



## Our Guiding Stars Curriculum



Our Guiding Stars are the life skills that we want our children to master in order to be successful in their learning. These Guiding Stars guide our children through their Learning Adventures and Creative Adventures and develop the children's abilities to work with others, achieve their personal best and aim high in all areas. They encourage our children to be active learners and to develop resilience if they should find something tricky. Our Guiding Stars are derived from our School Values which set the overall ethos for our school.

In all their lessons, our Guiding Stars help the children to be successful. Certain lessons will require certain skills from our Guiding Stars to be utilised and the children are supported in how they can use the skills required to maximum effect.

In addition to this, each subject area of our curriculum is an ambassador, a leading light, for a particular Guiding Star. The curriculum content helps to develop a greater understanding of each particular Guiding Star as described on the table below.

Being guided by these important life skills will assist our children in all aspects of their learning and will equip them with an essential toolkit that they will be able to apply in a wide range of contexts.

## Curriculum Leading Lights for our Guiding Stars

Guiding Star and Curriculum Area	What this looks like in our Curriculum?
<p data-bbox="103 526 414 683"><b>English (Reading, Phonics, Writing, Oracy)</b></p> 	<ul style="list-style-type: none"> <li>• We understand the needs of our audience and respond accordingly.</li> <li>• We are confident to use the written or spoken word, share ideas and thoughts or to entertain report or explain.</li> <li>• We have a love of literature and find enjoyment in the written or spoken word of others.</li> <li>• We have a desire to expand our vocabulary and to enrich how we write and speak.</li> <li>• We find the right words for the right situation.</li> <li>• We set the page like with ideas.</li> <li>• We know how to improve our work and are happy to listen to respond to suggestions</li> </ul>
<p data-bbox="199 1209 311 1243"><b>Maths</b></p> 	<ul style="list-style-type: none"> <li>• We know that there is sometimes one answer or multiple answers to a problem.</li> <li>• We use a wide variety of skills to investigate and bring our skills and knowledge together to find solutions.</li> <li>• We explore all angles.</li> <li>• We identify where we need to start and where we need to finish.</li> <li>• We use the information we already have and look for what else we have to find out.</li> <li>• We check to see if things look right and re-calculate if need be. We make comparisons and use these to help find answers.</li> <li>• We select the right operational procedure and if we're not sure we use a trial and error approach.</li> </ul>

## Science



- We try things out to test a hypothesis.
- We draw and conclusions based on repeated experiment.
- We know that there isn't always a final answer.
- We take a trial and error approach using the skills and knowledge we have. We consider the best place to start and where we need to end up.
- We keep trying if things don't appear quite right.
- We explore how famous scientists paved the way for discovery, built on ideas of the past and embraced new technology.
- We learn how discoveries and solutions are born out of perseverance.
- We have a desire to make our own discoveries.

## Geography



- We are keen to find out about the places explored, investigated and discovered by others.
- We are happy and interested to explore new places. We ask questions such as what is this place like.
- We learn about how settlers made decisions as to the best places to live and how they developed these areas in order to survive.
- We learn about why some places are better suited to survival than others such as the Amazon Rainforest African Plains or the Antarctic.
- We use maps and plans to investigate journeys into the known and the unknown, using evidence to understand what might lie ahead.
- We learn how the planet's climate has led communities to minimise the risks that adverse climate conditions create.
- We learn how humans have taken risks with our environment and the impact this has.

## History



- We explore why people in the past behaved as they did and what motivated them to succeed. We look at the evidence behind this motivation such as historical accounts which present different viewpoints.
- We learn why people are motivated to make changes for the better.
- We look at how they did this and what impact it had on individuals, groups and wider society.
- We explore the challenges faced by people in the past, how they coped with adversity and came up with solutions for the better.
- We look at the rights of minority groups and how these have changed over time, shaped by the desire for equality.
- We look at evolution and change in technology and why people are motivated to make advancements in this area.

## Art, DT and Music



- We manipulate sound, media and materials to respond to different stimuli in interesting and innovative ways
- We capture ideas in visual or audio form.
- We make prototypes to test ideas.
- We discover how famous artists, architects and musicians paved the way with new ideas and discoveries.
- We evaluate success and look for ways to improve.
- We come up with new solutions and are not afraid to adopt a trial and error approach. We think outside the box.
- We enjoy collaborating in order to make the best of everybody's ideas.

## PE



- We respond to challenges and try to exceed our own expectations.
- We understand what goes into building sporting success and how athletes have made their achievements.
- We push ourselves a little bit further and often out of our comfort zone.
- We know that if we aim for the Moon we might just reach the stars.
- We know where our strengths are and the areas we need to improve.
- We explore the best ways to make these improvements looking at what and who might be able to help us.

## RE and PSHE



- We feel safe to express our own ideas thoughts and opinions in response to different questions and scenarios.
- We respect the views of others and feel safe to ask questions in order to find out more.
- We appreciate that everyone is different unique and special and enjoy investigating these differences.
- We appreciate the diversity of our community and wider society.
- We know what makes us unique healthy and happy.
- We identify what helps to boost our own confidence and that of others as well as the barriers to our confidence.

## Forest School



- We work together towards a common goal, negotiating ideas with each other.
- We appreciate and understand that sometimes some people might have better ideas than we do though.
- We listen to and try out the ideas of everyone. We make sure everyone feels included. We recognise each other's strengths and play to these.
- We love working together in an outdoor environment throughout the seasons.
- We help each other to work through personal challenges.
- We move out of our comfort zone and try to try new things.

## Computing



- We have faith in our own capabilities.
- We are happy to have a go and try new things.
- We are systematic and careful when working through or with different programs, apps and equipment.
- We are able to follow instructions carefully. We can work through plans with confidence and can amend our ideas or approach.
- We know the steps we can take to work something through ourselves and when we need to ask for help.