

# Curriculum Policy

**Believe Enjoy Succeed Together**

“I can do everything through God who gives me strength”  
Philippians 4:13

Cronton CE Primary School



## The KEYS Curriculum

Knowledge and skills  
Empower  
You to  
Succeed

## Keys To Success



Knowledge



Skills



Vocabulary



## KEYS Curriculum

At Cronton CE Primary School our KEYS Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in. As a church school our Christian ethos and school values are the heart of everything we do. We believe every child can be their BEST with our Vision statement reflecting this.

“I can do everything through God who gives me strength” Philippians 4:13

### Curriculum Intent

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning, starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **Knowledge and skills Empower You to Succeed**.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

#### EYFS

We will give each child a happy and positive start to their school life in which they can establish solid foundations on which to foster a love of learning.

- Provide a high quality and consistent programme which ensures that all children make good progress
- Provide a safe, stimulating and caring environment that is sensitive to the needs of all children
- Provide a broad and balanced curriculum with experiences created to respond to assessed individual needs
- Support children in building relationships through personal and social development
- Enable choice and decision making, fostering independence and self confidence
- Provide opportunities for children to experience challenge and manage risk

Positively nurture the partnership between home and school, acknowledging the personal contexts of children’s families, cultures and communities.

#### Our KEYS Curriculum:

Develops each child with, **KNOWLEDGE**, **SKILLS** and **VOCABULARY**. It is broad, balanced and has clear progression which is sequential in these areas

It is filled with rich purposeful first-hand experiences and uses sourced expertise. It develops values and the learning attitudes of **INDEPENDENCE**, **PERSERVERENCE**, **CURIOSITY**, **TEAMWORK** and take **RESPONSIBILITY** to always be the **BEST** we can be.

We want our children to show **RESPECT** and have **RESPONSIBILITY** to each other and in all aspects of life. It embraces children’s knowledge and understanding of the developing world we live in, from our **COMMUNITY**, modern multi-cultural Britain and as a Global Citizens of the future.

#### Aims

- To help children on their individual faith journeys and provide them with the opportunities they require to achieve and succeed.



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- To underpin Christian values in every aspect of teaching and learning.
- To prepare the children for life as Global citizens, reflecting our status as an International School.
- To provide a broad and balanced curriculum, enabling children to develop all their individual talents and skills, in all areas of their school life.
- To recognise success, and celebrate achievements in all areas.
- To involve children, staff, governors, parents, church and the wider community in the educational process.
- To provide an inclusive learning environment.
- To provide a creative learning environment and structure for learning.

The Governors and staff of Cronton C. E. School have aims for the children linked to our school motto “BEST”.

**Believe** – to have faith in God, oneself and others

**Enjoy** – to be happy, secure, confident and independent.

**Succeed** - for every child to be well motivated, develop their potential and experience success.

**Together** - to be part of the community, locally, nationally and globally; to be well mannered, disciplined, sociable, caring and respectful.

## Implementation

**At Cronton our Keys Curriculum aims are achieved by;**

### Values Curriculum

Our curriculum is underpinned by 18 Christian Values

Hope	Trust	Perseverance	Justice	Service	Truthfulness
Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Humility	Responsibility	resilience	Creativity	Peace	Wisdom

### EYFS Curriculum

Communication and Language                      Physical Development  
Personal, Social and Emotional Development

Literacy      Mathematics      Understanding the World      Expressive Arts and Design

### Core Curriculum

Maths                      English                      Religious Education                      Science

### Foundation Curriculum

Geography      History      PSHE      Computing      Spanish  
Art and Design      Design Technology      Music      Physical Education

Social, Moral, Social, Cultural Development      British Values

International Work/Global Learning



## KEYS Curriculum

### Our Values Curriculum

“I can do everything through God who gives me strength”  
Philippians 4:13

We believe that whilst being at Cronton CE, our children will receive a wide range of experiences to enhance their learning and to become well-rounded individuals. Their happiness and their futures are at the heart of Cronton’s eighteen carefully chosen, by all stakeholders, Christian Values which are Generosity, Justice, Wisdom, Compassion, Forgiveness, Trust, Service, Humility, Friendship, Responsibility, Resilience, Perseverance, Courage, Creativity, Hope, Respect, Truthfulness and Peace. These are taught on a three year cycle with six values in each cycle. Many values have similar principles which allows repetition and embedding of these values over the three years.

Our Christian Values, which are embedded in the life and work of the school and its community. We focus on one value each half term over a three-year cycle. Our vision and values are at the core of everything we do. They underpin our school vision, which is;

- Based on the Christian faith, we aim to teach every child to be considerate and respectful of themselves, others and the environment with everyone leading by example and demonstrating our belief in the Christian values.
- We aim to make school a place of happy memories and enjoyable learning, where all children are given a chance to shine and to leave the school as well-rounded individuals prepared for the future.
- We aim to develop the children in our care by giving them wide ranging experiences so that they gain knowledge and understanding of the world around them and value the opportunities that they have.
- We aim to give the children a firm foundation in the skills needed to succeed by being literate, numerate, creative and to possess technology skills in a purposeful learning environment.
- We aim to develop the whole child so that they are confident and motivated to learn and develop their own individual abilities and talents in order to achieve success that is recognised and celebrated.

Our values curriculum is achieved through;

- Daily acts of collective and in class worship
- Class worships based around our Christian values
- Ethos worships planned by our Ethos group
- Celebration worship to celebrate a range of achievements
- Our reflective areas such as our prayer space.
- Social, Moral, Cultural and Spiritual development within the curriculum
- Close links with parents and the wider community.

As a Church of England school, the foundation of our approach is the Christian faith. The school enjoys strong links with the church, and this allows everyone to learn about and practice Christian beliefs, and all are invited to take part in its community life. Our school is special in that the Church is held in our school hall. The school is committed to respecting the personal values and beliefs (religious or otherwise) of parents and children.

### EYFS Curriculum

Our curriculum starts in the Early Years Foundation Stage, with the delivery of the seven areas of learning and development. We view EYFS as the beginning and first KEY point of our curriculum and a KEY part of the future subject specific learning and as such pupils explore subjects in an appropriate manner. We ensure that clear and careful planning enables the organisation of learning for the development of the whole child- including their physical, intellectual, social, linguistic and emotional needs.



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- It builds on what children already know and can do and inspires a confident disposition to learning through relevant, meaningful, imaginative, challenging and enjoyable experiences.
- Planning ensures that all children make progress in learning based on steps towards the Early Learning Goals
- Planning is partly based on themes and direct observations of children's interests, and play.
- There is a balance of child-initiated and adult-led learning using continuous play and small group activities.
- Learning opportunities are planned for and include enhancements in the continuous provision, focused activities, visitors and in Reception, a trip once a year out of school.
- Reasonable steps are taken to ensure that opportunities are provided for children to use and develop their home language should they have English as an additional language, as well as providing good opportunities to develop their vocabulary and skills in English.

### Our Core Curriculum

In Year 1 to Year 6 subjects are then discreetly taught following a well thought out and sequenced plan. The National Curriculum provides the basis for the sequencing of our curriculum content which is carefully enhanced to reflect the children and the community we live in.

**Our Core curriculum focuses on the knowledge and skills we need to succeed in life.**

The core areas of the curriculum aims are;

- To provide children with the knowledge and skills they need to read and to access to a range of reading materials.
- To be able to express themselves creatively and imaginatively and to communicate with others in written and spoken form.
- To develop skills in writing, including punctuation, grammar, spellings and handwriting.
- To equip children with the tools to solve problems and reason about maths through learning about number, algebra, geometry and statistics.
- To learn to calculate efficiently using a range of mental and formal methods.
- To stimulate and excite curiosity about the world around them in science.
- To learn more about our own faith and the faiths of others learning about and from religion.

This is achieved through;

- Quality first teaching
- A clear purpose for learning
- Well-planned lessons that provide children opportunities to embed learning and allow them to develop their knowledge Skills and vocabulary.
- Providing children with various opportunities to apply their skills in a range of contexts.
- Cross-curricular links.

#### Religious Education

- The school is a Church of England school. An act of **collective worship** takes place each day, which is Christian in ethos. Once a week this is led by the Incumbent of our church. Children receive Religious Education in line with the locally agreed Blackburn Diocesan Syllabus guidelines and also learn about other main faiths. This is delivered through one discreet lesson a week in each class from Reception - Y6. In Nursery, it is taught through continuous provision, Bible stories and major Christian festivals such as Harvest, Easter and Christmas.
- An emphasis on, and the learning about, the Big Frieze through the use of Understanding Christianity resources, permeates all areas of school life. Visitors from the church and from other faiths are also included in RE teaching to widen the children's learning and understanding.

#### English

- The school encourages high standards in speaking and listening, writing and reading. The direct teaching of English takes place daily in all classes from Nursery to Year 6. Year's 1-6 complete genre focused English lessons using the Ready Steady Write Program as a guide. There is also a weekly spelling lesson based on the Ready Steady Spell Program. Key Stage Two classes have Whole Class Shared Reading sessions. These sessions are based around planned High Quality Texts and follow an agreed lesson structure. Foundation Stage and Key Stage 1 have daily phonics lessons following the Read Write Inc. Programme with a strong emphasis on the development of oracy skills. KS1 also have a discrete WCSR lesson weekly.



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- Links to other areas of the curriculum are used in English lessons and through Whole Class Shared Reading sessions with class texts carefully chosen to allow cross-curricular links, as well as multi-cultural representation. The High Quality Texts allow a balance of fiction, non-fiction and poetry which is carefully pitched for each year and planned sequentially.

### Maths

We follow the White Rose Plans from Nursery to Year 6 to secure the three main aims of the national Curriculum by showing an ability to show fluency in their work, solve problems, to reason, to think logically and to work systematically and accurately. To encourage all pupil's competence and confidence in their mathematical abilities in using and applying mathematical knowledge, concepts and skills and ensure progress in their knowledge and understanding as they move through the school. The five-part lesson supports the learning of maths in all classes from Y1 to Y6. Reception follow aspects of the 5 part lesson to secure understanding. A basic skills lesson is taught through the maths meeting from N to Y6 known as a maths meeting Children are taught times tables from Year 2 with an expectation of a full knowledge by Year 4. We have a weekly arithmetic lesson.

### Science

At Cronton we believe that a purposeful, accurate and imaginative science education from EYFS to Y6 provides the foundations for interpreting the world. We also firmly believe that an understanding of environmental science is vital for the Earth's future and because of this we have developed a unique science curriculum, which includes an environmental science topic for each year group. The science curriculum has been planned to ensure coverage of all National Curriculum objectives, including working scientifically across KS1 and KS2. The statutory framework for the Early Years Foundation Stage is followed in nursery and reception, with the scientific aspects of the children's tasks set out within the framework. The teaching of science is directed towards the development of an enquiring mind. We encourage children to gain knowledge and understanding through exploration and investigation. There is an emphasis placed on the need to discuss, record and communicate scientific findings. Each year group follows a programme of work designed to build upon and develop their scientific knowledge through a clearly sequenced planned progression of skills and experience. The high profile of science in our curriculum is evident in our achievement of the Primary Science Quality Mark GILT.

## Our Foundation Curriculum

**Our Foundation curriculum focuses on the understanding of the past, the world, environment, the arts and our culture and setting.**

The Foundation areas of the curriculum aims are;

- To impart KEY knowledge, skills and vocabulary to challenge all children.
- To develop the whole person – knowledge, skills and understanding across a range of subject areas and topics.
- To make links to local, national and international issues that affect us through work and class discussions through our International School status.
- To give children exciting and imaginative learning experiences including first hand experiences.
- To develop social and emotional learning so that our pupils are self-aware, foster positive relationships with others and achieve personal well-being. This is achieved through; a clear purpose for learning that is clearly sequenced to build on previous learning. To use a wide range of resources and enrichment activities

### Geography,

Geography in Cronton CE Primary school is a living, dynamic and relevant subject. It is so much more than just memorising places on a map! Our Cronton CE Curriculum KEYS – Knowledge and Skills Empower You to Succeed captures exactly what study of geography is: offering a uniquely powerful view of the world which prepares our pupils for successful future. In order to become global citizens, the children have an opportunity to grasp how the world works and how they fit into it. Building on their observations of the world in Early Years, the children in Cronton CE Primary develop their sense of place, location and scale. Through knowledge and skills, they gain a better understanding of our world. Furthermore, by the end of Year 6, they are well-equipped to fathom the big global issues and start exploring possible solutions. We are currently implementing Opening Worlds in Year 3 and 4.



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## History

Our main aims at Cronton CE in teaching history are to gain knowledge and understanding of Britain's past and that of the wider world along with the local areas of Cronton, Widnes and Liverpool. We want to inspire curiosity in children to know more about the past by developing their skills so they can implement historical enquiries, by asking questions, thinking critically, examining artefacts and evidence and developing perspective and judgement. We want children to gain a knowledge and understanding of a wide range of historical vocabulary and be able to use it appropriately. Children will develop key historical skills, knowledge and vocabulary that will help to ensure they can discuss historical people and events and periods. Children will develop their chronological awareness through the use of timelines and they will be able to compare life between different eras through studying recurring themes. We are currently implementing Opening Worlds in Year 3 and 4.

## Art

Art is a vital part of our KEYS curriculum (Knowledge and Skills Empower You to Succeed). It has a significant and valuable role in both the taught curriculum, and in the enrichment opportunities we offer our pupils. These have included activities such as working collaboratively with other schools, working with artists to create work for our school environment and focused art weeks.

The art curriculum is intended to develop:

- Children's critical abilities
- Children's understanding of their own and others' cultural heritages through studying a range of artists and art forms both contemporary and from other periods in history.
- Children's ability to use a range of materials in drawing, painting and sculpture creatively to design and make products and develop and share their ideas.
- Children's understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form and space) with effective teaching and considered sequences of lessons and experiences.

It is designed to build upon children's previous knowledge, experiences and skills to enable them to reach their full potential

## DT

DT is a vital part of our KEYS curriculum (Knowledge and Skills Empower You to Succeed). It provides children with a real life context for learning. Through the DT curriculum, children will learn about engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

The DT curriculum is intended to develop:

- Children's understanding of the need for a criteria for a product, through examining and exploring working models where possible.
  - Children's understanding of how key events and individuals have helped shape design and technology globally.
  - Children's understanding of and abilities in the process used to take a product from initial design to finished article.
- It is designed to build upon children's previous knowledge, experiences and skills to enable them to reach their full potential.

## Physical Education

Physical Education at Cronton CE aims to develop competence so that pupils are able to move confidently, effectively and safely in a broad range of physical activities. We want children to develop a positive attitude to participation in physical activity and to understand the importance of living a healthy and active life, so that they can make informed decisions about exercise in their wider life both during their school life and into adulthood. Children are encouraged to be physically active for sustained periods of time, through PE lessons, participating in the daily mile, extra-curricular clubs and being active at lunchtimes. We provide opportunities for all children to participate in activities at their own level whilst extending their skills and knowledge to achieve their potential. Children of all physical abilities are encouraged to set personal challenges and to improve on these by competing against others individually and as team members. Children have opportunities to engage in competitive sports and activities whether this is within lessons at school or inter school competitions. We encourage the



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school games values of passion, self-belief, respect, honesty, determination and teamwork. We want each of our children to become a good sports person, who plays fairly and with a good team spirit.

### Computing

At Cronton, we have designed a curriculum that meets the needs of all of our children. We recognise the importance that computing has in a world where technology, which is continuously evolving and improving, is fundamental to everyday life. Our computing curriculum ensures that all of the children leave school with a secure understanding of the three strands that underpin computing: computer science, digital literacy and information technology. We ensure the children are confident and understand how to be safe online.

### Music

Music is taught through Charanga. This programme allows a sequential development of musical notation and knowledge. A peripatetic is used in year 4 to support the learning of an instrument and small group music tuition in KS2. We use Cathedral Singing program to deliver music in year 2 and 5.

### MFL

The teaching of MFL begins in nursery and continues to Year 6.

Spanish is taught by a specialist teacher and taught through weekly, discrete lessons. The lessons follow the KEYS curriculum created by the Spanish specialist to develop the learning in a sequential way. Children are provided with a balance of speaking, listening, reading, writing and grammar, through a largely active approach. A link has been formed with a school in Madrid to give an insight into the similarities and differences of everyday life in Spain, and to bring to life the special events and festivals celebrated there.

### PSHE

Personal, Social, Health and Economic (PSHE) Education is a vital part of our KEYS curriculum (Knowledge and Skills Empower You to Succeed). It has a significant and valuable role in both the taught curriculum, and in the enrichment opportunities we offer our pupils.

At Cronton C.E. Primary, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and as members of society and the global community and develops understanding of the British Values: democracy. the rule of law. individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

### Social, Moral, Social, Cultural development

SMSC is essential for children and young people's individual development, as well as the development of society as a whole.

#### **Overview of SMSC provision through the curriculum:**

- **PSHE**- a well-structured program that explores three core themes within which there will be broad overlap and flexibility:
  1. Health and Wellbeing
  2. Relationships
  3. Living in the Wider World
- Broad and balanced **curriculum**
- **British Values**- opportunities to consider the strengths, advantages and disadvantages of democracy and how it works in Britain, in contrast to other countries
- Balanced approach to **RE**. Respect and tolerance of those with different faiths and beliefs.
- **English** – confident writing. Children show an awareness of points of view and a balanced argument. Growing appreciation of poetry and literature.



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- **Maths** – Appreciation of patterns and relationships. Respond confidently and positively to challenge.

### British Values in the Curriculum

Cronton Church of England Primary is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain. Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices and within our curriculum coverage. This statement outlines the key British values we actively promote within the curriculum.

- Democracy
- Mutual Respect
- Individual Liberty
- Tolerance for those of different faiths and beliefs
- The Rule of Law

Each medium term plan indicating what British value statements link to the topic. These links are discussed in lessons when relevant within the sequence of the lessons.

Children belong to a colour team linked to a part of the British Isle. They represent their Patron Saint, flower and flag of the country. They learn about the country through a sequenced geography plan.

Blue team – Scotland

Red Team – England

Yellow Team – Wales

Green Team - Ireland

Each week they take part in Picture news which is linked to a British value and current affairs. Through this children are able to participate in topical debates relating to National and Global issues. This is displayed in the corridor and each class will have a scrap book which will show discussions and feelings from the children on each topic.

### International work / Global Studies

It is important in today's world that the children are made aware of themselves as part of a much wider community. By providing themed events, weeks and topics of whole school study, the children learn about other countries, their economics, geography, culture and people. They also learn about issues that are of importance today, such as fairness, sustainability and social justice. We have links with international school to support the learning and embrace different cultures. We currently hold the International Schools Award for the work completed. For this, a three yearly calendar of events is planned into the curriculum to ensure that a variety of cultures and countries are researched and taught over the school life of a child.

### What does the KEYS curriculum look like?

- The Core curriculum of English, Maths, Science and Religious Education are taught discreetly either daily or weekly.
- Science is split between physics, biology, chemistry and environmental science
- The Foundation curriculum are taught discreetly such as MFL, PE, Computing and PSHE weekly.
- History, Geography, music, art and DT are taught discreetly half termly.
- Specialist PE teacher delivers PE.
- Specialist teachers deliver MFL. We have a music teacher for Year 4
- Work from lessons can take many formats in books. Evidence need not be onerous and may take one of the following forms;
  - Written task
  - Activity based task in books
  - Self-reflection or account of an experience



# KEYS Curriculum

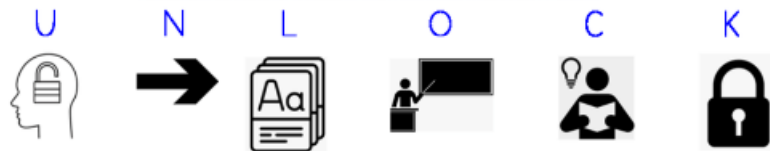
- Photographic evidence including pic collage
- Electronically through the use of apps
- There is evidence of writing across the curriculum with children showcasing their knowledge through a piece of writing.







## Teaching and Learning in the Keys Curriculum

- Teaching focuses on the acquisition of knowledge and the application of this in different contexts.
- Learning is carefully sequenced and set out so that progression is built into the content of each subject.
- Knowledge organisers (KEYS Sheets) are used to support teacher’s planning and outlining key knowledge and vocabulary for a topic.
- Children revisit learning through regular quizzing and retrieval practice, which gives children the opportunity to recall key knowledge. This allows children to commit new information to their long-term memory.
- Learning is planned in subjects with appropriate links between vocabulary and content, which develops stronger links in long term memory.
- Children will have the opportunity to recall and apply their learning in to demonstrate what they have learned.

## Lesson formats and structures in the Keys Curriculum for the Foundation subjects

The UNLOCK Lesson structures has been created to support the KEYS curriculum and develop the children’s learning and support the development of recall and support committing new knowledge to long term memory.



	Understand Previous Learning
	New Learning
	Let's Look at Vocabulary
	Open Minds and engage (Teaching Focus)
	Can I apply it? (Independent Learning)
	Keep It!



## KEYS Curriculum

The curriculum can be broadly defined in terms of what is taught, experiences that are provided, and opportunities that are offered, to the children in our school.

### Role of Subject Leads

**To ensure that the KEYS curriculum is sequential in knowledge, skills and vocabulary leaders will develop the following**

- Clear and well thought out Long and Medium term plans – ensuring the sequence is clear and progression through knowledge and key skills, techniques and experiences in their subject area is clear.
- Ensuring that the National Curriculum is covered.
- Creating a policy for their subject is up to date
- Developing a document to show endpoints for subjects are sequential and learning is organised to build on each other.
- Writing action plans for their subject areas – highlighting issues and next steps to ensure a continuous high standard of provision.
- Keeping up to date with new initiatives, issues within their subject and sharing these with staff when necessary.
- To keep website up to date for their subject.
- Ensuring resourcing is adequate and appropriate.

### Monitoring and Evaluation of our Curriculum

A monitoring plan is created for Subject Leaders to observe lessons, complete book scrutinies, and have discussion with class teachers and children. A monitoring evaluation form is completed by the Subject Lead. This feedback looks at sharing the details and the findings of the monitoring. It comprises of strengths and areas for development which will feed into the Subject Action Plan. An accurate analysis of the curriculum provided and pupil progress information across the curriculum will be formulated and shared with the Head and Governors.

## Impact

### How we know our Curriculum is working.

#### Teachers

Teachers have a coherent and sequenced curriculum to plan lessons. The plans provide a clear overview of endpoints to ensure progression and clear sequenced learning. Teachers can plan a clear sequence of lessons to develop the children's knowledge and skills. Teachers are confident in delivering the curriculum to a high standard in all lessons due to applying a pedagogical practice based on research. Use of accurate assessment for learning constantly monitors children's development.

#### Children

Children can talk confidently about their work. They are learning more and remembering more. They are enthused and interested in a wide range of curriculum areas. They demonstrate excellent learning attitudes in all lessons. They are able to discuss their work confidently and explain how it is built on previous learning. All children can access, enjoy and make progress within the KEYS curriculum regardless of their starting point or any additional needs they may have. Children have the opportunity to recall and apply their learning. Children use subject specific vocabulary in their work, which illustrates their developing understanding of the disciplines of each subject.