

OPEN DOORS Curriculum

Our intention is to ‘**Open Doors**’ for all our children with a knowledge-rich, engaging and progressive curriculum so that every child has access to great learning and a better life for themselves and others

Each subject in each year group will give access through these doors for all of our children as we deliver and continue to develop our ‘Open Doors’ (post-lockdown) approach

KEY SKILLS (Door 1)	Reading	Maths	Writing
	<p>To engage with:</p> <ul style="list-style-type: none"> ○ Information (e.g. news, instruction, messages, research, knowledge) ○ Debate (e.g. thinking, points of view, beliefs & ideas) ○ Beauty (e.g. poetry, arts, prose, plays, inspiration) <p>To understand and comprehend the world around them (including others)</p>	<ul style="list-style-type: none"> ○ To equip pupils for life (e.g. telling the time, budgeting, cooking, jobs in retail, design, construction, science, data analysis, computing etc) ○ To develop problem-solving skills (analytical and critical thinking and reasoning skills) identifying patterns, possibilities, probabilities and ways of organising, using and presenting data 	<p>To communicate (with increasing effect):</p> <ul style="list-style-type: none"> ○ Information ○ Ideas & beliefs ○ Beauty (narrative, poetic, lyric) <p>To persuade others (for positive social change)</p>
THE WORLD (Door 2)	People	Place	Environment
	<ul style="list-style-type: none"> ○ Culture -exploring & celebrating the unique cultures (ideas, customs and social behaviour) of people around the world in all communities ○ Equality, diversity & human rights (accepting and promoting people’s differences) through: <ul style="list-style-type: none"> -understanding -respect and applying our values to all -positive relationships and attitudes ○ Beliefs (religious, ideological, political) ○ Traditions (beliefs and customs handed down from one generation to another) ○ Human History -key figures and events (local, British & global) -chronological understanding (context) -connection with the bigger picture and the whole of history 	<ul style="list-style-type: none"> ○ Celebration of the world around us -identifying the features of locations (local, regional, national, global) -comparing and contrasting place -recognising how place affects the activities and development of community ○ Sense of belonging -awareness of Leyland and the local area -awareness of what it means to be British (British Values) 	<ul style="list-style-type: none"> ○ Understanding of climate change & how we can impact the environment in a positive (or negative) way ○ Appreciation of bio-diversity, eco-systems and the interconnectedness of the whole of life

HEALTHY LIVES (Door 3)	<p style="text-align: center;">Physical Health</p> <p>Exploring, understanding and doing:</p> <ul style="list-style-type: none"> ○ Fitness (ways of keeping fit and why it is important) ○ Nutrition (the importance of healthy eating/drinking) ○ Addiction (impact, how to avoid it, deal with it and what it means) ○ Hygiene (daily routines) ○ Rest (why it is important and how to get good rest) 	<p style="text-align: center;">Mental & Emotional Health</p> <ul style="list-style-type: none"> ○ Strategies for achieving good mental & emotional health: <ul style="list-style-type: none"> -talk & connection -growth mind-set & resilience -mindfulness -exercise etc -regulation strategies -outdoors/nature -hobbies/art ○ Support (identify what support is available and how to access it) 	<p style="text-align: center;">Relational Health</p> <ul style="list-style-type: none"> ○ Connecting (talking, friendship/social skills) ○ Staying safe on-line and off-line (recognising healthy & unhealthy relationships & connections) ○ Bullying (how to stand up to it and what to do about it) ○ Respect (ensuring all relationships are respectful, inclusive and kind) ○ Developing a network of supportive relationships and being part of someone else's network of support 	<p style="text-align: center;">Financial Health</p> <ul style="list-style-type: none"> ○ Employment / careers / aspirations <ul style="list-style-type: none"> -Awareness of what careers are out there and what skills, qualifications and qualities are needed for those jobs -Have high hopes and clear aspirations for the future (role models) ○ Budgeting <ul style="list-style-type: none"> -Be aware of the value of money and how to manage money well (bills, wages, tax, services, shopping etc) -understanding how money is used in society and families in a healthy way
CREATIVITY (Door 4)	<p style="text-align: center;">Artistic expression</p> <ul style="list-style-type: none"> ○ Appreciation of, response to and self-expression (including shared expression) in: <ul style="list-style-type: none"> -Music (including learning an instrument) -Art (in all its forms and media) -Craft -Dance -Drama / Acting -Writing -Performing arts -Design ○ Celebrating artistic expression through performance, exhibition, production and response – building confidence and celebrating uniqueness 	<p style="text-align: center;">Creative thinking</p> <ul style="list-style-type: none"> ○ Problem-solving in all areas of the curriculum through exploring creative ways to solve problems ○ Dialogue: philosophy, belief, ideology, current concerns and ethical or political dilemmas (discussing ideas, concepts and celebrating creative responses) ○ Using familiar ideas and prior knowledge to consider new ways of looking at things – encouraging flexibility in thinking 	<p style="text-align: center;">Cultural appreciation & response</p> <ul style="list-style-type: none"> ○ Exposure to 'high culture' <i>i.e.</i> knowing about, appreciating, critiquing and experiencing great thinkers, creatives and events from the past and present (from all parts of society, ethnicities, gender, culture and tradition), as a springboard for their own creativity and to enrich their lives 	

COMMUNICATION & LANGUAGE (Door 5)	Vocabulary	Social and emotional language skills	Speaking	Listening
	<p>Reducing the word gap for children at all stages of their education and in particular in the early years by exposure to:</p> <ul style="list-style-type: none"> - a language rich environment - books with a broad and rich vocabulary - conversations that deepen vocabulary - celebration of the beauty of words regularly used and clearly defined <p>Acquiring the technical and specific vocabulary useful for making progress in learning in all subjects and walks of life</p>	<p>Children to learn how to express themselves well to others about what they are thinking, feeling, needing or believing</p> <p>To learn the language of respect, kindness and tolerance in all contexts (even at times of emotional dysregulation)</p> <p>To learn the vocabulary and language of restoration (how to repair relationships through genuine and thoughtful communication)</p> <p>To understand the importance of tone and delivery when talking to others.</p>	<p>Learn how to speak effectively and convincingly in all contexts: -discussion; debate; persuasion; presentation</p> <p>Improving continuously the four speaking skills of:</p> <ol style="list-style-type: none"> a) <u>Fluency</u> (speaking with confidence for a period of time connecting each point) b) <u>Vocabulary</u> (interesting and relevant words) c) <u>Grammar</u> (helps the meaning of what you are saying e.g. correct tense) d) <u>Pronunciation</u> (intonation, rhythm, sounds, clarity, word/sentence stress) 	<p>Learn how to actively listen in order to understand others and the world (look, repeat, face, nod etc)</p> <p>Listen FIRST in order to learn, reflect and respond effectively in any situation</p>