

Implementation

CALLANDS CURRICULUM 2024/2025

To develop the character of a To prepare them for life with To have an understanding of their To ignite a passion that sustains Curriculum child through well - chosen skills/ knowledge that equips personal, local, national and and inspires them to live their Aims experiences them to be successful in their life. global responsibility lives to the full Progressive knowledge curriculum Knowledge Progression Evidence Informed Retrieval Vocabulary Meta Cognition Growth Mindset Model Pedagogy Spiritual Moral Social Cultural SMSC: Development Personal **Promoting British** Rule of law Individual liberty Mutual respect Tolerance Democracy Values: **Critical skills:** Problem solving Critical Thinking Communication Perseverance Organisation **EYFS** Children develop/ learn in overarching different ways and at different Unique child Positive relationships **Enabling environments** principles rates Prime areas Specific areas **EYFS** Framework Communication and Understanding the Expressive Arts and Physical Personal, Social and Maths Literacv **Emotional Development** Language development world Design Art & English Maths Science D & T History RE PΕ Music MFL Computing Geography National Design curriculum

Personal, Social, Health and Economic Education (PSHE)

DEFINITIONS

Evidence Informed Pedagogy

Retrieval

Regular, efficient recall of knowledge

Vocabulary

Knowledge and abilities involved in knowing a word. with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word: breadth the knowledge of multiple mean- ings: precision the ability to apply a term correctly to all situations and to recognise inappropriate use; and availability the actual use of a word in thinking and discourse.

Ref: Impact Issue 3, pg 6. Cronbach

Knowledge progression

Rich web of knowledge with thoughtfully designed assessment practice

model

Meta-cognition

The awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners

Growth mindset

Belief that intelligence can be developed and you can get smarter through hard work and the use of efficient strategies and help from others

SMSC

Spiritual

Exploring beliefs and experience: respecting faiths, feelings and values: enioving learning about oneself. others and the surrounding world; using imagination and creativity: reflect

Recognise right and wrong: respect the law; understand consequences; investigate moral and ethical issues: offer reasoned views

Moral

Social

Use a range of social skills: participate in the local community: appreciate diverse viewpoints: participate, volunteer and cooperate: resolve conflict: engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciating cultural influences: appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.

Promoting British Values

Democracy

A culture built upon freedom and equality where everyone is aware of their rights and responsibilities

Rule of law

The need for rules to make a happy, safe environment to live and work

Individual liberty

Protection of your rights and the right of others

Mutual respect and tolerance

Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others

Critical skills

Problem solving

The process of finding solutions to difficult or complex issues

Communication

Process of conveying information, thoughts or feelings through words, sounds, signs, and behaviour, but also to create or share meaning

Perseverance

Quality of continuing with something even though it is difficult

Critical Thinking

To reason, it is the ability to think clearly and rationally, understanding the connection between ideas.

Organisation

Process of planning, arranging or managing