating to my own experience	
Y3/Y4	I can respond appropriately to questions relating to my reasons	
Y5/Y6	I can give appropriate reasons relating to the wider world	
To support ideas with evidence		
EYFS	I can refer to the stimulus and talk about specific events	
Y1/Y2	I can show how ideas link to the question	
Y3/Y4	I can draw on evidence from the stimulus to support my ideas and the ideas of others	
Y5/Y6	I can draw on evidence from the wider world to support my ideas and the ideas of others	
Caring thinking		
Building a community of enquiry		
EYFS	I can sit in a circle and listen to the thoughts of others and offer my own	
Y1/Y2	I can use positive body language to demonstrate engagement and share my ideas	
Y3/Y4	I can engage in discussion with peers	
Y5/Y6	I can positively elicit opinions from others eg: why do you think this?	
Sharing ideas / feelings		
EYFS	I can share my personal feelings about the stimulus	
Y1/Y2	I am developing sensitivity towards the feelings of others	
Y3/Y4	I can share ideas / feelings and show empathy towards the feelings of others	
Y5/Y6	I can select ideas / feelings that are relevant to the discussion and show empathy to the feelings of others	
Encourage others to participate in and feel comfortable during the enquiry		
EYFS	I can help others to join in by showing them what to do	
Y1/Y2	I can work outside my usual friendship groups	
Y3/Y4	I can speak with my partner and relay their ideas to the group	
Y5/Y6	I can encourage others to share their experiences and contribute to the enquiry	
Choosing words carefully		
EYFS	I can use words that relate to the stimulus	
Y1/Y2	I choose to use words that relate to the questions	
Y3/Y4	I can choose the appropriate language to discuss the question	
Y5/Y6	I can choose the appropriate philosophical language to support the enquiry	
Ethical thinking		
EYFS	I care about doing the right thing (e.g telling the truth)	
Y1/Y2	I care about fairness	
Y3/Y4	I care about people outside my family in my community	
Y5/Y6	I care about issues in the wider world and feel motivated to do something to make the world a better place	