Have a go Mouse
 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 group?
      Do they think aloud describing what they do?
 	
 Playing with what they know
      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?
 	
 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?
	• Showing curiosity about objects and people
	 • Using senses to explore the world around them
	 • Engaging in open-ended activity
	 • Showing particular interests
	
	 • Pretending objects are things from their experience
	 • Representing their experience in play
	 • Taking on a role in their play
	 • Acting out experiences with other people
	
	 • Initiating activities
	 • Seeking challenge
	 • Showing a 'can do' attitude
	 • Taking a risk, engaging in new experiences, and learning by trial and error
		Persevering Tortoise
		 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 are doing?
		      Do they demonstrate concentration through silence or thinking aloud?
		 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?
		 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?
			• Maintaining focus on their activity for a period of time
			 • Showing high levels of energy, fascination
			 • Not easily distracted
			 • Paying attention to details
			
			 • Persisting with activity when challenges occur
			 • Showing a belief that more effort or a different approach will pay off
			 • Bouncing back after difficulties
			
			 • Showing satisfaction in meeting their own goals
			 • Being proud of how they accomplished something – not just the end result
			 • Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking Pigs
 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.
 Making links/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?
	• Thinking of ideas
	 • Finding ways to solve problems
	 • Finding new ways to do things
	
	 • Making links and noticing patterns in their experience
	 • Making predictions
	 • Testing their ideas
	 • Developing ideas of grouping, sequences, cause and effect
		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
			• Planning, making decisions about how to approach a task, solve a problem and reach a goal
			 • Checking how well their activities are going
			 • Changing strategy as needed
			 • Reviewing how well the approach worked