



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive



Witham St Hughs Academy Curriculum Policy

Updated: November 2019

Witham St Hughs Academy

‘Education for Lifelong Learning’

Vision

At Witham St Hughs Academy we strive to provide the best education possible and to ensure happiness and achievement for all. We will work in partnership with parents, local schools and the wider community to help our pupils become confident, responsible adults.

Values

We believe that everyone in the school community, pupils, staff, parents and governors are partners with important contributions to make to the success and daily life of the Academy.

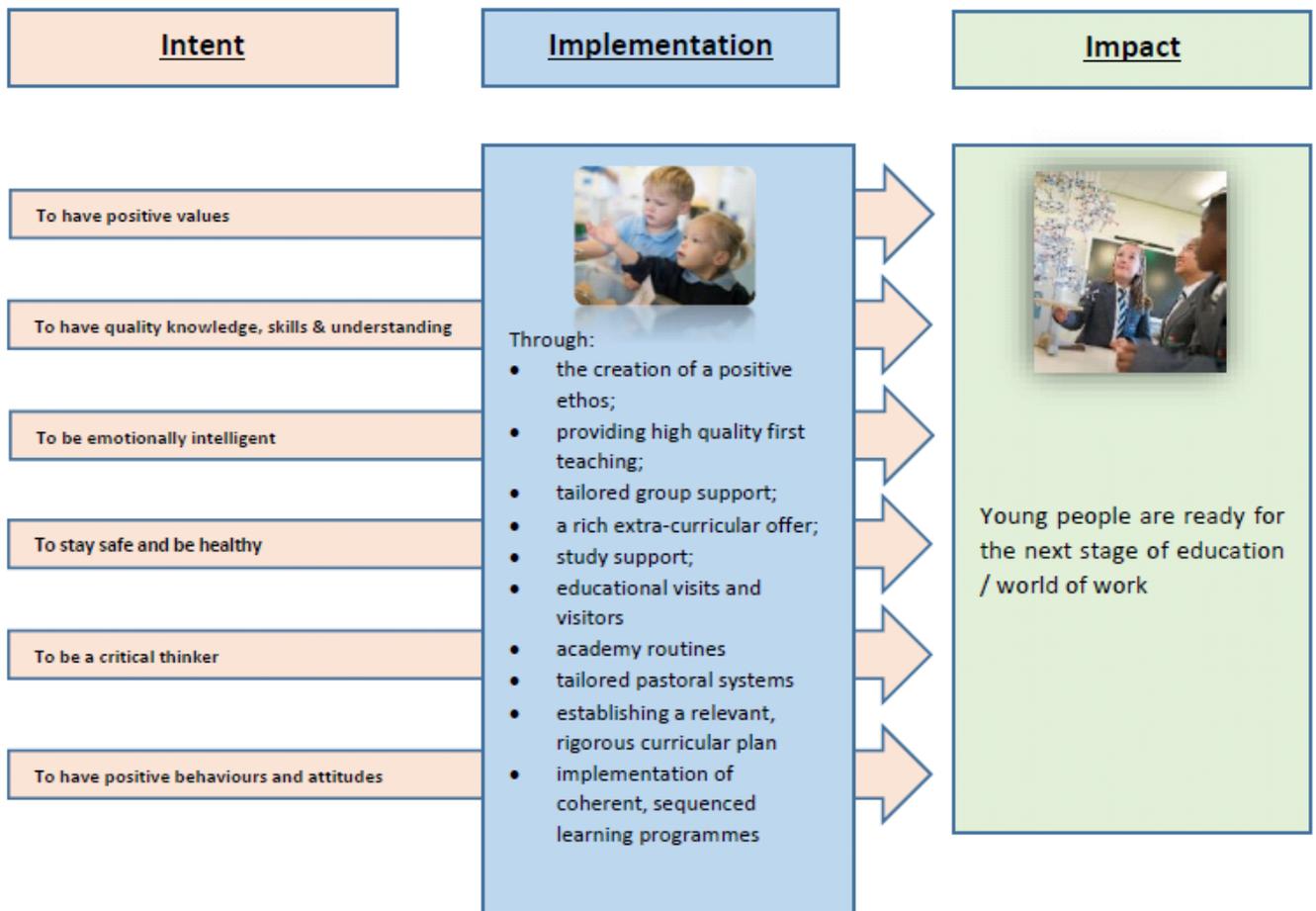
At Witham St Hughs Academy, we value:

- Respect
- Unity
- Enjoyment
- Resilience
- Ambition

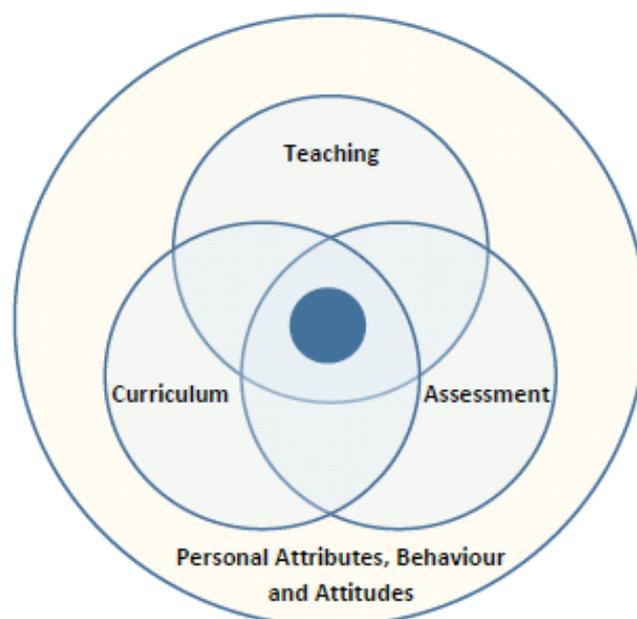
Aims:

- 1 To encourage everyone to aspire to their highest academic and personal potential and to create opportunities to help them achieve greater independence.
- 2 To provide children with high quality, relevant experiences which promote high standards of achievement academically, creatively, personally, socially, morally, culturally and spiritually.
- 3 To recognise and value the contributions of all people within the school community.
- 4 To provide a secure and supportive environment that promotes healthy lifestyles, happiness and a sense of caring and belonging.
- 5 To work in partnership with all those involved in the life of the Academy in order to create an atmosphere of openness, trust and respect that enables people to undertake their responsibilities.
- 6 To develop positive self-esteem, confidence and enthusiasm for all, developing an awareness of self-worth and pride in achievements.
- 7 To develop and implement exciting, challenging and varied learning experiences which meet the needs of the 21st century for all.
- 8 To ensure children develop the necessary life skills to prepare them for life and work.

CURRICULUM: INTENT, IMPLEMENTATION AND IMPACT



As part of L.E.A.D. Academy Trust, Witham St Hughs Academy believes that the greatest impact of an effective curriculum is achieved when educators establish a positive learning environment and synergy between the curriculum and its assessment, combined with skilled teaching.



Curriculum Vision

At Witham St Hughs Academy we strive to provide the best education possible and to ensure happiness and achievement for all. We work in partnership with parents, the Trust and the wider community to help our pupils become confident, responsible adults. We firmly believe that our curriculum defines the journey we want our pupils to take throughout their primary education and is rightly ambitious for all.

Our curriculum intent is clearly set out through a comprehensive series of subject frameworks, long and medium term planning and with an awareness of both the powerful knowledge and cultural capital we want our children to gain through teaching. We understand that children need powerful knowledge to live in an increasingly complex world, but that they do not live by knowledge but by beliefs and values. As such, our Tolerance and Life Skills curriculums are absolutely central to our curriculum in order to send confident, kind and informed young people on to the next stage of their education. Our curriculum is clearly intended to enable pupils to acquire knowledge that takes them beyond their own experience.

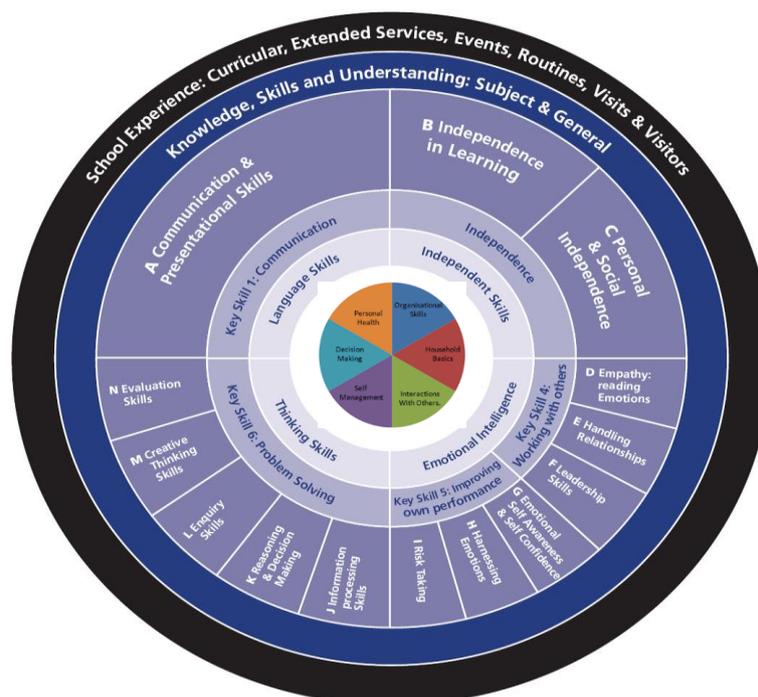
Through constant professional development, our highly skilled staff team develop a reasoned and varied approach to the implementation of our curriculum. Learning is crafted thoughtfully to deliver both the highest expectations of all pupils alongside the understanding that different learners will require different approaches to maximise their potential. Teachers regularly check pupil understanding and adapt teaching accordingly to maximise progress.

The impact of our curriculum is one of confident learners leaving the Academy ready for the next stage of their education having achieved highly across the curriculum.

CURRICULUM: INTENT

The components of our bespoke curriculum:

To achieve our fundamental aims, our curriculum has been designed and summarised within the following diagram. The use of this ‘wheel’ is expanded fully within the following sections of this policy document.



1) School Experiences (Events, routines, visits and visitors, curricular, extended services):

Our curriculum is designed to be responsive to local needs, be relevant and stimulating, be exciting and varied, promote creativity, achieve high standards and overall enhance enjoyment. We therefore aim to create an interlinked, relevant and meaningful set of learning experiences. In conjunction with the statutory requirements and life skills we aim to do this in numerous ways. These include:

- Inviting visitors into school so that pupils can learn from first hand experiences;
- Termly educational visits beyond the school environment to promote first hand experiences and meaningful learning opportunities. This includes educational visits to multicultural centres or places of worship to learn about communities in a diverse Britain;
- Participating in a range of workshops e.g. writing, drumming, dance;
- Leading and managing responsibilities within the school community e.g. Tuck Shop Manager/School Council, Eco Team Representatives;
- Links with other schools including those which challenge certain groups of pupils e.g. AG&T workshops or meetings;
- Developing links internationally and nationally with other schools.
- Engaging in practical 'active learning' tasks both inside and outside of the classroom including Forest School;
- Participating in events held at school such as discos and the summer fair;
- Engaging in a full and varied range of extra-curricular clubs or activities;
- Engaging in a full enterprise curriculum including the organisation and initiation of a business within the immediate community or beyond;
- Participating in 'themed curricular weeks' such as Culture Week or Healthy Schools week;
- Gaining an understanding of Eco related issues via the Eco Action Week and The Eco Team;
- Gaining an understanding of healthy foods and lifestyles in the 'PE and Health' curriculum;
- Using the outdoor environment to promote learning.

2) Knowledge, Skills and Understanding: Subject & General Knowledge.

Powerful knowledge, skills and understanding are taught in conjunction with the core life skills. The essential objectives relating to knowledge, skills and understanding are obtained from the following statutory documents:

- The Early Years Foundation Stage Curriculum 6 areas of learning.
- Key Stage 1 and 2 programmes of study for all National Curriculum subjects.
- Religious Education in accordance with the 'Lincolnshire Locally Agreed Syllabus'.

Tailoring the Curricular Provision Further to Meet the Needs of Individual Pupils:

In addition to the curricular provision outlined previously, specific plans further tailor the curriculum to meet the needs of individual pupils, thus providing opportunities for all learners, including those with learning difficulties and disabilities. These include:

- Individual Education Plans (IEPs) or EHCP's are created for pupils with Special Educational Needs. These provide specific targets and areas for development in relation to individual needs when accessing the curriculum.
- Individual Challenge Plans (ICPs) are created for Able Gifted and Talented pupils in order to challenge, enhance and support their specific curricular needs.

Subject Specific Declarations of Intent:

Phonics

At Witham St Hughs Academy, we strongly believe that it is every pupil's right to learn to read and we strive to ensure that every child is a confident, fluent (100+ words a minute) reader by the end of Key Stage One. Reading is the vehicle through which children access many other areas of the curriculum and subsequently can open the door to many other aspects in the wider world and therefore, we place great emphasis on ensuring daily, high quality, systematic, discrete phonics teaching is delivered consistently across our academy. At Witham St Hughs Academy, we follow the Read Write Inc. programme to teach phonics. This rigorous and sequential approach to teaching phonics ensures that our children enter Key Stage Two as confident readers and that they are prepared for the next stage of their education regardless of disadvantage or SEND needs.

Reading

At Witham St Hughs Academy, the teaching of reading is at the very core of our curriculum. Our main aim is to ensure that every child becomes a confident, fluent reader who develops a love of reading. Additionally, we aim for every child to be able to 'read to learn'. All children will be exposed to a variety of literature, genres and authors and develop the self-awareness to understand the kind of reader they are. The sharing of stories is central to our provision throughout the Academy, not just in Key Stage 1 and children enjoy both reading and being read to as part of our daily provision.

Writing

At Witham St Hughs Academy, we aim to ensure that all children become competent writers. English will be taught in a daily discrete lesson for all pupils; however the teaching and development of writing skills will also be embedded in other areas of the curriculum. By the time pupils leave the school, they will be expected to write clearly, accurately and coherently, for a variety of purposes and audiences, adapting their language and style as required. Both transcription skills and composition skills are equally important and will be taught effectively in a creative and engaging way. Children will be expected to take pride in their writing and present their work to a high standard. Through linked reading activities, children will be encouraged to develop an author's voice.

Maths

At Witham St Hughs Academy, we believe that all pupils are entitled to become fluent in the fundamentals of mathematics. They should have both fluencies of recall and conceptual understanding of the problems they solve. All pupils should have the opportunity to reason mathematically, use mathematical language and understand the purpose and application of mathematics. Our 'stations' approach to mathematics ensures that learning is not capped for any pupil regardless of disadvantage or SEND need. The mathematics curriculum at Witham St Hughs Academy is coherently planned and sequenced following a spiral model to ensure

regular recap and revision of the separate mathematical disciplines and to help pupils remember in the long term. Spaced learning is used and evident in medium term planning to maximise pupil retention of mathematical facts and concepts in order that these are applied with fluency when tackling reasoning problems.

Science

At Witham St Hughs Academy, we believe that children will leave our school with an enriched scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Biology provides children with an understanding of living organism, essentially enriching their awareness of themselves and their origin of species. During Chemistry lessons, children will have first-hand opportunities to investigate how matter is composed, as well as being able to examine their properties and reactions. Physics enables children to study the physical properties of matter and energy, including its motion and how it interacts with energy and forces. Through this, children will develop their knowledge of the universe. Children are equipped with the 'Cultural Capital' required to understand what the implications are for science today and for the future. At Witham St. Hughs Academy, we strive to inspire all children to take an active role in the future of scientific developments and employment.

Computing

All pupils have a high quality computing education that ensures they have a progressive fluency in digital creativity, core computer skills and have a clear understanding of internet safety. We aim for all pupils to have an understanding of the fundamental principles and concepts of computing science, including abstraction, logic, algorithms and data representation. Our approach provides all pupils with the powerful knowledge they require to access subsequent learning and engage within the classroom, society and employment after education. We promote independence through our Digital Leader provision which encourages our older pupils to inspire our younger learners' digital confidence and curiosity online.

Geography

We believe that a high-quality geography education should inspire an environment of curiosity and fascination about our world and its people and through this, promote engaged, global citizens. We believe geography teaching should equip all pupils with knowledge beyond their own experience and offer experiences and knowledge that explore breath of understanding. We believe that pupils need several elements of essential knowledge to excel in geography which can be broadly categorised into: locational knowledge, place knowledge, understanding of physical and human geography and finally developing geographical skills and fieldwork.

History

All pupils should have a high-quality history education which stimulates minds and encourages children's interest about the history of places and people. We believe history teaching should equip all pupils with knowledge beyond their own living memory and offer awareness that enables children to understand our world today. We believe that pupils need several elements of essential knowledge to excel in history which can be categorised into: people, places and events, skills within history, chronology and vocabulary.

PE

Through our Physical Education curriculum, pupils will develop a positive relationship with physical health, activity and personal well-being. Pupils will develop their understanding of competition including: fair play, sportsmanship, teamwork, passion and resilience. Physical Education is taught through a broad range of physical activities: competitive games, dance, gymnastics, outdoor adventurous activities, cycling, swimming and fundamental movement skills. To ensure true breadth of curriculum, one off exceptional learning experiences are accessed by pupils to develop the cultural capital knowledge and understanding of the wide scope of sport. Physical Education at Witham St Hughs Academy will develop the whole child – mentally, personally, physically and socially.

Religious Education

At Witham St Hughs Academy, we believe that a high-quality religious education is essential to achieve an environment of curiosity and respect towards religious beliefs and customs. Therefore, creating well-rounded, knowledgeable and tolerant pupils. Our RE curriculum has been carefully and coherently planned and sequenced to link with our tolerance curriculum which prepares pupils for life as young people after life at Witham St Hughs Academy. We believe religious education should equip pupils with knowledge beyond their own experiences and personal beliefs. In a local area, often lacking in diversity, it is religious education that allows pupils to gain a deeper understanding of others' faiths. The children also compare religious beliefs to current society and understand what atheism is.

Art

At Witham St Hughs Academy, we believe that all pupils should be encouraged to express their own artistic ideas to guide them on their creative learning journey. They will build a confidence across a range of materials and can demonstrate an increasing mastery of Art techniques, including drawing, painting, textiles, collage, sculpture and print making. Established 'Artist of the Term' project enables pupils to build a knowledge of artists and use these to inspire their own art work. We aim to engender the confidence and resilience to consistently rehearse artistic skills.

Design Technology

At Witham St Hughs Academy, the teaching of design and technology involves the application of skills for life. Pupils develop an authentic creativity and understanding of practical, real-life problem solving. We believe that pupils should have an ownership of their learning and be given a freedom to explore and take appropriate risks. With consideration of something, somebody for some purpose, we allow the pupils to aim for an outcome that is tailored to them and follows a real-life brief. The curriculum at Witham St Hughs Academy coherently planned and sequenced learning opportunities allows pupils to expand and build sufficient knowledge and skills. Every pupil has a right to be exposed to a broad and balanced curriculum and to understand the impact design and engineering has on their world. In addition, the design and technology curriculum includes cooking and nutritional skills to support an understanding of where food comes from and food preparation, cooking and nutritional values. The curriculum is planned and taught using a progressive methodology to inspire the pupils and engender a positive relationship with food.

French

The high quality Modern Foreign Languages curriculum at Witham St Hughs Academy develops knowledge beyond the everyday experience of the children and inspires pupils to

want to know more about the world in which they live. It provides them with the skills needed to be able to engage with the wider world, equipping them for life beyond the classroom. Our chosen language is French, which is taught through the comprehensive and progressive 'Language Angels' scheme linked to class topics to make learning relevant and engaging. Although not statutory in Key Stage One, Modern Foreign Languages are introduced through the 'Little Languages' scheme to provide a strong foundation to language learning. To support the learning of French we have a link school which enable pupils to develop their communication skills through meaningful real life interactions.

Music

All pupils should perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Character Education

At Witham St Hughs Academy, we put great emphasis on the importance of preparing pupils for life as young people after Witham St Hughs academy and we truly believe that success is not solely measured by academic achievement. Our Character Education curriculum has been carefully designed to include all elements of PSHE, British Values, SMSC and philosophy with a clear understanding that, "We need knowledge to live in a complex world, but we do not live by knowledge, we live by beliefs and values." At Witham St Hughs Academy, children's wellbeing, happiness and safety are our first priority, and our Character Education curriculum is the key vehicle through which we share this with children. We believe that our Character Education teaching should equip pupils with knowledge beyond their own experience and, in a local area often lacking in diversity, offer experiences that will allow pupils to make informed decisions about their health, wellbeing and relationships.

Enterprise

Enterprise is a subject which enriches children's understanding of business, entrepreneurial skills and creativity in a real-life context. At Witham St Hughs Academy, we strongly believe that children have the right to develop the fundamental skills for life, understand business skills and develop financial capabilities to meet the needs of the 21st Century. We believe the Enterprise Curriculum equips children to cope with the challenges of a rapidly changing world in which we live and work. Enterprise Education is underpinned by a number of core life skills which form the backbone of our Enterprise Curriculum.

Food Education

At Witham St Hughs Academy, we strongly believe that it is important to provide an environment that promotes healthy eating and enables children to make informed choices about the food they eat, as well as teaching quality cooking skills to prepare them for the wider world. There is an emphasis on children learning appropriate skills, such as the safe use of knives, peelers, graters and other such equipment. We also equip children with an awareness of food safety and hygiene processes. At Witham St. Hughs Academy we follow the Taste Education scheme. This aims to help build a generation of children who enjoy

healthy foods and who have a positive relationship with food and their own bodies. Taste Ed equips children with the tools and experiences needed to navigate the modern food environment and become more confident, adventurous and healthy eaters. We believe that every child deserves access to good food as well as the opportunity to explore a range of ingredients.

2) Teaching Life Skills

Witham St. Hughs Academy aims to develop and implement an exciting and varied curriculum which enables all pupils to reach their potential and become active, valuable and positive members of society. Underpinning this stimulating curriculum, we believe that children should be equipped with a number of core life skills which will ultimately support them in the future, both academically and socially.

Key Principles

In conjunction with a curriculum which enhances a child's subject specific skills and general knowledge, we believe that there are four key life skills which each child should have the opportunity to further develop and strengthen.

These include:

- [] Language and communication skills
- [] Independent skills
- [] Emotional intelligence skills
- [] Thinking skills

Each of these key skills is complex and can be subdivided further in order to prepare a child fully for the world in which they live. The details of each of these four skills are expanded in Appendix 1.

3) Life Simulation lessons- ‘A rehearsal of skills for real life’

‘Life Simulation’ sessions are aimed to give pupils the opportunity to rehearse skills which they will need in order to become well rounded adults.

This takes place within the Academy once per termlet. These sessions are designed to anchor life skills in a real context. The skills are split into 6 categories. These elements develop in complexity as the child matures. This is represented in the wheel below.



The life simulation framework is outlined for each year group in Appendix 2.

CURRICULUM: IMPLEMENTATION

Allocation of teaching time guidance:

Number of weeks available during the school year	38
Special curriculum events and activities which require short blocks of time planned within the appropriate term for individual year groups: Eg: end of Key Stage Tests, school visits, celebrations and festivals, sports days etc	2
Remaining weeks committed to teaching the school curriculum:	36

<u>Area of Learning</u>	<u>Reception</u>
Communication and Language Development	3 hours 15 minutes
Physical Development	3 hours 15 minutes
Personal, Social and Emotional Development	3 hours 15 minutes
Literacy Development	3 hours 15 minutes
Mathematics Development	3 hours 15 minutes
Understanding the World	3 hours 15 minutes
Expressive Arts and Design	3 hours 15 minutes
<i>Total</i>	<i>22 hrs 55 mins (broadly 50% indoor, 50% outdoor curriculum)</i>

Weekly Curriculum Time Allocations guidance per Subject / Area of Learning

<u>Subject</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
English Literacy Hour	5 hrs (include extended writing within this time)	5 hrs (include extended writing within this time)
Guided Reading / Individual Reading / Handwriting, Speaking & Listening	1 hrs 40 mins (taught within literacy hour and across the curriculum)	2 hrs 40 mins (taught within literacy hour and across the curriculum)
Mathematics	5 hrs	5 hrs
Science	1 ½ hrs	2 hrs
Religious Education	55 mins	1 ¼ hrs
Computing	55 mins	1 hr
Physical Education	2 hrs	2 hrs
Art	1 hr	1 hr
Music	40 mins	45 mins
History	50 mins	50 mins
Geography	50 mins	50 mins
DT	50 mins	50 mins
PSHE and Citizenship	40 mins	40 mins
Philosophy (KS1)	40 mins	-
French		30 mins
Health	40 mins	1 hr
Enterprise	40 mins	40 mins
<i>Total</i>	<i>22 hrs 55 mins</i>	<i>24 hrs 10 mins</i>

In KS1 and KS2, philosophical enquiries are used weekly as a teaching methodology. Due to a thematic, meaningful and interlinked curriculum design, some of the sessions outlined above will be taught in a dual purpose way, therefore altering the timings but ensuring coverage is achieved.

The above teaching times are in accordance with the DES Circular 7/90 which recommends a minimum of 21 hrs of teaching time a week for children in Key Stage 1, and a minimum of 23 ½ hrs each week in Key Stage 2, exclusive of registration, collective worship, breaks and lunch.

Quality First Teaching

Quality first teaching is central to the implementation of an effect curriculum at Witham St Hughs Academy. Our teaching and learning policy outlines this area in detail however, it is our intention that:

- All staff have a clear understanding of the key competencies for effective teaching, with pupils benefitting from highly effective teaching delivered by a range of skilled practitioners;
- The teaching workforce are well trained and have excellent subject knowledge in developing learners' numeracy and literacy skills;
- Teaching is able to provide high quality educational experiences across the full breadth of the curriculum;
- Staff have a good understanding of the skills pupils need in order to be successful learners;
- High quality continued professional development for all staff is central to system improvement and sustained leadership capacity;
- Staff are given dedicated time to develop practice across INSET, whole-staff training twilights, staff meeting time, subject specific development training courses and regular, dedicated additional CPD time for staff within the school day.

Effective pedagogy

Through individual subject policies, the most effective pedagogy for teaching each subject discipline is identified. Continual staff development is in place throughout the year to best equip non-specialist teachers with the skills to deliver excellent lessons across all subjects. Research and experience is drawn upon in each subject policy to not only identify the most successful pedagogies for each specialism, but also the most powerful knowledge currently available to teach pupils. Across all subjects, the key principle that all children should have access to powerful knowledge and the development of subject skills is central. The Academy 'stations' approach is pivotal to this open access of powerful knowledge to all pupils.

Subject Frameworks

Subject frameworks are in place for the planning, progression and assessment of each subject area. Each framework outlines the key skills to be taught across each year group for that subject and are progressive within these skills. Each framework provides staff with the information they need to plan for their year group with in order to meet the end of key stage outcomes outlined in the intent section of this document.

These subject framework documents can be found on One Drive or in every classroom in a 'Curriculum Folder' used by staff for planning lessons.

CURRICULUM: IMPACT

At Witham St Hughs Academy, we recognise that ‘successes’ will look different for all pupils and that this should not solely be measured in relation to English and Maths outcomes at Year 6. If the intent and implementation elements of the curriculum have been successfully achieved, pupils will not only be ready for the next stage of their education, but will also be well-rounded, articulate, interesting, caring and tolerant individuals. Although many of these characteristics cannot be specifically measured, assessed or quantified, we do assess the impact of our curriculum in a wide variety of ways including:

- Pupil attainment data;
- Pupil progress data;
- Retention of information in pupil long term memory through regular ‘low-stakes’ quizzing;
- Monitoring of pupil books to measure attainment, progress and attitudes to learning;
- Regular pupil discussions;
- Pupil contribution and attitudes during assemblies;
- Termly L.E.A.D. QA visits;
- Bi-Annual parental questionnaires at parents evenings;
- Informal parental feedback through conversations, Facebook, informal surveys;
- Parental engagement during the school day including learning showcases, literacy and maths in action sessions, productions etc;
- Pupil attitudes and engagement in problem solving such as during challenge week and forest school;
- Pupil behaviour and attitudes when learning be such as during challenge week and forest school;
- Pupil behaviour and attitudes when learning beyond the school building;
- Pupil engagement in wider community charities;
- Pride taken in pupil work, play and learning environment;
- Positive feedback from school visitors, parents and facilitators on trips and visits;
- Community involvement in the wider school curriculum e.g. governors, PTFA etc;
- Children ready for their next stage of education;
- Transition visits and visitors towards the end of pupil’s time at primary school;
- Home learning opportunities taken by pupils for themselves;
- Observations of children’s play.

Appendix 1 – Life Skills

Language skills

Key Skill 1: Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; to present information and to participate effectively in a group discussion. Skills in reading and writing include the ability to read a range of texts fluently and to reflect critically upon what is read. It is also the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing. Opportunities to develop this key skill are provided through English and the use of language throughout the remaining curriculum areas.

Independent Skills

There are two types of independent skills which are identified below:

- Independence in learning
- Personal and social independence

Independence in learning provides children with strategies in order for them to support and structure their own learning in any given situation. Social and personal independence allows a child to develop skills in relation to other people and their environment. This raises their awareness and provides strategies to overcome situations which may be adversely affect their learning.

Emotional Intelligence

Key Skill 4: Working with others

The key skill of working with others includes the ability to contribute to small group and whole-class discussion and to work with others in order to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness or understanding of others' needs. All subjects provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings. Emotional intelligence should also include the appreciation of others and consider different perspectives in order to benefit fully from what their peers think, say and do

Key Skill 5: Improving own learning and performance

The key skill of improving their own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt. It also includes methods for identifying ways to improve their learning and performance. They need to be able to identify the purposes of learning, to reflect on the processes of learning, to assess progress, to take risks, to identify obstacles or problems in learning and to plan ways to improve learning. All subjects provide opportunities for pupils to review their work and to improve their learning. This element also provides each child with an understanding of how to learn effectively.

Emotional intelligence involves the development of pupils as people in preparing them for the world in which they are going to exist. This strand will focus upon:

- | | |
|--|--|
| <input type="checkbox"/> self awareness | <input type="checkbox"/> attitudinal development |
| <input type="checkbox"/> managing feelings | <input type="checkbox"/> assessing self |
| <input type="checkbox"/> self motivation | <input type="checkbox"/> empathy |
| <input type="checkbox"/> social skills | <input type="checkbox"/> learning to learn |
| <input type="checkbox"/> leadership skills | <input type="checkbox"/> risk taking |

Thinking Skills

Key Skill 6: Problem solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes.

Information-Processing Skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse whole / part relationships.

Reasoning Skills

These enable pupils to give reasons for opinions and actions, to draw inferences and deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry Skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative Thinking Skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation Skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

The Organisation and implementation of Life Skills:

The curriculum, which is committed to achieving high standards, is broad, exciting and challenging and embraces the four key life skills at the heart of it. In implementing this curriculum, it is intended that the subject specific skills and the aforementioned life skills are displayed clearly for the children to access within a session. This would be achieved by selecting one strand from each section of the curriculum diagram.

Accurate Pitching of Life Skills

Following the selection of one skill from each layer of the diagram, the expectations placed upon each child need to be clearly identified, modelled and taught. Children should be taught life skills which are appropriate to their academic and social stage of development, chronological age and their individual needs in order to prepare them fully for the world in which they live. In doing so, this provides a well tailored and bespoke curriculum that meets the needs of all pupils. Opportunities for teaching and learning these skills across the curriculum are identified in weekly lesson planning. Pupils are encouraged to reflect on what and how they learn, and they identify how these skills can be applied to different subjects, different problems and real-life situations. In school, these 'Life Skills' are broken down into strands and statements. Each strand identifies outcomes which can be used to benchmark the expected stages of development for each age group in school. This information is identified within the matrix on the following two pages.

<i>Life Skill</i>	Interaction	Independent Skills			Emotional Intelligence					Thinking Skills				
Key Skill	Key Skill 1: <i>Communication</i>	Key Skill 2: <i>Independence</i>			Key Skill 4: <i>Work With Others</i>			Key Skill 5: <i>Improving Own Performance</i>		Key Skill 6: <i>Problem Solving</i>				
Strand	<i>A) Communication / Presentation Skills</i>	<i>B) Independence in Learning</i>	<i>C) Personal and Social Independence</i>	<i>D) Empathy: Reading Emotions</i>	<i>E) Handling Relationships</i>	<i>F) Leadership Skills</i>	<i>G) Emotional Self-Awareness and Management of Emotions</i>	<i>H) Harnessing Emotions</i>	<i>I) Risk Taking</i>	<i>J) Information-Processing Skills</i>	<i>K) Reasoning Skills/ Decision Making</i>	<i>L) Enquiry Skills</i>	<i>M) Creative Thinking Skills</i>	<i>N) Evaluation Skills</i>
YR	<p>Pupils enjoy listening to and using spoken and written language. They readily turn to it in their play and learning.</p> <p>Pupils speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as 'please' and 'thank you'.</p> <p>Pupils extend their vocabulary exploring the meanings of new words. Pupils sustain attentive listening, responding to what they have heard by relevant comments, questions or action.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>Pupils can find equipment needed for a given classroom task, and can put it away in the relevant places.</p>	<p>Pupils can organise their own personal hygiene with prompting.</p> <p>They can dress and undress independently.</p> <p>They can be separated from their main carer with support.</p>	<p>Pupils are sensitive to the needs, views and feelings of others and can express them in the appropriate way.</p>	<p>Pupils interact with others, negotiating plans and activities and taking turns in conversation.</p> <p>Pupils know how to be friendly.</p>	<p>Pupils begin to take the lead role in a group situation, instructing and guiding others.</p>	<p>Pupils can name their own emotions. Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils can respond to experiences, showing a range of feelings when appropriate.</p>	<p>The pupil begin to take a risk and try something new or unfamiliar with the support of an adult, displaying a positive 'can do' attitude.</p>	<p>With support, pupils can describe basic observations including colour, size and shape of an object/item.</p>	<p>When choices are simplified and presented, children can make simple choices and give basic reasons for this. They use R Philosophy Vocabulary to reason their argument.</p>	<p>Pupils ask questions about objects and events. Pupils try out things when handling equipment</p>	<p>Pupils answer simple questions and can begin to think of simple alternatives in a situation</p>	<p>Pupils, with support, recognises some of the difficulties encountered and areas which they like/approve of.</p>
Y1	<p>Pupils willingly talk about matters of immediate interest.</p> <p>Pupils convey simple meanings to a range of listeners, speaking audibly.</p> <p>Pupils usually extend ideas or accounts, when talking, by providing more detail.</p> <p>Pupils listen to others and usually respond appropriately.</p> <p>They can listen with sustained concentration.</p> <p>Pupils can take turns to speak whilst listening to others' suggestions.</p> <p>Pupils can explain their views to others in a small group situation.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>Pupils begin to make judgements about choosing the best equipment for a given task.</p> <p>Pupils begin to justify their reasons for choices made. Pupils understand that the home learning board is a summary of their learning.</p>	<p>Pupils can organise themselves to be ready for lunchtimes and playtimes.</p> <p>Pupils bring their reading book and lunch to school every day.</p>	<p>Pupils recognise and name increasing amount of emotions in other people and they can identify when others need their support/guidance.</p>	<p>Pupils look and sound friendly.</p> <p>Pupils cooperate in a group to achieve a joint outcome, taking turns and negotiating ideas.</p>	<p>Pupils are able to take a lead role in a group situation and direct others in order to complete a task.</p>	<p>Pupils recognise and name increasing amount of emotions. Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils approach others to talk about feelings</p> <p>Pupils recognise things that make them feel good.</p> <p>Pupils can suggest ways of dealing with difficult emotions e.g. anger/fear etc.</p>	<p>The pupils can take a risk and try something new or unfamiliar displaying a positive 'can do' attitude.</p>	<p>With support, pupils describe a simple observation made. They can independently comment on obvious details such as colour, shape, size etc.</p>	<p>Pupils respond to prompts about cause and effect in simple situations. They begin to give their own reasons for situations and examples of experiences from their personal life to support this. They use Y1 Philosophy Vocabulary to reason their argument.</p>	<p>Pupils ask questions using a range of question stems eg How? What will happen if? Why? Tests ideas suggested to them.</p>	<p>Pupils develop questions and suggest possible outcomes. They begin to develop alternative, creative ideas in a situation.</p>	<p>Pupils can recognise some of the difficulties encountered and areas which they need to improve upon.</p>
	<p>Pupils are occasionally able to show awareness of the listener by including relevant detail when they are talking. They are developing</p>	<p>Pupils draw upon past experiences to ensure that they choose relevant</p>	<p>Pupils follow school routines and procedures confidently,</p>	<p>Pupils can recognise and name an increasing amount of feelings. They</p>	<p>Pupils listen to others and do kind things for others</p>	<p>Pupils are able to create new ideas and share these</p>	<p>Pupils stop and think before acting. Pupils know strategies</p>	<p>Pupils begin to stop and think before acting.</p>	<p>The pupil can identify when they are taking a risk or trying something</p>	<p>Pupils describe observations made and with support, makes</p>	<p>Pupils, with support, recognises cause and</p>	<p>Pupils ask questions using a range of question stems</p>	<p>Pupils develop questions and suggest possible outcomes. They</p>	<p>Pupils, can recognise some of the difficulties</p>

<p>Y2</p>	<p>understanding of how to present information to a small group. Pupils sometimes listen carefully and respond with increasing appropriateness to what others say.</p> <p>Pupils can work effectively in groups, e.g. taking a turn, challenging supporting and moving on.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>tools and materials for a given task.</p> <p>Pupils show that they are aware of emerging strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert. With support, pupils begin to evaluate and summarise their own learning effectively e.g. via the home learning board.</p>	<p>and support peers who may find this challenging.</p> <p>Pupils begin to identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them.</p>	<p>begin to understand the causes of feelings.</p> <p>Pupils know thoughts, feelings and actions are linked.</p> <p>Pupils try to help others in an appropriate way when necessary.</p>	<p>Pupils describe factors which help a group to work effectively. They can share, take turns, listen and negotiate effectively in order to create a joint outcome.</p>	<p>confidently with others. They are able to direct others in group in order to complete a task.</p>	<p>for calming themselves down. They know how to overcome barriers to learning. Pupils recognise how to remain positive after a mistake or disappointment. Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils calm themselves down when needed and they are aware of suitable strategies for this. Pupils</p> <p>know how to overcome some barriers to learning eg boredom and</p> <p>bounce back after a disappointment or a mistake</p>	<p>new or unfamiliar They can displaying a positive 'can do' attitude.</p>	<p>a simple comparisons. They can order and discuss the patterns in results.</p>	<p>effect. They can make simple decisions with confidence and explain reasons for their choices. They can use personal experiences to support their arguments. They use Y2 Philosophy Vocabulary to reason their argument.</p>	<p>eg How? What will happen if? Why? They can suggest ways of testing their own ideas.</p>	<p>begin to think of varied and creative solutions to problems. They begin to develop alternative, creative ideas in a situation.</p>	<p>encountered, some of the areas for improvement and successful elements in a piece of work. They are able to suggest ways of improving something with the use of success criteria.</p>
<p>Y3</p>	<p>Pupils can speak audibly and clearly with confidence in a range of contexts, beginning to adapt their speech for a range of purposes and audiences. Pupils should be able to use vocabulary which is appropriate for different audiences for example, by choosing material that is relevant to the topic and to the listeners. Pupils should be starting to make reasoned arguments with others. Pupils can listen carefully to other people and give an appropriate response. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>Pupils show that they are aware of strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert.</p> <p>Pupils use the visual timetable without support. Pupils begin to evaluate and summarise their own learning effectively e.g. via the home learning board.</p>	<p>Pupils follow school routines and procedures confidently, and support peers who may find this challenging.</p> <p>Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them.</p>	<p>Pupils begin to understand another person's viewpoint and how they might be feeling.</p> <p>Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else.</p>	<p>Pupils give and receive compliments.</p> <p>Pupils recognise effects of their actions and they avoid using put downs.</p> <p>Pupils resolve conflicts so that all feel participants feel positive about the outcome. Pupils are able to listen carefully to others in a group and respond to their needs. They are able to negotiate difficult decisions as a group.</p>	<p>Pupils can share their ideas confidently with others and they can encourage others to follow their lead. Pupils can plan and manage a group task with relative confidence.</p>	<p>Pupils understand and predict likely emotional responses in given situations</p> <p>Pupils understand when becoming overwhelmed by their feelings</p> <p>Pupils accept themselves for who and what they are.</p> <p>Pupils recognise when things are hard to achieve. Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils understand different ways for managing their own worries and uncomfortable feelings</p> <p>Pupils choose when and where to direct attention in order to concentrate and avoid distractions</p> <p>Pupils know how to evaluate learning and use the information to improve future performance</p>	<p>The pupil is motivated and can take a risk by trying something new or unfamiliar. They display a positive 'can do' attitude.</p>	<p>Pupils describe what happened, making comparisons where appropriate. Pupils order results where appropriate and they can discuss patterns in results.</p>	<p>Pupils recognise cause and effect in most situations and they can use this information in order to make a simple decision/ take action. They can use personal experiences to support their arguments. They use Y3 Philosophy Vocabulary to reason their argument.</p>	<p>Pupils, with support, ask questions leading to an enquiry. They can suggest and test their own ideas and ideas suggested by others fully.</p>	<p>Pupils develop questions and suggest possible outcomes. They think of varied and creative solutions to problems including resources and ideas. Pupils begin to develop alternative, creative ideas in a situation. They are able to test group and individual ideas in order to further strengthen them.</p>	<p>Pupils, can recognise some of the difficulties encountered, some of the areas for improvement and successful elements in a piece of work. They are able to suggest ways of improving something with the use of success criteria. With support, the child can suggest how a problem might be avoided next time.</p>

Life Skill	Interaction	Independent Skills		Emotional Intelligence						Thinking Skills				
Key Skill	Key Skill 1: Communication	Key Skill 2: Independence	Key Skill 4: Work With Others			Key Skill 5: Improving Own Performance			Key Skill 6: Problem Solving					
Strand	A) Communication / Presentation Skills	B) Independence in learning	C) Personal and Social Independence	D) Empathy: Reading Emotions	E) Handling Relationships	F) Leadership Skills	G) Emotional Self-Awareness and Management of Emotions	H) Harnessing Emotions	I) Risk Taking	J) Information-Processing Skills	K) Reasoning Skills/ Decision Making	L) Enquiry Skills	M) Creative Thinking Skills	N) Evaluation Skills
Y4	<p>Pupils are able to counter arguments to opinions about narrative in a measured way.</p> <p>Pupils are usually able to adapt talk appropriately to suit the purpose, e.g. in a whole class debate.</p> <p>Pupils develop ideas thoughtfully.</p> <p>Pupils usually listen carefully during discussions, making contributions and asking questions that are responsive to others' ideas.</p> <p>Pupils can understand and use a variety of ways to criticise.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>Pupils can find equipment needed for a given classroom task, and can put it away in the relevant place. Pupils show that they are aware of strategies to develop and support their learning. E.g. by moving away from someone on the carpet who is irritating them. They are able to independently researching or asking a friend/ expert.</p> <p>Pupils can summarise and evaluate their own learning effectively e.g. via the home learning board.</p>	<p>Pupils follow school routines and procedures confidently, and support peers who may find this challenging.</p> <p>Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They are able to organise their own resources and equipment in preparation for a task.</p>	<p>Pupils generally understand another person's viewpoint and how they might be feeling.</p> <p>Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else. Pupils understand that their actions affect other people</p>	<p>Pupils make, sustain and break friendships without hurting others</p> <p>Pupils can be assertive when appropriate. Pupils resolve conflicts so that all feel participants feel positive about the outcome. They are able to negotiate and resolve difficult situations.</p>	<p>Pupils can share their ideas confidently with others and they can encourage others to follow their lead. Pupils can plan and manage a group task with relative confidence and they begin to have a vision for the ultimate outcome.</p>	<p>Pupils understand that feelings often elicit specific actions or responses from people</p> <p>Pupils recognise when and how they learn effectively</p> <p>Pupils take responsibility for own actions and learning. Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils express a range of emotions in ways which do not hurt themselves or others</p> <p>Pupils set a goal, thinking ahead and considering consequences for self and others</p> <p>Pupils break a long term plan into smaller steps, setting success criteria as appropriate</p>	<p>The pupil is motivated and can take a risk by trying something new or unfamiliar. They display a positive 'can do' attitude.</p>	<p>Pupils can identify patterns in results and they can begin to give possible reasons for this.</p> <p>Pupils begin to identify which information is relevant to the task. Pupils can make comparisons between results.</p>	<p>Pupils provide explanations and examples which support their thoughts. They are able to make a decision by evaluating all outcomes in a situation. They can identify the pros and cons in a decision making situation. They use Y4 Philosophy Vocabulary to reason their argument.</p>	<p>Pupils, ask questions leading to an enquiry. They can suggest and test their own ideas and ideas suggested by others fully.</p>	<p>Pupils consider the skill set of people needed to achieve desired outcomes. They think of varied and creative solutions to problems including resources and ideas. Pupils begin to develop alternative, creative ideas in a situation. They are able to test group and individual ideas in order to further strengthen them.</p>	<p>Pupils suggest how the enquiry might be improved and elements which are successful by using success criteria. With support, recognises some of the limitations of their idea/work.</p>
Y5	<p>Pupils are able to talk at length about a narrative and present a balanced view, justifying their opinion.</p> <p>Pupils are able to adapt talk to suit the purpose when giving a presentation to a small or large group.</p> <p>Pupils are able to describe events and convey their opinions clearly.</p> <p>Pupils use some of the features of Standard English, vocabulary and grammar.</p> <p>Pupils can listen carefully and make relevant notes during discussion, making contributions and asking questions that are responsive to others' ideas.</p>	<p>Pupils begin to make judgements about choosing the best equipment for a given task.</p> <p>Pupils begin to justify their reasons for choices made. Pupils can identify the way in which they learn best and they use this information in order to strengthen their learning. They can also recognise elements which are having a negative impact on their learning and they seek to find a solution for this.</p>	<p>Pupils follow school routines and procedures confidently, remembering to bring the correct equipment to school with them.</p> <p>Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They are able to organise their own resources and equipment in preparation for a task.</p>	<p>Pupils understand that their actions affect other people and can make them feel better or worse. Pupils can read a range of emotions and they understand ways of supporting someone else to overcome them. Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else. Pupils understand that their actions affect other people</p>	<p>Pupils solve problems by thinking of all options, identifying advantages and disadvantages. They can listen effectively to the views of others and they act upon the advice given. They are highly capable of dealing with an opposing viewpoint and reaching a mutual understanding. They actively contribute to the team and they are aware of their role within it.</p>	<p>Pupils can innovate and create original ideas in a group situation, leading, directing, guiding and managing others in order to make their vision happen. The child can accept responsibility and be accountable for the decisions made.</p>	<p>Pupils understand that the same event can cause a different emotional response depending on how an individual feels at a given point in their life. Pupils are aware of their own levels of confidence and strategies for developing this.</p> <p>Pupils understand that by changing the way they think about people and events, alters the way in which they feel towards them.</p> <p>Pupils alter feelings by reflecting on past experiences and considering the consequences of these.</p>	<p>Pupils understand that the ways in which they express themselves can change the way other people feel towards them.</p> <p>Pupils understand that by changing the way they think about people and events, alters the way in which they feel towards them.</p> <p>Pupils alter feelings by reflecting on past experiences and considering the consequences of these.</p>	<p>The pupil is motivated and can take a risk by trying something new or unfamiliar. They are beginning to see the positive and negative outcomes of a situation. displaying a positive 'can do' attitude.</p>	<p>Pupils can confidently describe relationships in information. They can link factors to the results and describe/compare the relationships between them</p>	<p>Pupils sometimes relate patterns in results to knowledge where appropriate. Pupils can view both sides in an argument or situation and where appropriate, they are able to make a decision based upon their knowledge. They use Y5 Philosophy Vocabulary to reason their argument.</p>	<p>Pupils ask questions and offer own ideas for an enquiry, and with support, they improve questions to clarify the purpose of their enquiry. Pupils offer highly thoughtful and meaningful questions which lead to the answers which they require.</p>	<p>Pupils reflect on the process undertaken and suggest alterations to the course of thinking. Pupils can think creatively and suggest interesting alternatives to ideas.</p>	<p>Pupils suggest how the enquiry might be improved and elements which are successful by using success criteria. With support, recognises some of the limitations of their idea/work.</p>

	<p>Pupils can respond to criticism, using appropriate language and behaviours, e.g. seeking clarification, adjusting ideas.</p> <p>Pupils can vary their language according to the different context and purpose of use.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>													
Y6	<p>Pupils can make a formal presentation in Standard English, using appropriate devices.</p> <p>Pupils can change the mood, tone and pace of delivery for particular effect.</p> <p>Pupils can sustain attention and listen analytically in a range of formal and informal contexts.</p> <p>They can listen attentively to others and build constructively on their spoken contributions by clarifying understanding and developing ideas.</p> <p>Pupils identify and comment on the main points of a talk, reading or television programme.</p> <p>Pupils take different roles effectively in discussion and make different contributions.</p> <p>Pupils ask questions and make contributions that clarify understanding and refine ideas.</p> <p>Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.</p>	<p>Pupils draw upon past experiences to ensure that they choose relevant tools and materials for a given task.</p> <p>Pupils show that they are aware of emerging strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert.</p>	<p>Pupils follow school routines and procedures confidently, and support peers who may find this challenging.</p> <p>Pupils begin to identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They respect each other and can use their peers as a tool for learning. Additionally, they can identify the best sources and conditions for learning.</p>	<p>Pupils understand and accept responsibilities towards others. They can read any emotion in another person and they know appropriate strategies to support this. Even if someone else does not share their emotions/or has conflicting emotions, they know how to handle this effectively.</p>	<p>Pupils solve problems by thinking of all options, identifying advantages and disadvantages. They can listen effectively to the views of others in a team and they act upon the advice given. They are highly capable of dealing with an opposing viewpoint and reaching a mutual understanding. They actively contribute to the team and they are aware of their role within it.</p>	<p>Pupils can innovate and create original ideas in a group situation, leading, directing, guiding and managing others in order to make their vision happen. They are aware of other personalities in their group and they are able to adapt and lead others according to their individual needs. The child can accept responsibility and be accountable for the decisions made.</p>	<p>As Y5 but can use this information to select strategies to manage the outcome of the emotional response</p> <p>Pupils know that it is OK to have any feeling, but not OK to behave in any way that they feel.</p> <p>Pupils are aware of their own levels of confidence and strategies for developing this.</p>	<p>Pupils can adapt the way feelings are expressed in order to suit particular situations or people</p>	<p>Pupils can take a calculated risk by evaluating the positive and negative consequences of the situation before exploring it. They have the confidence to try something new or unfamiliar displaying a positive 'can do' attitude as they proceed.</p>	<p>Pupils can confidently describe relationships in information. They can link factors to the results and describe/compare the relationships between them</p>	<p>Pupils relate patterns in results to knowledge where appropriate. Pupils can view both sides in an argument or situation and where appropriate, they are able to make a decision based upon their knowledge and understanding. They are able to formulate a persuasive and well informed argument in a given situation.</p>	<p>Pupils ask questions and offer their own ideas for an enquiry. They improve questions to clarify the purpose of the enquiry. Pupils offer highly thoughtful and meaningful questions which lead to the answers which they require.</p>	<p>Pupils apply their own and others knowledge, skills and understanding in order to develop desired outcomes. They can think creatively and are not bound by constraints.</p>	<p>As Y5 Plus Pupils can suggest criteria by which to judge a piece of work. They can identify how much to trust results and they can justify reasons.</p> <p>Pupils evaluate work/ideas with a view to acting upon the points for improvement.</p>

<i>Life Skill</i>	Interaction	Independent Skills		Emotional Intelligence						Thinking Skills				
<i>Key Skill</i>	Key Skill 1: <i>Communication</i>	Key Skill 2: <i>Independence</i>		Key Skill 4: <i>Work With Others</i>			Key Skill 5: <i>Improving Own Performance</i>			Key Skill 6: <i>Problem Solving</i>				
<i>Strand</i>	<i>A) Communication / Presentation Skills</i>	B)Independence in learning	C)Personal and Social Independence	<i>D) Empathy: Reading Emotions</i>	<i>E) Handling Relationships</i>	<i>F)Leadership Skills</i>	<i>G) Emotional Self-Awareness and Management of Emotions</i>	<i>H) Harnessing Emotions</i>	<i>I) Risk Taking</i>	<i>J) Information-Processing Skills</i>	<i>K) Reasoning Skills/ Decision Making</i>	<i>L) Enquiry Skills</i>	<i>M) Creative Thinking Skills</i>	<i>N) Evaluation Skills</i>
Y7	As for Y6 and pupils can select the appropriate style and format for a presentation.	<p>Pupils are more aware of their preferred learning style and select appropriate strategies to support their learning.</p> <p>Pupils are beginning to take responsibility for their own learning. They can plan, complete and evaluate projects.</p> <p>Pupils are able to organise Home Learning independently.</p>	<p>Pupils follow school routines and procedures confidently.</p> <p>Pupils can identify things that may adversely affect their progress and learning.</p> <p>Pupils can predict what may affect their learning before starting on a task.</p> <p>Pupils are developing a greater sense of time management.</p>	As Y6	<p>Pupils can accept different roles within a group situation ie understand that sometimes they may be the leader but at other times, they need to allow others to lead a group. Pupils can follow directions from another pupil in the group.</p> <p>Pupils understand the need for compromise when working with others.</p>	<p>As Y6 but leading groups containing unfamiliar people e.g. other classes, schools, ages.</p> <p>Pupils are able to take on further responsibilities in school effectively eg prefects, Tuck Shop Managers, Junior PCSOs.</p>	<p>Pupils can acknowledge times when they might need help managing their emotions.</p> <p>Pupils understand when to ask for help.</p>	<p>Pupils can control their feelings depending on the situation.</p>	<p>Pupils can suggest ways to challenge themselves through risk taking.</p> <p>Pupils can set own challenging targets for work and for social skills.</p>	<p>Pupils can select and combine information from different sources. Pupils change their opinions in the light of new information.</p>	As Y6	<p>Pupils ask questions and offer own ideas for scientific enquiry which have a clear scientific purpose and are able to complete an enquiry, modifying plans when necessary.</p>	<p>Pupils can suggest alternative methods in order to develop desired outcomes.</p>	<p>Pupils can compare and evaluate information from different sources.</p>

Appendix 2 – Life Simulation

Year Group	<u>Interaction With Others.</u>	<u>Self Management</u>	<u>Organisational Skills</u>	<u>Household Basics</u>	<u>Personal Health</u>	<u>Decision Making</u>
<u>Reception</u>	Be a good listener. Greeting others appropriately. “Hello, how are you?”	Zip up coats. Putting away/collecting book bags. Getting changed for PE.	Tidying up different areas in the classroom. Discuss the consequences of being untidy.	Getting dressed Table manners – using cutlery appropriately.	Washing hands Brushing teeth Toileting – personal hygiene	Class rules – and why are they important. Role play – scenarios from playground/classroom. What if ...
<u>Year 1</u>	Greeting visitors appropriately in school.	Shoe laces Getting changed for PE.	Independently open fruit (oranges/bananas) Collect appropriate equipment for given tasks.	Making a bed Table manners Folding clothes	Washing hands Brushing teeth	Choosing appropriate people to sit with on tables/carpet. How to select teams for different purposes with different roles.
<u>Year 2</u>	Greeting different people in different ways. How to speak politely on the phone and how to use facetime respectfully.	Shoes laces Organising things for home time independently. Encouraging independence for bringing everything to school (making checklists).	Sticking sheets of paper into books neatly and accurately. Presentation of work. Links to topic (packing a suitcase).	Setting a table Table manners Use of cutlery Wash up plates	Washing face/body Washing/Brushing hair	Flow chart Give them a scenario – children create a flow chart of who/what to do. (e.g. pencil is broken – do I solve it myself or go to an adult.)

	Interaction With Others	Self Management	Organisation	Household Basics	Personal Health	Decision Making
Y3	Facetime/ Skype Table manners	Glue/ scissors/ rulers... Laundry	Shoe laces Planting bulbs Wrapping a gift Bike safety/ maintenance	Setting the table Sewing Using a vacuum/ cleaning	Washing up Stripping a bed	Planning a journey Putting up a tent Following directions Comparison shopping
Y4	Facetime/ Skype Table manners	Glue/ scissors/ rulers... Laundry	Shoe laces Planting bulbs Wrapping a gift Bike safety/ maintenance	Setting the table Sewing Using a vacuum/ cleaning	Washing up Stripping a bed	Planning a journey Putting up a tent Following directions Comparison shopping

Y5	<p>Making a phone call</p> <p>Table manners</p> <p>Writing an email/ letter</p>	<p>Glue/ scissors/ rulers...</p> <p>Laundry</p>	<p>Planting bulbs</p> <p>Wrapping a gift</p> <p>Bike-ability</p>	<p>Hosting</p> <p>Making tea/coffee</p> <p>Sewing to fix/add a badge</p> <p>Making a lunch/ packing a bag</p> <p>Hammering a nail/ sawing/ spirit level</p> <p>Using a vacuum/ cleaning</p>	<p>Washing knives</p> <p>Making a bed</p>	<p>Planning a journey</p> <p>Camping skills</p> <p>Following Google Maps</p> <p>Comparison shopping</p>
Y6	<p>Making a phone call</p> <p>Table manners</p> <p>Writing an email/ letter</p>	<p>Glue/ scissors/ rulers...</p> <p>Laundry</p>	<p>Planting bulbs</p> <p>Wrapping a gift</p> <p>Bike-ability</p>	<p>Hosting</p> <p>Making tea/coffee</p> <p>Sewing to fix/add a badge</p> <p>Making a lunch/ packing a bag</p> <p>Hammering a nail/ sawing/ spirit level</p> <p>Using a vacuum/ cleaning</p>	<p>Washing knives</p> <p>Making a bed</p>	<p>Planning a journey</p> <p>Camping skills</p> <p>Following Google Maps</p> <p>Comparison shopping</p>

Appendix 3

INTENT:

In relation to the curriculum, we believe it should:

- Enable children to acquire knowledge and skills, which are secured through application (over time and in different contexts) to develop understanding (change in long term memory) and allows them to seek meaning and achieve personal growth;
- Be built-up from a strong foundation of prior learning;
- Be focused on the progression of content and concepts that accelerate progress;
- Inspire children to be successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens;
- Be progressive and based on consolidating and revisiting content to secure progress over time;
- Promote the core values of democracy, rule of law, individual liberty, mutual respect and tolerance, with particular regard to the Equalities Act 2010.

IMPLEMENTATION:

The effective implementation of the curriculum is critical to pupils making the best possible progress during their time at school. We aim to ensure:

- Curriculum planning that is rigorous, relevant, coherent and sequenced, and which enables knowledge and skills to be closely interconnected, where a skill is defined as ‘the capacity to perform complex operations, whether cognitively or physically, drawing on what is known’;
- Curriculum planning will ensure that components of knowledge lead to understanding; ensure opportunities for pupils to practise what they know to deepen their understanding, and ensuring the layering of knowledge and concepts is secure so that pupils can make progress from their starting points, with schemes of learning delivered in a cohesive, rigorous, engaging and progressive plan between year groups. These plans will be constructed in a way which delivers clear progression of knowledge and skills for pupils;

- Teaching will be organised in a coherent, tiered manner. Teachers will be skilled and knowledgeable in their specific areas of teaching and will be provided with all necessary professional development to ensure the latest research and development is built into highly effective classroom practice. Moreover, staff will have the subject knowledge to ensure planning supports appropriate progression through content;
- A rich and varied extra-curricular offer is in place so that pupils can develop skills and interests they may not experience within the core curriculum;
- Educational visits and visitors provide pupils with first-hand accounts and experiences which deepen their learning experiences;
- Academy routines are maximised in terms of the contributions they make to pupil learning;
- Leaders have access to the highest quality professional development to ensure the delivery of the curriculum intent meets the ambitions set out;
- Senior and middle leaders will have a clear understanding of curriculum design and carry out regular review to ensure it is logically organised and sequenced to aid pupils' learning;
- Timetable construction will support the delivery of an equitable curriculum model to ensure pupils make strong progress;
- Assessment is used in such a way that it clearly informs curriculum design;
- Consolidation of learning and understanding over time in order to secure changes to long term memory.

IMPACT

The impact of the curriculum will be that pupils:

- Are ready for the next stage of their life and learning journey;
- Are able to express their views articulately, confidently and appropriately for a range of audiences;
- Achieve highly relative to their starting points and peers nationally and locally;
- Acquire a wide range of skills and interests;
- Display empathy with issues and factors that affect humanity and the environment;
- Respect the views of others;
- Understand some of the potential factors that could compromise their safety and have strategies for managing these.