

Preston Primary School – Curriculum Ambitions

This document shows some of the experiences your child may have in order to reach our aims. It is not an exhaustive list or tick sheet. This is a supporting document.



<u>Curriculum Aim/Ambition</u>	All children to balance on a low beam and to hold their own bodyweight	All children will have the courage and motivation to push themselves to succeed and not give up	All children will learn to be flexible and cooperative in their social relationships, showing an understanding of others	All children will experience a variety of cultures, both locally in the village and beyond.	All children will experience the rich natural locality in which they live
Reasoning	Not all children enter school with the necessary core muscular strength and coordination they need to enable them to access a full and rich curriculum.	We believe that independence is a life skill that will benefit our children both in and beyond the EYFS. With increased independence they will have the courage to push themselves and approach challenge head on.	With a smaller cohort, it is imperative to provide opportunities for children to socialize beyond the EYFS cohort and develop strong relationships.	As a small, rural Church of England school, children can be isolated and will therefore need to learn tolerance and respect of others in order to prepare them for life beyond the school community.	The rich and varied locality, including the school grounds, will provide opportunities to enrich the curriculum and children will learn to value the natural environment in which they live. We want the children to learn about sustainability from first-hand experiences and our local environment makes that possible.

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Skills progression	1. Walking along chalk lines 2. Develop core strength: balance bikes, gymnastics activities, gym trail 3. Balance on left leg 4. Balance on right leg 5. Develop control of movements (catching and throwing) 6. Using bats and balls to develop shoulder strength 7. Pulling-up activities on wall bars (gymnastics activities) 8. Pulley on wall to move buckets with different weights outside 9. Pushing wheelbarrow as part of nature school 10. Picking up buckets of different weights as part of gardening 11. Short sequences on wall bars and other gymnastics equipment (obstacle courses) 12. Travers wall	1. Engage with individual interests and enjoy success 2. Short adult-led activities to try new things, e.g. wood work 3. When confident, partner work to support new learning 4. When ready, independent work 5. Provide accessible challenges in the environment 6. Teaching others (mastery, celebrating success, reflection) 7. Praise and encouragement (using growth mindset language) 8. Celebrating processes not just outcomes	1. Making friends in EYFS group 2. Sharing resources and ideas 3. Explain own needs and thoughts 4. Listen to others and understand their needs 5. Demonstrate understanding of others 6. Working effectively with close friends 7. Working effectively with others 8. Developing empathy 9. Work with children in other age groups (Year 1 & 2) 10. Work with children in other age groups (KS2)	1. Understand own culture through celebration 2. Explain own beliefs or culture (e.g. family celebrations, birthdays, religious festivals) 3. Experience other beliefs or cultures through stories, role play, visits, Celebrations (e.g. Diwali) 4. Explore artefacts from other religions or cultures 5. Talk about other beliefs or cultures 6. Ask question about other beliefs or cultures 7. Explore music and musical instruments 8. Hot-seating to develop understanding of characters	1. Explore natural world in the EYFS environment 2. Learning to use magnifying glasses, pooters, tweezers 3. Developing a knowledge of life cycles 4. Understanding what plants need to grow 5. Understanding how to look after the natural environment 6. Caring for resources in the classroom 7. Recycling or reusing materials 8. Explore the natural world in the wider school 9. Use and apply skills developed in EYFS environment in wider grounds 10. Explore the locality (forest) 11. Use and apply skills further

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Experiences we could offer	☐ Balance beams ☐ Crates ☐ Constructing obstacle courses ☐ Using balance bikes ☐ A traverse wall ☐ Outside gym trail ☐ Indoor and outdoor PE sessions for specific skills teaching ☐ Using small apparatus to develop core strength and balance, e.g. hula hoops, balls, skipping ropes ☐ Strength games for example tug of war games ☐ Nature school activities e.g. digging, foraging.	☐ Feelings board (colour monsters) ☐ Circle time ☐ Partner work ☐ PSHE lessons ☐ Creating a 'can do' mindset ☐ Setting challenges in all areas of development ☐ Stories that support a growth mindset ☐ Using Chris Quigley's personal development and Secrets of Success materials	☐ Partner work ☐ Year 5/6 buddies ☐ Opportunities to work across year groups ☐ Whole school projects ☐ Strong links with Year 1 & 2 ☐ Parent volunteers to help with DT, Art ☐ Grandparent lunches ☐ Class assemblies for parents ☐ Regular church visits ☐ Pupil Parliament ☐ Clear links to British Values: democracy, respect for others ☐ RE Syllabus ☐ PSHE Scheme ☐ Plants and growing, weekly gardening ☐ Job responsibilities ☐ Reading buddies	☐ Celebrations ☐ Cultural festivals ☐ Visits ☐ Explore different places of worship ☐ RE Curriculum ☐ PSHE Curriculum ☐ Diverse role models in curriculum ☐ Role play ☐ Make links with schools further afield, e.g. London and coastal school (Remote Meetings)	☐ Weekly Nature school ☐ Termly Forest visits ☐ Seasonal Farm visits