



academies for character and excellence

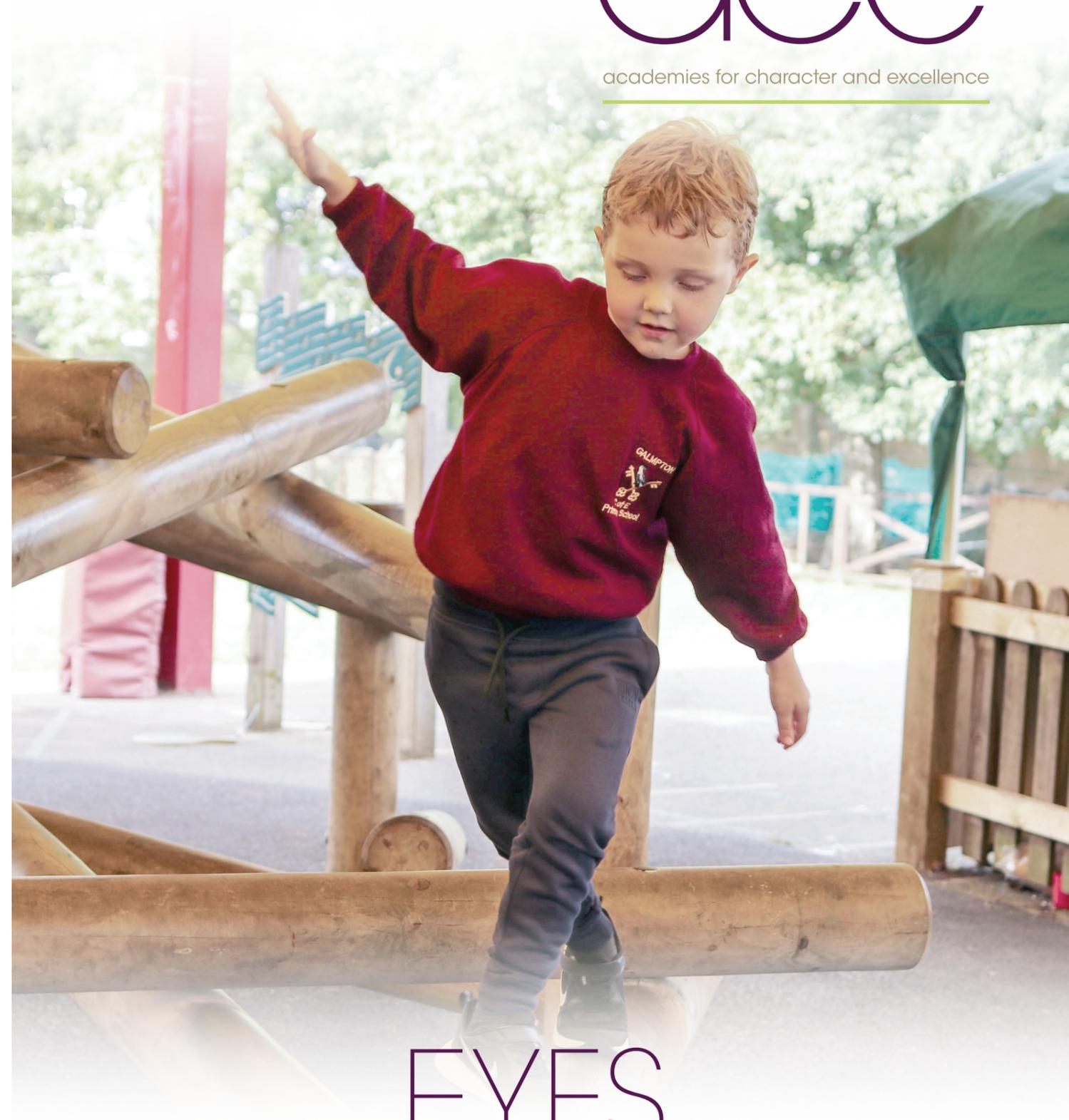


EYFS

A Curriculum for Excellence

“The greatest gift a teacher can give a student is that of self-belief and confidence; whilst the greatest gift a student can give in return is the demonstration of an increasing awakening of their infinite potential.”

Nick Hind



EYFS

A Curriculum for Excellence



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Introduction

At the heart of every school lies the curriculum. It defines ethos and culture and at the same time delivers the school mission, aims and values. The curriculum is every planned experience provided for all students and as such cannot be seen as a stand-alone document. Every lesson, break time, Collective Worship, assembly, homework and other school events provide a real opportunity for the curriculum to be seen in practice.

If young people in our schools today are to be equipped with the knowledge and skills that will assure them of future success, they need to have the confidence and ability to respond to changes around them. It's a process of continuous learning and unlearning. In a world of exponential change, the need for innovation, borne out of reflection and evaluation, becomes increasingly more important.

A successful curriculum therefore is not just a curriculum for the here and now but a curriculum that prepares young people for the future. A curriculum where knowledge and academic progress is built on character values and the ability to take on new learning and make connections. This is the zone of true learning innovation - where nurtured talents, passion and discovery meet life changing experiences that results in each individual developing a deep sense of self-belief and can-do spirit.

Planning is central to curriculum success, planning that reflects the school's intent and that consistently builds on previous knowledge with a clear, defined progression. This document aims to provide a consistent and coherent framework to aid this planning and assessment. It is not designed to limit or constrain teachers innovation but instead to support their effectiveness in articulating their curriculum's intent, implementation and impact.

Ultimately, this document is designed to enable our schools to make a real and lasting difference to the lives of young people. It is produced to help teachers personalise learning for each individual to maximise impact and make the world of the future an even better place.



Our Vision for Our Curriculum

Our vision is to provide a curriculum which reflects our stated mission of “Achieving excellence, through cultivating character, sharing talents and pursuing innovation”.

We aim to engender a passion for uncompromising excellence and, as educators, will inspire those around us with our professionalism and dedication. We will never cease in our quest to be the best we can be and continually reflect on where further improvements might be made.

Our vision is fuelled by our values and these are, the consistent drive for academic excellence, the development of a strength of character for all and the entitlement for each person to know and understand how to learn.

Our curriculum has been designed to help each young person find their own place in the world. To do this, we aim to provide a wide variety of experiences so that known gifts, talents and interests can be developed, and unknown ones discovered.

For us, the curriculum is not just about the delivery of a set of subject disciplines. Instead,

it is the vehicle which helps us awaken the infinite potential of each and every member of our schools’ communities. Our vision for our curriculum, therefore, is that it is a curriculum for all: a curriculum that provides for a depth of learning which results in continual personal growth and improvement.

We recognise our responsibilities to equip our young people with the skills and knowledge they will need if they are to experience a lifetime of fulfilment, happiness and success. In order for this to be achieved, we appreciate the importance of ensuring our curriculum remains forward looking and thinking.

Our curriculum has, therefore, been designed to respond to change and in doing so we believe that our pupils will leave our schools as confident and secure life-long learners, equipped to deal with any challenges that an uncertain future might present.

We believe that our curriculum is the tool that will empower our young people to make a real difference to the world in which they live, not just the here and now but also in the future and beyond. To do this, our vision is that the

curriculum will instil, in our young people, a belief and courage that they can be the advocates of change. They will recognise and not tolerate injustice and inequality. They will have a strength of character that will enable them, without compromise, to act with integrity in all that they do.

Our curriculum defines our schools and as such, reflects our culture and ethos. Our vision for success is measured against six key outcomes, each one reflecting our core values. Our

outcomes are not designed to be hierarchical but instead underpin our view that the purpose of the curriculum is to educate for the future. We recognise the high expectations we are setting and understand that for these to be achieved there has to be a total commitment demonstrated by all. We will continually monitor and evaluate our curriculum against these outcomes and constantly challenge ourselves to improve through research, high quality professional development and working collaboratively to support each other in our trust schools.

Our Vision for our Six Outcomes

Healthy Thinkers:

- Develop a capacity for rational thought
- Can justify their thinking
- Think in different ways
- Are optimistic and adopt a growth mind-set
- Adopt a healthy lifestyle
- Express personal values
- Demonstrate resilience

Successful Learners:

- Know how to learn
- Make exceptional progress
- Achieve high standards
- Recognise a capacity to learn
- Have a thirst for learning

Curious Explorers:

- Have a natural curiosity for the world around them
- Ask questions and challenge thinking
- Can solve complex problems
- Show interest in diverse cultures
- Embrace new opportunities
- Seek to understand who they are and their passions and interests

Knowledgeable Participants:

- Engage with and are engaging to others
- Are well-read and culturally aware
- Articulate in expressing a viewpoint
- Are emotionally intelligent

Caring Citizens:

- Demonstrate empathy and compassion
- Are courageous advocates for change
- Understand the consequences of their actions on others
- Take responsibility for making a difference locally, nationally and globally

Confident Individuals:

- Have a strong sense of self-worth and self-belief
- Articulate their opinion with justification
- Present themselves well with care and consideration
- Build successful relationships with others
- Show pride in themselves
- Understand failure as an integral part of learning
- Challenge themselves to do their best

Our Curriculum Intent

Academy for Character and Excellence Mission:

Excellence through Cultivating Character, Pursuing Innovation and Sharing Talents

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn which includes the development of metacognition; and crucially, character education.

Academic excellence is fundamental within our curriculum model. The children's acquisition of a deep body of knowledge within subject disciplines, will enable them to express their learning to the highest standard. When children achieve excellence, this gives them the confidence to challenge themselves further. Through this process of experiencing success, they will develop character, for example grit, determination, self-efficacy and courage.

We will achieve academic excellence through ensuring we cover both breadth and depth of a wide range of subject disciplines. We have sequenced learning experiences to enable children to make links and build upon previous learning. Opportunities are planned for practice, building in rigour, so that children achieve automaticity and build long-term memory.

We take the "mantle of the expert" enquiry approach to develop subject knowledge and skills as the children work in role as historians, scientists, writers, mathematicians etc.



Character Education

Whilst academic success remains a core priority, developing character is also an essential element of our curriculum model. Our curriculum gives children opportunities to make a positive impact on society. We want them to grasp the possibilities and opportunities of life beyond the classroom, to enable them to thrive at each and every challenge they face in life and make a difference to themselves and those around them.

The ACE character gateways:

Our intention is to build an ACE character through our character gateways. Through fulfilling our mission of excellence in character education this will catapult our children to success, ensuring that they are secondary ready and prepared for continued success in higher education, work and life. We have five gateways, that enable us to develop character consistently and cohesively. Each gateway details the traits we will focus on at any particular time. We do not ignore other traits if they happen to fall outside a particular gateway. For example, we will always want the learners to demonstrate perseverance, even if the focus is on developing kindness.

The Gateways are:

Citizenship - Make a difference to my home, school, community and the wider world through showing compassion, empathy and drive.

Leadership - Act with integrity, authenticity and determination; and through this inspire others.

Explorers - Follow my passions and seek challenges in order to aspire to be the best version of myself.

Expression - Have the confidence to present myself in an honest and insightful way that reflects what I value.

Flourishing - Seek a purpose for life; take responsibility for my own well-being; and support others with theirs.

Learning to Learn and Metacognition

Our curriculum not only focuses on achieving character whilst pursuing academic excellence, but also emphasises the importance of learning how to learn. We do this through our pedagogical approaches and through developing the skills of metacognition. We use an enquiry approach to drive our learning experiences, making the reflective learning process explicit. In addition to this, tools for thinking will be taught to support children's higher order thinking, synthesis of knowledge and creating of new thinking. However, metacognition can only be developed within a knowledge-rich curriculum.

Opportunities for English

Our reading strategy is central to our curriculum. In EYFS and KS1, we ensure that phonics is taught consistently and with rigour. This results in a very high proportion of our children passing the phonics screening test.

Reading is prioritised in our curriculum – both in terms of financial investment and in terms of the provision of time. All our children have dedicated daily lessons in phonics and reading, which explicitly teach decoding and reading strategies. Children learn to love reading for pleasure through high-quality daily story time, and through access to our well-stocked libraries. Books are carefully matched to children's reading ability, at all stages in school. In the EYFS and KS1, reading books are aligned to our phonics programme. Assessments are used for the early identification of children who need additional support, and this is provided speedily so that all children are able to succeed.

Opportunities to incorporate reading and writing within learning experiences will be taken. Children will have access to rich texts to not only deepen knowledge of the subject they are studying, but also to

be immersed in high quality vocabulary and language. They will not only read to deepen comprehension, but they will also read for writing to achieve high quality outcomes. Handwriting, grammar and spelling are essential skills which the children will demonstrate with great flair in the many opportunities we give them to write.

Mathematics

Our approach to the teaching of mathematics is founded on the principles of mastery mathematics and the aims of the National Curriculum. We will ensure that our children acquire deep understanding of mathematical concepts using metacognition to reflect upon the connective model (concrete, pictorial and abstract) to achieve academic excellence. Through the study of mathematics, they will also develop their character through the way that they approach problems, working in teams, seeking challenge, and presenting their thinking.

Children will achieve academic excellence through becoming fluent in the fundamentals of mathematics, including arithmetic. We will achieve this through building in deliberate, frequent practice and revision with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We will develop the children's ability to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The children will learn to solve increasingly sophisticated problems, using metacognition to break down problems into a series of simpler steps, and developing character while persevering in seeking solutions.

Enriching learning

To deepen learning, every opportunity will be taken to enrich the curriculum by providing memorable experiences through access to experts and visits. Our children will be immersed in the experience of being a historian, scientist or writer, perhaps developing a passion that will inform their future lives.

In a world where communication is crucial, we prioritise supporting our young people to become confident and articulate speakers, having had the opportunity to work with experts and refine these skills through public speaking and presentation.

Through the core values of academic excellence, character education and metacognition, our children will flourish.

EYFS

Statement of intent

Aim

Our ACE EYFS Curriculum empowers and inspires children to be curious, empathetic, determined and unique individuals through cultivating their character. Children flourish in our Early Years settings because our teachers provide language rich experiences and put children's individual needs at the forefront. We endeavour to provide outstanding learning environments that excite and challenge our youngest learners to try different experiences and develop their thinking skills. At ACE, we believe that parents and families are an integral part of our learning community and that education is a fascinating journey that we take together.

We aim to:

- Base our EYFS Curriculum on evidence-based research that is proven to have a profound impact on children's development.
- Provide play-based and purposeful experiences that cultivate children's confidence, independence and the ability to make positive relationships with others.
- Nurture children so that they develop physically, cognitively, emotionally and we ensure they are given a myriad of opportunities to express themselves in an environment that values all cultures communities and people.
- Build constructive, lasting and supportive partnerships with parents so that we can work together to ensure children's wellbeing and academic excellence.
- Review and assess, then plan for individual, small group and balanced guided interaction with both direct teaching and child-led activities so that every child's individual needs are met and all children make good progress.
- Ensure our Early Years curriculum puts an emphasis on embedding self-regulation and thinking strategies, such as the "Plan, Do, Review" approach because evidence shows these abilities are consistently linked with successful learning.
- Offer ambitious and inspiring learning environments that encourage children to be leaders of their learning and promote a life-long love of gaining new and exciting knowledge.



EYFS Approach

Our approach ensures we:

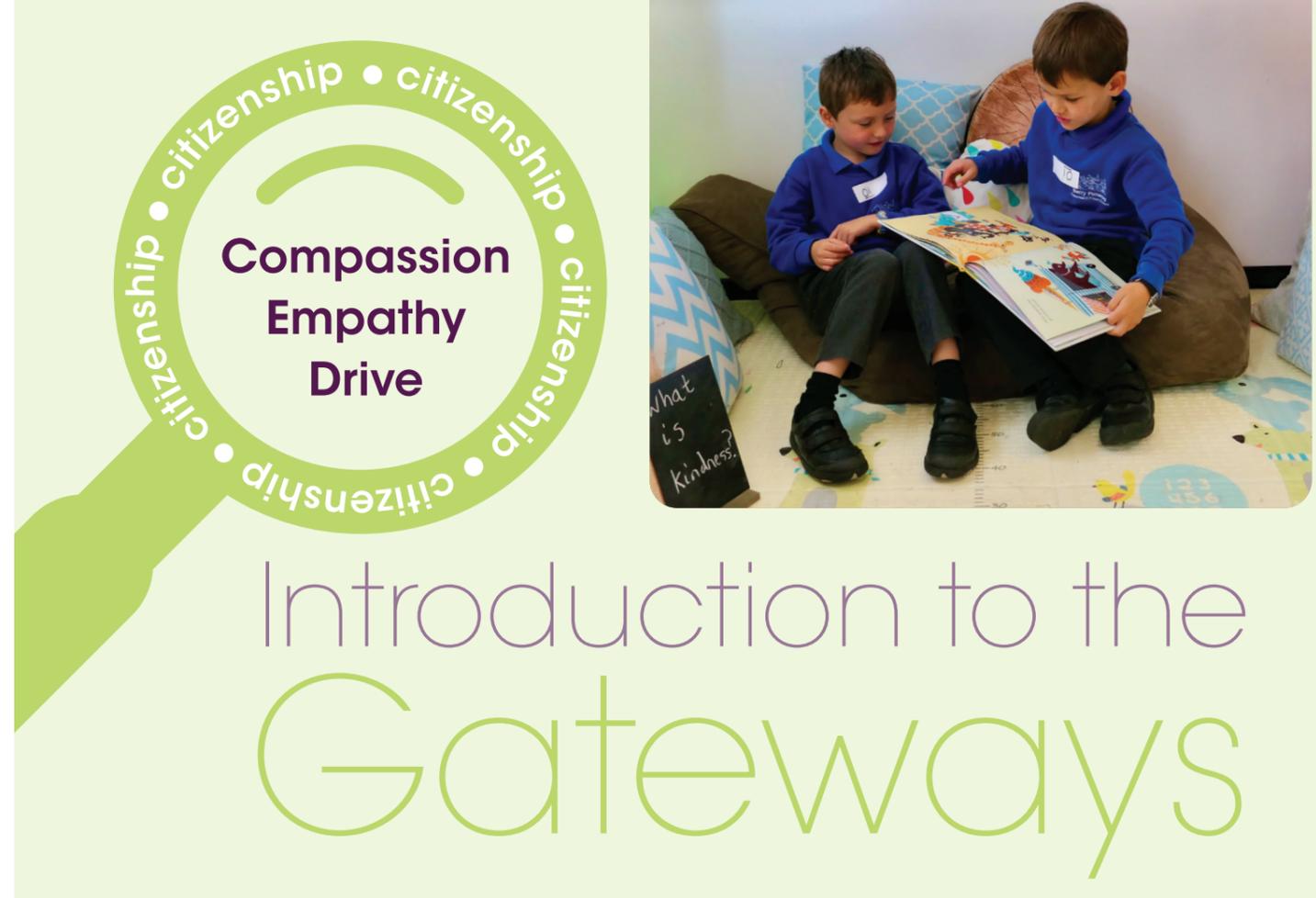
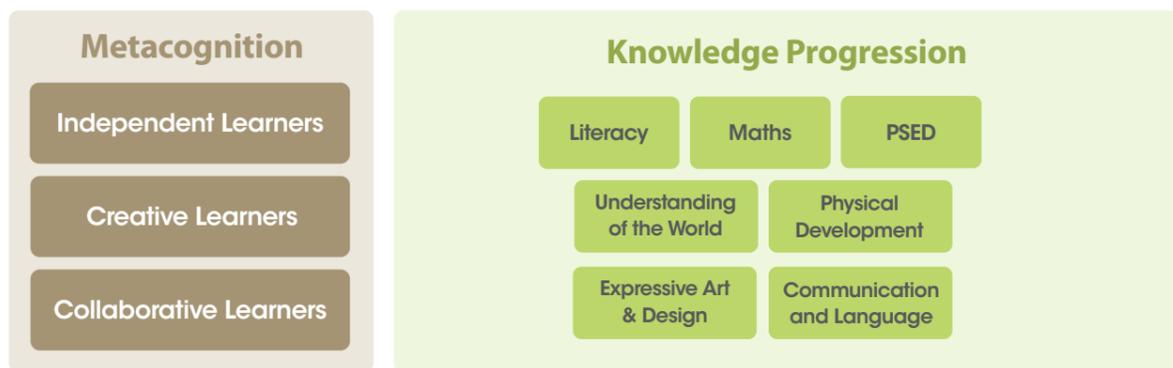
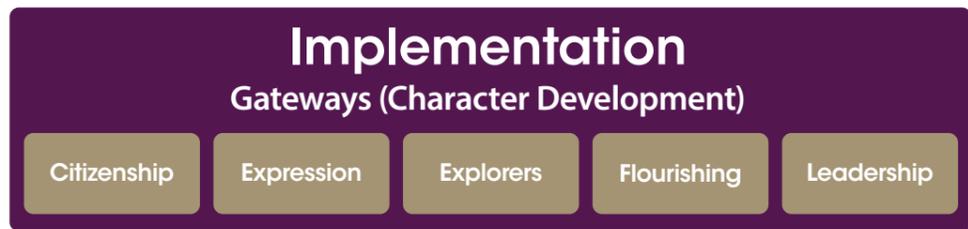
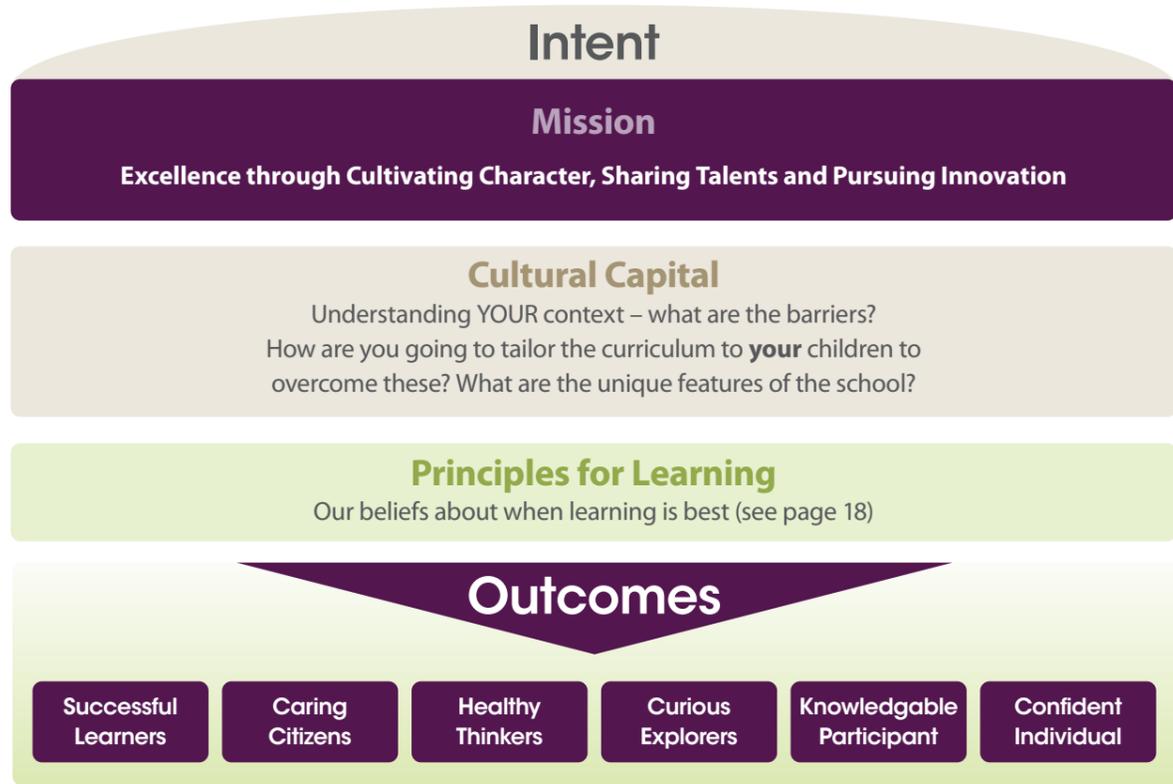
- Provide children with an exciting and inspiring learning environment to engage in “exploration” that is designed to challenge, cultivate character, and ensure our youngest children have high quality resources and provision to develop their knowledge and skills in all seven areas of Early Years Learning.
- Prioritise a language rich environment using songs, nursery rhymes, stories and providing time for quality interactions between adults and peers, resulting in our children having warm and nurturing school relationships and a scope of vocabulary acquisition.
- Teach phonics, with fidelity to one phonics scheme. We deliver a rigorous system, based on assessment and targeted intervention, ensuring our learners make excellent progress. Children are encouraged to read at home and are listened to regularly at school. They are given books that match their phonics knowledge so they can apply their learning with the aim of becoming successful, self-assured, and fluent readers.
- Understand that each cohort creates its own unique blend of whole class, guided, adult directed, and child-initiated exploratory experiences based on the nature and needs of the individuals. This means the teacher can systematically check for understanding, identify, and respond to misconceptions quickly and provide in the moment feedback which results in the strong impact on the acquisition of new learning. This flexible approach ensures our children flourish in our Early Years settings.
- Plan exciting and engaging learning enquiries to build on children’s natural curiosity. For example, inventing waterproof sandwich packaging for the Lighthouse Keeper’s Lunch and trying this out on a homemade zipline, with super soakers at the ready, enables them to think like a “Scientist” and “Engineer” as

they explore a range of materials and use the plan, do, review metacognition tool when testing out their ideas.

- Learning enquiries are enriched with classroom enhancements, trips, and visitors. Our Learning Enquiries are enhanced by quality texts which are chosen specifically to bring learning to life and develop children’s oracy, vocabulary, and comprehension.
- Provide effective and focused intervention for children based on their next steps to ensure they make exceptional progress from their starting points.
- Develop our children’s thinking skills and character education through the explicit teaching of these areas within our learning enquiries so that learners become resilient, independent, skilled, and creative individuals.
- Build positive partnerships with parents through ensuring an ethos that is welcoming, supportive and values parent voice. Curriculum celebrations, early reading, and phonics workshops, stay and plays and coffee mornings are just some of the ways we collaborate with parents to ensure the best outcomes for our children.
- Ensure children with SEND and disadvantaged children’s individual needs are met, that our expectations of their progress from their starting points is high and we provide all the support and intervention required to be certain that they make excellent progress in all areas of our curriculum.
- Follow the White Rose Maths Scheme of work, which provides a carefully mapped out coverage of EYFS maths objectives. High quality maths provision within the learning environment and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Learners use concrete manipulatives and pictorial representations to make sense of mathematical concepts. These skills are then practised during their own child-led exploration.



Overview of the Curriculum of Character and Excellence



Our gateways to learning are our vehicle for developing character. As children achieve academic excellence in subject disciplines, they will also be developing our ACE character traits.

Our gateways of Citizenship, Expression, Explorers, Flourishing and Leadership were carefully chosen to enable us to fulfil our mission of Character Education.

We believe that to enable our children to achieve our planned outcomes of successful learners, healthy thinkers, caring citizens, curious explorers, knowledgeable participants and confident individuals; the underpinning values need to be practised so they become habits for our children.

For example, with Citizenship gateway, the children will practice and develop values of compassion, empathy and drive. This could be taught alongside a specific learning experience developing a subject domain such

as geography; or, alternatively, could also be through more generic learning experiences such as Collective Worship or volunteering at an elderly person's home.

When developing character through the Expression gateway, children will develop the confidence to present themselves, honestly and passionately. The Exploration gateway will develop the children's courage to take on challenges. Our Flourishing gateway will ensure our children become more responsible, self-aware and thoughtful when supporting others.

Finally, the leadership gateway will provide myriad opportunities to hone the values of integrity, authenticity, and determination.

Over the period of a child's life at primary school, carefully planning opportunities within gateways will enable a progressive development of character values.

Gateways to Learning

Excellence through cultivating character, pursuing innovation and sharing talents.



Leadership

Act with integrity, authenticity and determination and through this inspire others

EYFS/KS1

- How have I looked after, helped and supported others in my team?
- How have I completed a task as a team?
- How have I identified challenges with my team?



Explorers

Follow my passions and seek challenges in order to aspire to be the best version of myself

EYFS/KS1

- How am I getting better at things that I am good at?
- How have I challenged myself?
- How have I approached something new?



Citizenship

Make a difference to my home, school, community and the wider world through showing compassion, empathy and drive

EYFS/KS1

- How have I looked after others?
- How have I made my home (or school) a better place?
- How have I taken responsibility for improvements?



Expression

Have the confidence to present myself in an honest and insightful way that reflects what I value

EYFS/KS1

- How do I express my thoughts and feelings in a small group?
- How does my behaviour reflect good manners and politeness?
- How do I know what makes me special?



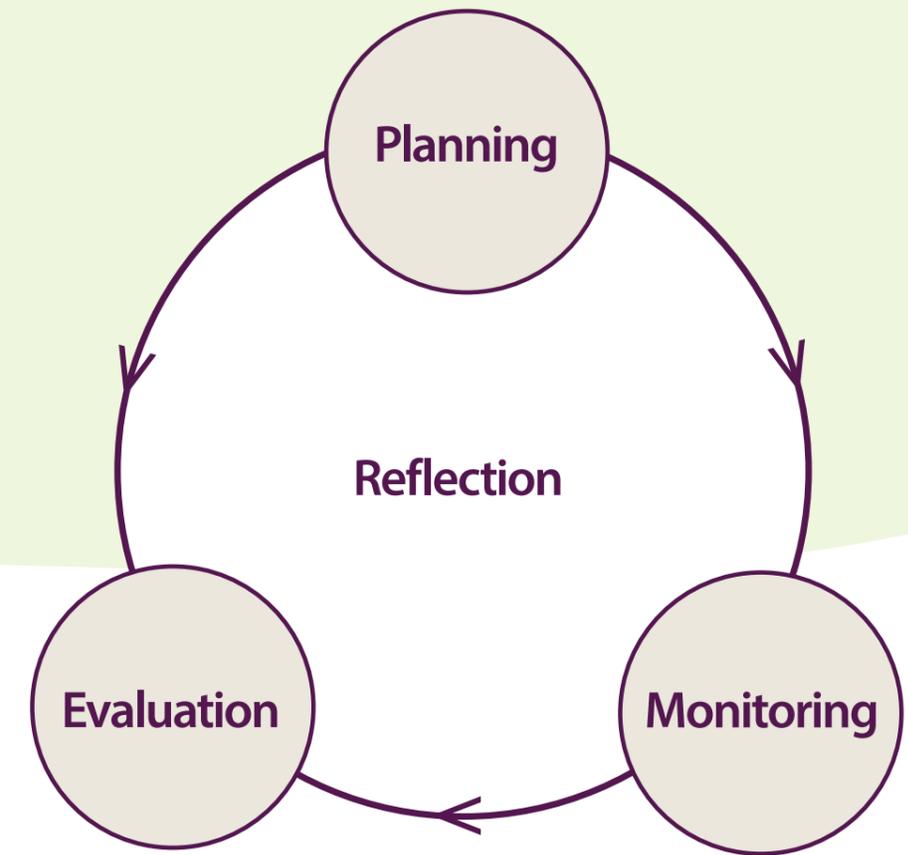
Flourishing

Seek a purpose for life; take responsibility for my own well-being and support others with theirs

EYFS/KS1

- How do I know what is good for me?
- How do I know when I am upset?
- How do I know what to look for in a good friend?

Introduction to Learning How to Learn Metacognition



Research into metacognition has shown that the effective use of cognitive processes is a fundamental part of learning.

Our vision is for our children to become independent, creative and collaborative learners.

To enable our children to become expert learners, metacognition is explicitly taught alongside knowledge. This gives children an awareness of these cognitive processes and develops their understanding of how to monitor and adapt them, enabling them to make better progress.

These cognitive processes include memory and attention, the activation of prior knowledge, and the use of cognitive strategies to solve a problem or complete a task. For a learner to ensure that they are making the best use of these basic cognitive processes, they need to have an awareness and an ability to monitor and adapt them.

Metacognition may be considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of their own cognitive abilities (e.g. 'I have trouble remembering dates in history')
- the learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')
- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. 'If I scan the text first it will help me to understand the overall meaning')

Metacognitive regulation refers to what learners do about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy.

During the planning phase, learners think about the learning goal that either the teacher or they themselves have set and consider how they will approach the task and which strategies they will use. At this stage, it is helpful for learners to ask themselves:

- 'What am I being asked to do?'
- 'Which strategies will I use?'
- 'Are there any strategies that I have used before that might be useful?'

During the monitoring phase, learners implement their plan and monitor the progress they are making towards their learning goal.

Students might decide to make changes to the strategies they are using if these are not working. As students work through the task, it will help them to ask themselves:

- 'Is the strategy that I am using working?'
- 'Do I need to try something different?'

During the evaluation phase, students determine how successful the strategy they used was in helping them to achieve their learning goal. To promote evaluation, students could consider:

- 'How well did I do?'
- 'What didn't go well?' 'What could I do differently next time?'
- 'What went well?' 'What other types of problem can I use this strategy for?'

Reflection is a fundamental part of the plan-monitor-evaluate process. Encouraging learners to self-question throughout the process will support this reflection. We recognise that reflection is a shared process and that learner's learning, when done with peers as part of a collaborative process, is powerful, deep and meaningful.

Term 1 - Independent Learners

Pictorial Instructions

How they work

Following pictorial instructions is a starting point to help learners plan their own approaches to organising their own learning. Pictures can give clues to where resources are kept as well as giving instructions to the order that tasks may be completed. Independent learners can use pictorial images to make their own decisions about the order in which they decide to do their own work.

Tips for teaching

- Model use of instructions first
- Use good quality laminated card for multiple uses
- Get pupils to arrange cards in preferred order
- Use cards to self-manage and self-assess



Term 3 - Collaboration

Emotion Wheel

How it works

Allowing pupils to recognise different emotions and develop strategies for dealing with negative ones is a great starting point for developing positive mental and emotional health. This tool helps pupils to identify with the six main emotions and recognise specific patterns that lead to these emotions being felt. The wheel can turn or photos of the children can be placed next to each segment of the wheel, to illustrate how each person is feeling either generally or against a particular task.

Tips for teaching

- Teach about the emotions first and use pictorial clues to illustrate feelings
- Use different texts and talk about how characters might be feeling to generate a shared understanding of the emotions

Example "I feel angry because people keep taking the materials I want to use"



- Display a feelings chart in the classroom
- Have a conversation in front of the class with the T.A about how you both might be feeling

Term 2 - Creative Learners

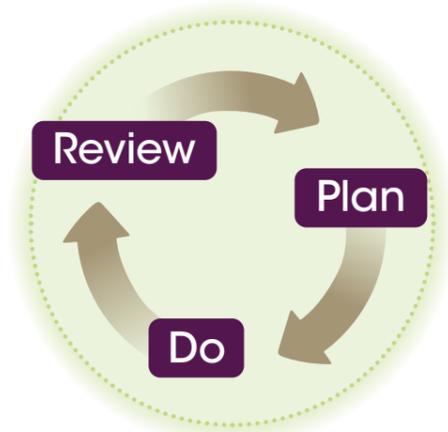
Plan, do, review

How they work

Thinking through an activity helps learners to generate ideas - a key part of being creative. Supporting children with their own planning is as important as the actual doing of the activity. This tool helps put equal emphasis on all aspects of task completion, from the planning stage to the assessment that forms the review stage. A great tool to help prepare children for the task wheel at a later stage.

Tips for teaching

- Generate questions for that can be asked by all adults to support learning at the three different stages
- Put the three stages on different cards so that the pupils can demonstrate where their learning is and talk about the next stage
- Have a large version of this in the classroom where pupils can put a photo of themselves on to show where they are on the cycle
- Put equal weight on each section to show equal importance



Term 4 - Independence

Pictorial Planning

How it works

Building on "Pictorial Instructions," planning takes it on to the next level and is the first tool to help pupils think about the order of events. Once the pupil understands the task they can then think about the order of events that would lead to successful completion of that task. For example, if drawing a picture of a house, the pupil might first research houses, before drawing one and then sharing it. The pupil can put the order of events next to their name or photograph.

Tips for teaching

- Use a photo of the pupil if they can't recognise their name
- Expose the pupils to a range of symbols so that they know what they mean
- Model how to plan an activity and make choices

Isabella

Example
The child has put the symbols next to her name to plan which area to access during the session. She could then be asked to justify why she has chosen those things to encourage further thinking and self reflection.



Term 5 - Creativity

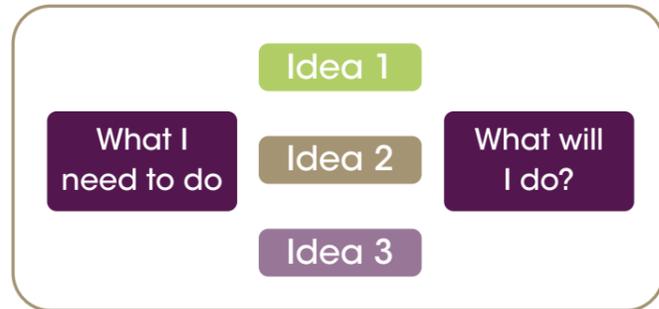
Pictorial Ideas

How they work

To have a good idea, you have to have lots of ideas. By getting pupils to generate several ideas, they learn that there are different ways to complete tasks and solve problems. Once a number of ideas have been generated, pupils can then decide which they feel is the best idea. This tool helps the process of reflection by helping learners make more informed choices because they are thinking more deeply about what they want to do.

Tips for teaching

- Use separate cards so that they can be manipulated physically
- Get the children to justify why their final idea was the best
- Work in a group to generate a wider range of ideas
- Let an adult scribe the ideas, as the strength of this tool is in the generation and selection of ideas



Term 6 - Collaboration

Thinking shoes

How they work

The shoes can be actual shoes or pictures of shoes. Each shoe defines what type of activity the pupil should engage in. The different shoes can either be selected by the pupil or given to them by the teacher. This supports the "Thinking Hats," tool taught later. There are four shoes and these are, flip flop for sharing, boot for working, trainer for putting away or getting things out and slipper for thinking.



Example

- 'What colours make brown?'*
'How many browns can I see on this tree trunk?'
'What's the nearest brown to the tree on the colour chart?'
- 'I'm mixing paint to make brown'*
'I'm getting darker / lighter brown'
'I'm painting the tree trunk'
- 'I'm clearing up'*
'I'm washing my brush'
'I'm putting my painting somewhere safe'
- 'I'm telling how I mixed brown'*
'I'm letting know how his painting might be improved'

Tips for teaching

- Don't introduce all the shoes at the same time
- Ask the pupils what shoe they are wearing at any particular time
- Have a shoe collection in the classroom that pupils can use
- Ask the pupils what shoe, you as the teacher, might be wearing at any time





Introduction to Knowledge Progression

The Curriculum for Character and Excellence is broad and balanced so that pupils are given a wide range of experiences in different contexts. This to us is vital, as it helps develop each pupil's personal sense of passion, talents, and interests.

Learning experiences will ensure that children delve deeper, prioritising an approach which allows children to acquire deep learning in the study of a subject, rather than gaining a broad but shallow understanding. In each of our learning experiences, a limited number of subjects are studied at depth so that children become experts in that field.

The Curriculum for Character and Excellence reflects the subject content of the National Curriculum but extends this by enabling a far greater depth of study. Our curriculum has drawn on the work of subject associations, other best practice and our own research to enrich it.

The acquisition of both knowledge and skills is recognised as essential. Within our curriculum, the children will learn both the knowledge of the subject, as well as how to learn in that discipline. For example, when acquiring knowledge about a historical period, the children will also be developing the approaches and habits of the historian.



Knowledge and Skills Progression

Communication and Language

Speaking • Listening • Responding

Listening, Attention and Understanding ELG	Speaking ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Autumn	
Knowledge	Skills
<ul style="list-style-type: none"> • I know how to listen carefully and why listening is important • I can acquire and use new vocabulary 	<ul style="list-style-type: none"> • I can actively listen • I can confidently use newly acquired vocabulary
Spring	
Knowledge	Skills
<ul style="list-style-type: none"> • I know a range of connectives I can use to extend my sentences • I know what a question is 	<ul style="list-style-type: none"> • I can connect one idea or action using a range of connectives • I can ask questions for clarification
Summer	
Knowledge	Skills
<ul style="list-style-type: none"> • I know some familiar stories • I know what a sentence is 	<ul style="list-style-type: none"> • I can retell familiar stories, songs or rhymes • I can use talk to organise thinking and solve problems • I can listen attentively and respond to what I hear • I can communicate in full sentences
Key Vocabulary	
Listen, respond, question, comment, discussion, interaction, clarify, understanding, conversation, participate, explain, express, sentences, past, present, future, conjunctions	

Knowledge and Skills Progression

Physical Development

Performance • Health & Well-being • Sportsmanship

Gross Motor Skills ELG	Fine Motor Skills ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
Autumn	
Knowledge	Skills
<ul style="list-style-type: none"> • I know how to work as a team • I know how to hold a paint brush 	<ul style="list-style-type: none"> • I can move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, dancing, sliding, hopping • I can experiment with different ways of moving • I can kick a large ball • I can catch a large ball • I can safely run on whole foot
Spring	
Knowledge	Skills
<ul style="list-style-type: none"> • I understand the changes that happen within my body when I exercise and that this is good for me • I know how to hold a pair of scissors • I know how to hold a knife and fork 	<ul style="list-style-type: none"> • I can negotiate space successfully in racing and chasing games with others • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles • I can mount stairs, steps or climbing equipment using alternate feet • I can use a range of large and small apparatus safety
Summer	
Knowledge	Skills
<ul style="list-style-type: none"> • I know the importance of holding my pencil correctly 	<ul style="list-style-type: none"> • I can vary pace depending on distance • I can do a basic jump and hop • I can climb confidently and begin to pull myself up on equipment • I can jump off an object and land appropriately • I can travel with confidence and skill, around, under and over balancing and climbing equipment • I can begin to show accuracy and care when drawing • I can use a pencil effectively to form recognisable letters.
Key Vocabulary	
Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles	

Knowledge and Skills Progression

Understanding of the World

Past and Present ELG	Natural World ELG	People, Culture & Communities ELG
<ul style="list-style-type: none"> • Have an awareness of belonging • Know about the roles of the adults in their lives • Have some understanding of past and present through stories 	<ul style="list-style-type: none"> • Make simple observations of the world around them • Be aware of changes in nature • Explore materials and their different forms 	<ul style="list-style-type: none"> • Make simple observations of the world around them • Understand differences between people • Understand that people have different beliefs and cultural traditions • Know where we live and have awareness of other countries

Geography

Place • People • Process • Pattern

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> • I know about the features of my own immediate environment • I know the name of the village the school is located in • I know about the signs of Autumn/Winter and the associated weather 	<ul style="list-style-type: none"> • I can locate places on a map

Spring

Knowledge	Skills
<ul style="list-style-type: none"> • I know the world is round • I know environments vary from one another • I know about the signs of spring and the associated weather 	<ul style="list-style-type: none"> • I can use aerial maps to comment on simple features

Summer

Knowledge	Skills
<ul style="list-style-type: none"> • I know about similarities and differences between places e.g. countryside and town, drawing on my experiences and what has been read in class • I know that some things in the world are man-made, and some things are natural • I know about the signs of summer and the associated weather e.g. the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter it is cold and may snow 	<ul style="list-style-type: none"> • I can use and draw information from a simple map • I can use simple symbols to identify features on a map

Key Vocabulary

Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

History

Chronology • Conflict & Power • Interpreting Sources

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> • I have knowledge of my own life-story • I know how I have changed over time 	<ul style="list-style-type: none"> • I can identify similarities and differences in pictures from the past and present

Spring

Knowledge	Skills
<ul style="list-style-type: none"> • I know about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> • I can find facts about the past through settings, characters and events encountered in books and songs

Summer

Knowledge	Skills
<ul style="list-style-type: none"> • I know the past is something that has already happened 	<ul style="list-style-type: none"> • I can use a simple timeline to order historic events

Key Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

Science

Change • Systems & Structure • Investigation

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> • I know how to ask questions about the world through using my senses - feeling, hearing, seeing • I know some important processes and changes in the natural world around me, including the seasons and changing states of matter 	<ul style="list-style-type: none"> • I can make simple observations about changes I notice

Spring

Knowledge	Skills
<ul style="list-style-type: none"> • I know about aspects of my familiar world such as the natural world • I know about the life cycle of a plant 	<ul style="list-style-type: none"> • I can identify some of the features of my own immediate environment and how they might vary from one another (farm/zoo)

Summer

Knowledge	Skills
<ul style="list-style-type: none"> • I know I need to respect and care for the natural environment, animals and all living things 	<ul style="list-style-type: none"> • I can identify similarities and differences in relation to materials • I can ask why and how questions about how things work

Key Vocabulary

Science, experiment, test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment

Knowledge and Skills Progression

Literacy

Reading • Writing • Interpreting

ELG

Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> I know the graphemes that represent phonemes I know how to form lowercase letters and capital letters correctly I know how to form lowercase letters and capital letters correctly I know the letters in my name 	<ul style="list-style-type: none"> I can develop phonological awareness to: spot rhymes in familiar stories and poems, count or clap syllables in a word, recognise words with the same initial sound I can begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences I can begin to read CVC words containing known letter-sound correspondences I can spell words by identifying the sounds and then writing the sound with letter/s I can spell words by identifying the sounds and then writing the sound with letter/s

Spring

Knowledge	Skills
<ul style="list-style-type: none"> I know a range of new vocabulary I know that text is read from left to right I know which are my favourite books I know the graphemes for all taught Set 1 – Set 3 sounds, including some digraphs 	<ul style="list-style-type: none"> I can ask questions about stories I can repeat words and phrases from familiar stories I can blend sounds into words, to read short words made up of known letter-sound correspondences I can read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words

Summer

Knowledge	Skills
<ul style="list-style-type: none"> I know the graphemes for each letter in the alphabet and at least 10 digraphs 	<p>I can develop my phonological awareness to:</p> <ul style="list-style-type: none"> Recognise and use rhyme in daily conversation Use sound buttons to segment and read words Identify words containing the same digraph or trigraph e.g. ay- may, day, play I can read words consistent with their phonic knowledge by sound-blending I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words I can understand what has been read to me and anticipate key events in stories I can write short sentences with words with known sound-letter correspondences, using a capital letter and a full stop

Key Vocabulary

Understanding, retelling, stories, vocabulary, rhymes, poems, role play, alphabet, phonics knowledge, letters, sounds, sentences, capital letter, full stop

Knowledge and Skills Progression

Mathematics

Number Data • Shape & Space • Problem Solving

ELG

- Have a deep understanding of numbers to 10, including the composition of each number
 - Recognise quantities without counting up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
 - Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> I know vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' I know how to distribute items evenly from a group I know the numerals 1-5 and what they represent 	<ul style="list-style-type: none"> I can count reliably including saying the numbers in order and matching one number name to each item I can use knowledge of numbers to estimate I can recall and sing counting songs and number rhymes I can develop spatial reasoning skills by manipulating shapes

Spring

Knowledge	Skills
<ul style="list-style-type: none"> I know 'one more than/one less than' relationship between consecutive numbers I am able to count beyond 10, noticing patterns within the structure of counting I know what a repeating pattern is and how to continue it I understand the composition of numbers to 10 	<ul style="list-style-type: none"> I can look at small quantities in familiar patterns e.g. a dice – and random arrangements, saying how many they can see I can use 5 frames and 10 frames to become familiar with the tens structure of the number system I can compare length, weight and capacity

Summer

Knowledge	Skills
<ul style="list-style-type: none"> I know number bonds for numbers 0-5/0-10 I know what it means to double I know patterns within numbers up to 10, including evens and odds and double facts 	<ul style="list-style-type: none"> I can automatically recall without reference to rhymes, counting or other aids – number bonds up to 5 and 10 I can double a number Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different context.

Key Vocabulary

Number, numeral, double, number bond, shape, count, add, subtract, pattern, even, odd, more, less, equal

Knowledge and Skills Progression

PSED

Family • Friends • Safety

Self-Regulation ELG	Managing Self ELG	Building Relationships ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> • I know the school behaviour expectations • I know what healthy means • I know why it is important to brush my teeth • I know why it is important to wash my hands • I know how to work well as a team 	<ul style="list-style-type: none"> • I am confident to try new activities • I can make healthy food choices • I can brush my teeth accurately • I can work together for a common goal

Spring

Knowledge	Skills
<ul style="list-style-type: none"> • I know what 'perseverance' means and how that can help me achieve challenges • I know when I am happy, sad, upset or worried 	<ul style="list-style-type: none"> • I can consider the feelings of others • I can make good behavioural choices

Summer

Knowledge	Skills
<ul style="list-style-type: none"> • I know my own strengths • I know what a good relationship looks like 	<ul style="list-style-type: none"> • I can regulate my own behaviour • I can see myself as a valuable individual • I can build good relationships • I can manage my own personal hygiene

Key Vocabulary

Compromise, confident, perseverance, kindness

Knowledge and Skills Progression

Expressive Art & Design

Pattern & Colour • Shape • Interpretation

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
 - Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories
 - Invent, adapt and recount narratives and stories with peers and their teacher
 - Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

Autumn

Knowledge	Skills
<ul style="list-style-type: none"> • I know about different forms • I know the effects of mark making • I know some rhymes, songs, poems and stories 	<ul style="list-style-type: none"> • I can use a variety of drawing tools and techniques – pastels, inks • I can draw with increasing complexity and detail, such as representing a face with a circle and including details • I can bring narrative into my play

Spring

Knowledge	Skills
<ul style="list-style-type: none"> • I know how to combine materials • I know the effects of cutting materials 	<ul style="list-style-type: none"> • I can use a variety of drawing tools and techniques – pencil, charcoal • I can perform to an audience with others. • I can use resources when role playing characters.

Summer

Knowledge	Skills
<ul style="list-style-type: none"> • I know the importance of 'Plan Do Review' • I know about colours and how to mix colours • I know a range of songs, poems and stories 	<ul style="list-style-type: none"> • I can build on my previous learning, refining ideas and evaluating designs • I can create with a purpose in mind • I can move in time to music • I can sing a range of songs • I can invent, adapt and recount narratives and stories with others.

Key Vocabulary

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, shape, print, art, techniques

Introduction to How to plan the Curriculum for Excellence



Our curriculum planning template is underpinned by our principles of learning

We believe learning is best when:

- The curriculum is delivering our vision
- It is purposeful and in context
- Explicit teaching of metacognition is woven into the teaching sequence
- Includes explicit planning to develop values and virtues
- Learners work through a process towards an outcome demonstrating excellence
- Children can learn from experts and from visits
- Children work in role as experts (Mantle of the Expert)

We have created a planning template to help scaffold your thinking when planning for any learning experience.

Before you start your planning, you will need to draw on your own knowledge of your school context and previous coverage of curriculum subjects.

- Is there an opportunity in your local area that you are able to capitalise on?
- Is there a local or national event that can help create the purpose for learning?
- Is there a barrier for learning that you need to overcome e.g. low aspirations?
- How will you sequence and build upon concepts already learnt in previous years?



Impact

How we monitor and evaluate the curriculum

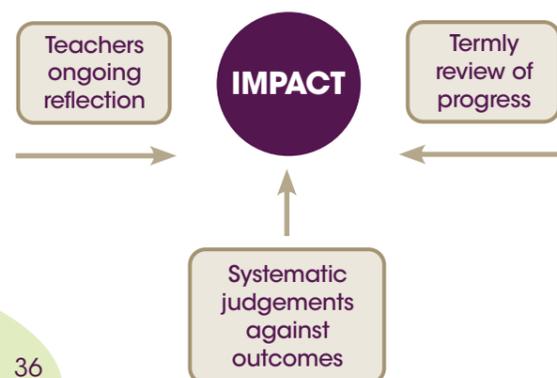
“Quality is merely a question of perception. Consistency, however, is the alignment of perception that results in the shared identification and ownership of improvement.”

Our commitment to all learners, pupils, parents, teachers, governors and other school partners, is that we will never be complacent. Our procedures for monitoring and evaluating the impact that our curriculum has will be rigorous, honest and transparent.

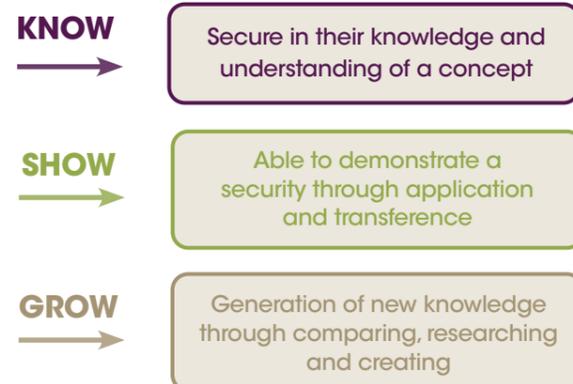
We constantly judge curriculum impact in an informal way. It is the conversations we have, the observation of pupils and work, the displays that are on walls in corridors and classrooms, letters received from parents and wider members of the community and a general sense of professional fulfilment that we get from the knowledge that we are doing the right things.

We do, however, recognise the importance of a more formal evaluation process that applies across all schools involved in the delivery of the ACE Curriculum. There are three strands that demonstrate how the formal evaluation of “Impact,” will be judged.

The Three Strands of Formal Evaluation



1. Teachers ongoing reflections -All teachers plan their own lessons, although this may well be part of a collaborative process with other staff members. Each lesson identifies the learning that should take place, the strategies for teaching this and the outcomes of success. Through discussions, marking, questions and observations, teachers will judge the impact that the lesson has had. Where misconceptions have occurred, these will be noted so that further planning can address them. Teachers use a model of Know, Show, Grow to judge where pupil’s knowledge and understanding is. This model enables teachers to consider how to deepen learning when conceptually pupils are secure.



Outcomes from teacher’s reflections will form the basis of professional dialogue in schools and between schools. Individual schools will also have their own specific monitoring timetable which will be used to assure quality. These may include;

- Progress reviews
- Data analysis
- Teacher observations
- Curriculum planning
- CPD impact
- Resource allocation (including financial spending)
- Parent surveys

Outcomes of these will be shared with Trust SLT.

2. Termly review of progress

Each term the pupils will encounter a number of experiences. Some of these experiences may be short, running over a single lesson or part of a lesson and others longer. Across the term, however, the three core values, Excellence, Character and Learning will always be the focus. At the end of the term, teachers will judge progress against the three values. The methodology for this forms part of the medium term plan.

Curriculum Evaluation

Knowledge		
What are you going to assess?	How are you going to assess?	How are you going to report it?
Metacognition		
What are you going to assess?	How are you going to assess?	How are you going to report it?
Gateway		
What are you going to assess?	How are you going to assess?	How are you going to report it?



3. Systematic Judgements against the outcomes.

The true test of the impact of the school curriculum can only be judged against the defined success criteria. At ACE there are six clearly defined outcomes. These are;

Successful Learners

Knowledgeable Participants

Healthy Thinkers

Curious Explorers

Caring Citizens

Confident Individuals

Whilst evidence from teacher reflections and termly evaluations will form part of the judgements made, we also conduct a focused evaluation against our outcome measures.

Each term a monitoring enquiry is initiated to examine curriculum outcomes against our stated success criteria.

The monitoring enquiries will be conducted across schools collecting a range of evidence to judge impact. This method will also help ensure greater consistency of expectation as well as support schools with their own improvement strategies.

Monitoring enquiry teams will be led by a teacher but may include governors and trustees in their makeup. Reports will be made to the Trust Board and in turn used to inform strategic decisions. All reports made to the Board will be shared with individual schools to maintain transparency and openness.



EYFS Outcomes

By the time children transition to Year 1 they will have:

- Made excellent progress across the EYFS curriculum from their varied starting points and have reached the Early Learning Goals at the end of Reception, at the very least in line with National Expectations.
- A range of their learning is recorded Online and in Class Learning Enquiry Journals, all reflecting the intent of our EYFS curriculum and exemplifying the character traits we build in our children that will ensure they flourish at school and in their lives beyond.
- Spent a year in a class where an Ace Early Years Practitioner has had a profound knowledge of them as individuals and this will have ensured that their needs have been at the forefront of all the provision their teacher has offered.
- The skills and confidence to thrive in their new year group.

Made progress towards achieving our Curriculum's Six Outcomes:

Healthy Thinkers

- Ask questions and explain what they think.
- Think of their own ideas
- Understand what makes them healthy.

Successful Learners

- Love learning
- Have a "Can do" approach and persevere to succeed in achieving their goals.
- Make excellent progress from their baselines.

Curious Explorers

- Intrigued by similarities and differences in the world around them.
- Curious about who they are and what they enjoy.

Knowledgeable Participants

- Enjoy finding out about and engaging with others.

Caring Citizens

- Considerate and want to make a difference to others.

Confident Individuals

- Believe and challenge themselves to do their best.
- Be willing to have a go and understand that making mistakes is an important part of learning.

When judging outcomes, we ensure we use:

- Assessment procedures which allow us to measure our data against all schools nationally. We measure the percentage of pupils achieving age related expectations and compare the outcomes of different groups to decide our key lines of enquiry for our different settings. This ensures a continuous process of strategic planning for improvement with the vision of achieving excellent outcomes for all pupils.
- Observations to make formative assessments which inform planning and ensure that all children build on their current knowledge and skills at an excellent pace. Summative assessment compares children's attainment to age related expectations using our bespoke progression documents. This is tracked using a clear assessment system to ensure rates of progress are excellent for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children.





Contact

We welcome working with partners who share our values and agree with our stated outcomes. If you would like to arrange a visit to our schools and see our curriculum in action then please contact:

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