

P4C Long Term Plan: Route A

	Autumn	Spring	Summer
EYFS	Introducing first thoughts Looking at stimulus and discussing first thoughts on what it is/ what is happening Done in small groups sitting and listening to others Can begin to share ideas with prompting	Asking wondering questions Introducing P4C concepts as a class at an age appropriate level Can show progression in confidence of speaking and listening with small groups Can usually listen well to others but not able to turn take without heavy support	Introducing concepts and giving reasons Explore concepts practically as a class e.g. through games and stimulus Ask wondering questions with heavy prompting Begin to give reasons why
	Setting ground rules and sharing concepts General introduction to P4C enquiries. Setting ground rules. Understanding what makes a philosophical question Can show interest when other children are talking Confidently sharing first thoughts from stimulus	Identifying some simple concepts Starting to understand the 'bigger idea' behind a stimulus Concept builder activities and concept collisions. Starting to formulate own philosophical questions. Can give full attention to whoever is talking Can begin to ask big questions	Moving to full enquiries Active listening Taking turns by building on previous speaker. Starting to give reasons Can begin to respond to other people's ideas
Year 3/4	Sorting types of questions Encouraging active listening and turn taking. Making links with real life other than own experience. Beginning to review enquiry process Can show respect and listen when others speak Can begin to see something from someone else's point of view	Stretching concepts Looking more closely at concepts. Identifying different aspects of a concept and moving away from relating back to stimulus. Exploring concepts and important words in questions Can suggest new ideas and comparisons Can build on someone else's idea	Reviewing individual and class progress Understanding collaborative thinking during an enquiry. Looking at building blocks. Evaluating enquiry as a class looking at 4Cs Listening with care and respect. Working hard to understand someone else's viewpoint. Can share knowledge, feelings and experiences with other children Begin to explore the truth in other people's ideas
	Reviewing the enquiry process Concept stretching. Looking for concepts and important words in questions. Can make connections between ideas Asking philosophical questions Aware of 4C thinking skills and using language developed from them Can speak about experiences and feelings	Refining class questions Building the community of enquiry - What is still missing? What can we do differently? Use questioning techniques to identify concepts and important vocabulary Can suggest new ideas Can show an interest in other people's opinions	Beginning to find alternative possibilities to support point of view Asking philosophical questions with greater clarity. Understanding basic logic and reasoning. Justifying opinion with reason and evidence Can say what they think even if it differs to others Can be open minded and can say when their opinion has changed and why

P4C Long Term Plan: Route B

	Autumn	Spring	Summer
EYFS	Introducing first thoughts	Asking wondering questions	Introducing concepts and giving reasons
	Looking at stimulus and discussing first thoughts on what it is/ what is happening Done in small groups sitting and listening to others Can begin to share ideas with prompting	Introducing P4C concepts as a class at an age appropriate level Can show progression in confidence of speaking and listening with small groups Can usually listen well to others but not able to turn take without heavy support	Explore concepts practically as a class e.g. through games and stimulus Ask wondering questions with heavy prompting Begin to give reasons why
Year 1/2	Identifying concepts from a stimulus	Clarifying ideas	Developing creative thinking skills
	Being familiar with the order of a full enquiry. Identifying concepts from the stimulus Starting to ask open questions that then can be turned into philosophical questions. Can take turns speaking with others Able to agree and disagree and give reasons I can think about a stimulus and create questions	Introducing 4C language. Moving questions away from stimulus. Starting to ask different types of questions Can question other children if they do not understand Can build on other people ideas Moving questions away from context to develop philosophical thinking Clarifying ideas	Starting to review individual and class progress Critical and creative Starting to link questions to own experiences. Responding to each other's ideas. Can give an example to support their ideas Developing creative thinking skills
Year 3/4	Asking open questions	Group questions into similar focus	Setting own P4C focus
	Concept stretching. Introducing the language of critical and creative thinking. Asking open question, moving to philosophical Linking concepts Making links with real life Develop summarizing skills Can give counter examples	Looking for examples to support an idea. Identifying assumptions. Suggesting criteria Introducing critical thinking Able to group questions into similar focus Can suggest possible explanations	Setting own class P4C focus and reviewing progress. Can respond sensitively in a caring way to other children's comments Pupil feedback Knows the difference between statements and questions and responds appropriately Can give everyone a fair chance to speak Can agree or disagree in a friendly manner
Year 5/6	Begin recording own enquiry	Explaining reasoning and investigating further questions	Planning own enquiry
	Evaluating the 4Cs progress Identifying and recording the progress of an enquiry. Justify reasons with evidence and examples Can set own stimulus Can weigh up reasons for agreeing/disagreeing Can think of different answers for the same question	Using the question technique to identify concepts, assumptions and interpretations. Refining the P4C question as a class. Begins to review process and how it can be improved Explaining reasoning and investigating further questions Can give other points of view Can push for decisions about what they think	Interrogating an idea more deeply. Being able to self - reflect and review whole class progress. Pupils facilitating the enquiry. Reviewing and evaluating P4C Can change and improve their own thinking