

Puss Bank Curriculum Drivers

Puss Bank is proud of the curriculum which is broad and aims to ensure:

Vision

Every Puss Bank Child will have the tools/skills to be a confident lifelong learner ready to meet the challenges and possibilities of an ever-changing world.

Mission Statement

Our mission is to provide a safe, happy and exciting and engaging environment where the whole school community are challenged, within a rich and varied curriculum, to fulfil their personal aspirations and to make a positive contribution to society.

Curriculum Drivers

The drivers for our curriculum that will enable us to shape the curriculum around the needs and wants of our school and our children are...

- **Possibilities and Risk** - Our curriculum has been developed to allow children to aspire, tackle things they have never encountered before and to learn to assess and manage any uncertainties by having fun, a little bit of danger and take risks.
- **Thinking Philosophically** - Our curriculum is designed to allow our children to think deeply and reflect imaginatively.
- **Independent Enquirers** - Our curriculum allows children to become independent learners and take the initiative with their own learning, development and future needs.

PROGRESSION GRID - Possibilities and Risk through PSHCE (Links with PSHCE are shown in colour and more detail can be found in the PSHCE Curriculum Map)

Children organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively try new things and embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

They are expected to work independently on extended tasks that bring together different aspects of content, using several of the key processes.

Focusing	Developing	Establishing	Enhancing
Children need support when planning what to do and how to do it KS1 and 2 cycle 1, Summer 2	Children are prepared to try new approaches KS1 and 2 cycle 1, Summer 2	Children show responsibility and some initiative KS1 and 2 cycle 1, Summer 2	Children seek out challenges or new responsibilities and show flexibility when priorities change KS1 and 2 cycle 1, Summer 2
Children show an initial willingness to complete tasks Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children show a willingness to complete tasks and continue until they do Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children work towards goals independently and show perseverance Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children work towards goals, showing initiative, commitment and perseverance Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2
Children need support to manage time and resources effectively Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children recognise that time and resources need to be managed Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children organise time and resources effectively Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children make efficient and effective use of time and resources, prioritising actions Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2
Children avoid taking risks	Children take appropriate risks	Children take and manage risks	Children anticipate, take and manage risks
Children have some strategies to help them deal with competing pressures Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children have strategies to deal with competing pressures and can apply them Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children are able to deal with competing pressures Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2	Children deal with competing pressures, including personal and work-related demands Y1/2 Cycle 1 Spring 2 and Summer 2 KS2 Cycle 1 Summer 2
Children seek support when needed Y5/6 Cycle 2 Summer 2	Children respond well to challenges and seek support when needed Y5/6 Cycle 2 Summer 2	Children embrace change, cope with challenges and seek support when needed Y5/6 Cycle 2 Summer 2	Children respond positively to change, seeking advice and support when needed Y5/6 Cycle 2 Summer 2
Children need support with managing their emotions and building relationships Y3/4 Cycle 1 Autumn 1 and 2 Y5/6 Cycle 1 Autumn 1 and 2 Y1/2 Cycle 2 Autumn 1 and 2, Summer 2 Y5/6 Cycle 2 Summer 2	Children manage their emotions for some of the time, and are able to build relationships Y3/4 Cycle 1 Autumn 1 and 2 Y5/6 Cycle 1 Autumn 1 and 2 Y1/2 Cycle 2 Autumn 1 and 2, Summer 2 Y5/6 Cycle 2 Summer 2	Children manage their emotions for the majority of the time, and are able to build relationships Y3/4 Cycle 1 Autumn 1 and 2 Y5/6 Cycle 1 Autumn 1 and 2 Y1/2 Cycle 2 Autumn 1 and 2, Summer 2 Y5/6 Cycle 2 Summer 2	Children manage their emotions, and build and maintain strong relationships Y3/4 Cycle 1 Autumn 1 and 2 Y5/6 Cycle 1 Autumn 1 and 2 Y1/2 Cycle 2 Autumn 1 and 2, Summer 2 Y5/6 Cycle 2 Summer 2

PROGRESSION GRID – Thinking Philosophically through PSHCE (Links with PSHCE are shown in colour and more detail can be found in the PSHCE Curriculum Map)

Children think deeply and creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

The key concept of philosophical thinking requires children to ask questions, combine understanding, experiences, imagination and reasoning to construct new knowledge. They are also expected to use existing knowledge in novel contexts.

Focusing	Developing	Establishing	Enhancing
Children can follow suggestions to solve a problem Y3/4 Cycle 1 Spring 1	Children make suggestions to help solve a problem Y3/4 Cycle 1 Spring 1	Children generate ideas and explore possibilities Y3/4 Cycle 1 Spring 1	Children consider the relevance and practicality of a range of ideas without limiting possibilities Y3/4 Cycle 1 Spring 1
Children need support when thinking Creatively Y3/4 Cycle 1 Spring 1 KS 1 and 2 Cycle 2 Autumn 1	Children ask questions to help understand things Y3/4 Cycle 1 Spring 1 KS 1 and 2 Cycle 2 Autumn 1	Children ask questions to help apply their knowledge Y3/4 Cycle 1 Spring 1 KS 1 and 2 Cycle 2 Autumn 1	Children ask questions to extend their thinking Y3/4 Cycle 1 Spring 1 KS 1 and 2 Cycle 2 Autumn 1
Children ask others about what worked well and what could be improved Y3/4 Cycle 1 Spring 1	Children begin to connect their own and others' ideas and experiences Y3/4 Cycle 1 Spring 1	Children connect their own and others' ideas and experiences in inventive ways Y3/4 Cycle 1 Spring 1	Children connect their own and others' ideas and experiences in inventive and original ways Y3/4 Cycle 1 Spring 1
Children can recognise when assumptions are made	Children question the assumptions of others'	Children challenge the assumptions of others'	Children question their own and others' assumptions
Children will use one approach to tackle a problem Y3/4 Cycle 1 Spring 1 Y5/6 Cycle 1 Spring 2	Children attempt more than one approach when tackling a problem Y3/4 Cycle 1 Spring 1 Y5/6 Cycle 1 Spring 2	Children attempt more than one approach and judge what worked well and what could be improved Y3/4 Cycle 1 Spring 1 Y5/6 Cycle 1 Spring 2	Children try out alternatives or new solutions and follow ideas through Y3/4 Cycle 1 Spring 1 Y5/6 Cycle 1 Spring 2
Children need support to identify how to make things work better when things are not working Y5/6 Cycle 1 Spring 2	Children can identify how to make things work better when things are not working Y5/6 Cycle 1 Spring 2	Children adapt their ideas and actions as circumstances change Y5/6 Cycle 1 Spring 2	Children show a determination to keep a project on track despite unforeseen circumstances Y5/6 Cycle 1 Spring 2

PROGRESSION GRID – Independent Enquirers through PSHCE (Links with PSHCE are shown in colour and more detail can be found in the PSHCE Curriculum Map)

Children process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Children plan what to do, selecting the most appropriate methods, tools and models when representing situations or problems

Focusing	Developing	Establishing	Enhancing
Children need help working out what to do and identifying appropriate questions to answer Y1/2 Cycle 1 Autumn 2	Children can identify a range of questions to answer and problems to resolve Y1/2 Cycle 1 Autumn 2	Children can identify appropriate questions to answer and problems to resolve Y1/2 Cycle 1 Autumn 2	Children can independently identify appropriate questions to answer and problems to resolve Y1/2 Cycle 1 Autumn 2
Children can plan and carry out research with support Y1/2 Cycle 1 Autumn 2 KS1 and 2 Cycle 2 Summer 1	Children can plan and carry out research Y1/2 Cycle 1 Autumn 2 KS1 and 2 Cycle 2 Summer 1	Children can plan and carry out research, appreciating the consequences of decisions Y1/2 Cycle 1 Autumn 2 KS1 and 2 Cycle 2 Summer 1	Children can proactively plan and carry out research, appreciating the consequences of decisions and ensuring there is adequate time and resources to complete it. Y1/2 Cycle 1 Autumn 2 KS1 and 2 Cycle 2 Summer 1
Children consider issues, events or problems from their perspective Y1/2 Cycle 1 Summer 1 Y1/2 Cycle 2 Spring 1 Y5/6 Cycle 1 Summer 1 KS1 and 2 Cycle 2 Summer 1	Children begin to explore issues, events or problems from different perspectives Y1/2 Cycle 1 Summer 1 Y1/2 Cycle 2 Spring 1 Y5/6 Cycle 1 Summer 1 KS1 and 2 Cycle 2 Summer 1	Children explore issues, events or problems from different perspectives Y1/2 Cycle 1 Summer 1 Y1/2 Cycle 2 Spring 1 Y5/6 Cycle 1 Summer 1 KS1 and 2 Cycle 2 Summer 1	Children thoroughly explore issues, events or problems from different perspectives Y1/2 Cycle 1 Summer 1 Y1/2 Cycle 2 Spring 1 Y5/6 Cycle 1 Summer 1 KS1 and 2 Cycle 2 Summer 1
Children need help processing and evaluating information Y3/4 Cycle 1 Spring 2 and Summer 1 Y5 cycle 1 Spring 2	Children analyse and evaluate information Y3/4 Cycle 1 Spring 2 and Summer 1 Y5 cycle 1 Spring 2	Children analyse and evaluate information, judging its relevance and value Y3/4 Cycle 1 Spring 2 and Summer 1 Y5 cycle 1 Spring 2	Children objectively analyse and evaluate information, judging its relevance and value Y3/4 Cycle 1 Spring 2 and Summer 1 Y5 cycle 1 Spring 2
Children recognise that people will react in different ways to a situation Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children recognise the effect of feelings on decisions Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children recognise the effect of circumstances and feelings on decisions Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children consider the influence of circumstances, beliefs and feelings on decisions and events to avoid bias Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2
Children give simple reasons for what they have decided Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children explain their conclusions with reasons Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children justify their conclusions with reasons and evidence Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2	Children take ownership to support conclusions, using reasoned arguments and valid relevant evidence Y3/4 Cycle 1 Spring 2 and Summer 1 Y3/4 Cycle 2 Autumn 2 Y5 cycle 1 Spring 2 Y6 cycle 1 Spring 2