

Preston Curriculum



Our Character Curriculum

Introduced September 2015 updated December 2020

Linked to RSE – Summer 21

What is the Preston Curriculum?

Our Preston Curriculum centres around life skills. We know that in an ever evolving world we have to ensure that children have the skills that they need to adapt and learn in order to be able to play a part in the society of not only today, but tomorrow. The Preston Curriculum is ours, built by us, trialled by us and developed as it needs to. It centres around three questions

1. What traits do we want to see in our Preston children?
2. Knowing their backgrounds what do we need to teach more of?
3. What do we value in education that has been slimmed down or disappeared?

From this we developed our curriculum of

-  Independence
-  Creative thinking
-  Resilience
-  Teamwork
-  Critical thinking
-  Enterprise

As a group of staff we spent over a year developing and deciding what each of these areas would look like in each year group. It is important to understand that the progression documents are just starting points, as the teacher of that class knows that cohort the best and what they need as a group and as individuals. The long term progression framework gives the basic structure that the teacher then plans from, not all strands feature in all year groups. Each year our overview is

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Independence	Creative Thinking	Resilience and confidence	Teamwork	Critical Thinking	Community and Enterprise

Autumn One – Independence

Year Group	Pride	Have a go	Basics	Responsibility
Nursery	Tidy own toys away when finished	Put own coat on and try zippers, buttons before asking for help	Say please and thank you	Put away and collect their own belongings
Reception	Use their initiative in the learning areas i.e. moving resources from one area to another	Have a go at activities rather than waiting for adults to lead these	Be able to order from servers their own desserts without waiting for adult intervention	Be self sufficient at putting on coats and collecting book bags
Year One	To be able to gather the resources for a task	To be able to complete a simple task unaided and without the need for reassurance	Be able to get changed for PE and tidy away own equipment and clothing	Be able to pack own things into their book bag
Year Two	To use resource banks for improvement in works before asking for help	To gather all items needed for a task and begin straight away, then return these items when finished	Able to stick work into their books carefully and straight!	To complete homework and with the aid of parents bring in on time
Year Three	To take responsibility for what they need to bring to school, PE kit etc.	If they encounter a problem to try and self solve this (i.e. a broken pencil lead)	To be able to tie their own shoelaces (needed for PE)	To take ownership of their homework not 'my mum hasn't done it!'
Year Four	To try anything before giving up. I can't is not used.	To use a range of strategies before asking teacher for help, e.g. peer support	Follow multistep instructions given by teacher with out the need to 'double check'	To complete homework on time and ask if unsure before the deadline.
Year Five	To take responsibility and have pride in their own appearance including their work	To identify what I can do independently and set goals of what I would like to achieve independently.	Keep classroom resources ready to use and ensure that they are tidied away afterwards	If homework is a problem ensure that they request support from the teacher prior to marking sessions
Year Six	Tackle open ended tasks and investigations without need for support	Without prompting check edit and improve their own work and that of others.	To manage their own behaviour when no adult is present	To fulfil the school responsibilities and coordinate and run certain school activities without seeking reassurance

Autumn Two – Creative Thinking

Year Group	An attitude of smart risk taking	Mistakes can be celebrated and learned from, creativity can change things from mistakes	An ability to actively seek out new ideas and experiences	An attitude of positivity towards surprising and unexpected events
Nursery	Provide opportunities to take risks eg with large loose parts-planks, tyres, crates.	Provide opportunities to fail link to characteristic of effective learning	To have opportunities to access equipment under no direction to allow imagination to create activity	Break from the 'routines' without prior warning observe which children struggle
Reception	Finding out and exploring	Learning from mistakes Don't give up when things go wrong	Having own ideas and choosing ways to do things	Understanding and following routines and understanding things may change
Year One	Having a go before asking for help.	Skills and resilience with supporting each other	Self-confidence and listening and communicating their own thoughts	Thinking own thoughts and expressing ideas on these
Year Two	Skills to brave when trying something new, knowing it is OK not to all be the same and to stand up for yourself in an appropriate way	Identifying own mistakes in order to learn from them in the future.	Independence and creativity, open ended tasks – where will the children take them?	Managing emotions when unsure of something
Year Three	Not always knowing exactly how and when things need to be done but using initiative	Independent completing of improvement time	Thinking outside the box – different uses for the same things.	Managing disappointment and turning it into a positive
Year Four	Not giving up –trying new ways.	When we fail, what happens to our emotions and how can we deal with this?	Listening to others people's ideas, what if they are different to own – compromise or influence?	Having tools to deal with different scenarios
Year Five	Not being afraid of getting things wrong, it is part of the road to success	How can doing something 'wrong' become even better?	Working as part of a team for new challenges	Resilience and why it is needed when we make a mistake or feel down
Year Six	Contribute to the Christingle service	Exploring famous mistakes / mistake makers who became successful	Debate issues and adapt thinking taking into account different viewpoints particularly when responding to others	Overcoming setbacks and adversity

Spring One – Resilience

Year	School resilience			Life resilience	Confidence
	Attitude	Working with others	Feelings	Life skills	
Nursery	Having a go at a new activity	Working together to build and create	Using emotion puppets and mirrors to see and show different emotions	Leaving familiar adult and starting Nursery	Beginning to have a go at activities away from familiar adult
Reception	Give something a go before asking for help	Sharing and taking turns	Using words or pictures to express feelings	Having a 'can do' attitude	Beginning to put their hand when sat on the carpet.
Year One	Positive attitude to trying again	Encouraging others to do well	Coping with different feelings and emotions	Thinking of positive steps moving forwards in learning new skills	Saying and acting on their ideas in a group.
Year Two	Trying again for themselves without having to do told to do so	Encouraging others to do well – without needing adult encouragement to do so	Friendship feelings triggers and how to deal with these	Set yourself a goal and keep trying e.g. riding a bike	Having a 'can do' attitude towards tasks. Believe in yourself.
Year Three	Self-motivation and taking the initiative to improve	Not crying when things don't go their way, how do you deal with these emotions	How to cope with different personalities from themselves	To be able to try new things, specifically school swimming	Having the confidence to try out new activities – Problem solving activities in groups.
Year Four	Recognise how they can motivate themselves and others	Using peers for support. Know how to make the steps to take to achieve a goal and do this successfully as part of a group.	Overcoming disappointment-know that reflecting on happy and positive experiences can help counteract disappointment.	Trying again if not succeeding at the first time using different techniques/ methods.	Having the confidence to have a differing opinion.
Year Five	Coping without the T or TA help	Find an alternative if the original way doesn't work and accepting others weaknesses	Coping with disappointment or difficulty	How to cope in situations if you don't have support from home – a backup plan	Having the confidence to present in front of a wider audience, such as the class.
Year Six	SATS and using mistakes to learn from these	Keeping going in longer term challenges or projects	Realising that your first attempt isn't always the last one!	Coping with transition to secondary	Having the confidence to express your opinion when it differs from that of others.

Spring Two – Teamwork

Year Group	Playing a part	Ensuring all people are heard	Teamwork for the greater good	When things go wrong
Nursery	With adults support; turn taking	With adult support: listening to each other	With adult support: sharing	With adult support: manage conflict
Reception	Turn taking	Listening to each other	Sharing	Managing conflict
Year One	Taking turns and being fair with turns	Explaining your own ideas, not just what she said	Allowing others to have a role	Evaluating what you have done
Year Two	Playing games together	Listening to others ideas and acting upon them	Sharing roles	Playing games together and how to allow all to join in (being fair)
Year Three	Patience	Working together	Practical ideas	Solving problems between themselves
Year Four	Supporting each other	Talking partners –listening to other children's opinions and ideas respectfully.	Sharing ideas and resources with each other.	Not blaming each other – resolving issues together.
Year Five	Supporting each other socially and academically	Keeping things fair not just within teams but across teams	Different roles within an effective team – strengths and areas to improve	Sharing solutions not problems
Year Six	Spotting when people are struggling and offering support to ensure an effective efficient team	Organising own projects for the good of all	Working together on performances and concerts, playing to peoples strengths	Solving problems and organising appropriate steps within the issue

Summer 1 – Critical Thinking

Year Group	Online safety	Critical thinking within education	Debating and discussing	Thinking for yourself
Nursery	Remember to ask before going on technology	Reflecting on their own actions and words	Catch your answers before speaking, giving thinking time	Don't just follow the crowd Access to the internet
Reception	Know how we use the internet and stay safe online	Reflecting their own and other people's views-on how they made others feel – good and bad	Sharing information and taking turns – no interrupting Using technology	Choose what to do for yourself Use technology
Year One	What is online, which parts are real and which parts are not	Can you tell me why you think that way, what reason do you have – Learn ways to communicate.	Listening to others points of view politely	Use thinking time before making a decision
Year Two	What things should I share online? On line identity	Checking things out and knowing what to do if they are unsure. Recognising that people sometimes behave differently on line.	Understanding that others may see things in a different way. More views and opinions than their own. Think for themselves and not just follow the lead.	Know what to do if make a mistake
Year Three	Know what things should/shouldn't be shared online Why do we have passwords and who should we give them to? What do I do if I see something online I shouldn't	Learn how to negotiate in difficult situations	Be careful what is written and said on line. Is it acceptable to believe different things? How can we agree or disagree politely	Screen time-negative impact of technology.
Year Four	Know some places online may be dangerous	Recognise how friendships change and role of social media.	Not speaking over each other, listening to other people's points of view	Be aware of technology distractions.
Year Five	Confidentiality of own information and validating information given by others including from web sites. Stranger danger	The power of the internet-rights and responsibilities.	Acceptable messages and ways to debate, actions having consequences	Ways to manage technology, health and well-being.
Year Six	Know how to ensure privacy settings.	Use search engines and understand influences.	Understand stereotypes- Seeing things from all sides, putting yourself in other people's shoes and being self-reflective	Ways to use technology safely.

Summer Two – Enterprise and the Community

This entire half term will be spent in 'family groups' with children from Reception through to Year Six. The children will work together to produce something, based around a theme, that they can then sell on to raise funds for the schools chosen charity. This half term will utilise all of the character development that children have been part of in previous years. The key characteristics for this half term are

- Participation within 'family groups'
- Each group will be given £20 that they have to grow
- Funds will go towards the charity of the year
- Each of the family groups will produce something around a topic
- A whole school event will take place at the end as a celebration