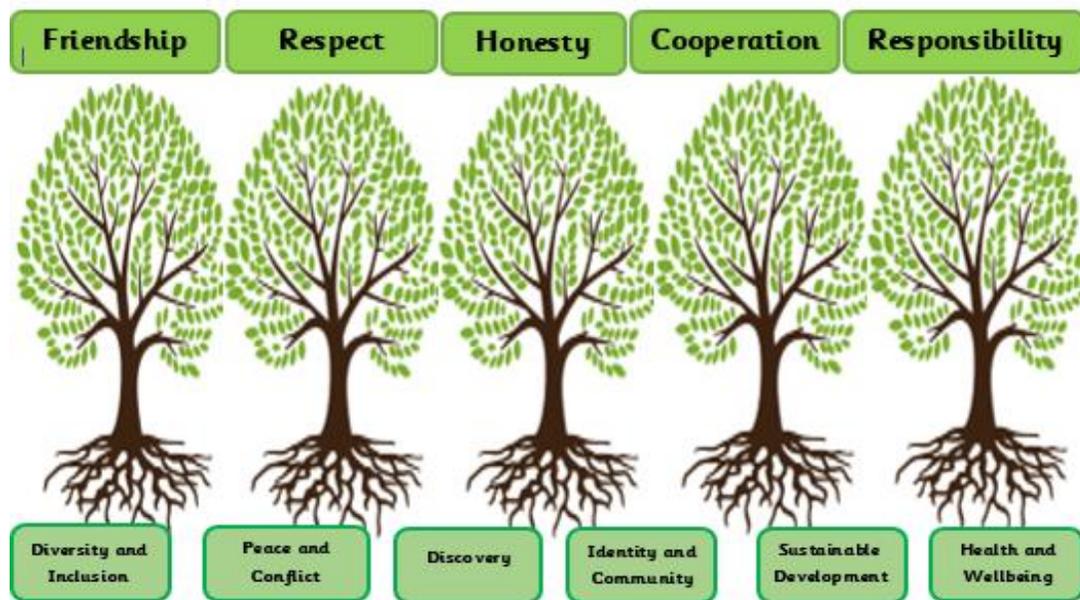


Our Core Values and Key Themes: Progression of Knowledge and Attributes

Our pledge to support all of our pupils in becoming good citizens...



At Diamond Wood Community Academy, we have designed an ambitious, flexible curriculum that allows all pupils to create a broad range of opportunities and memorable experiences which are underpinned and driven by our core values and key themes.

Our main aim is to prepare our pupils for their future lives, both as they continue on their learning journey and within the 'real world'. We are committed to supporting pupils with their 'global development' and take into great consideration the growth of the 'holistic child'. We aim to develop children's strength of character and personal development in a progressive way, revisiting and building upon prior knowledge and understanding.

Our core values and key themes are embedded within everything we do at Diamond Wood. The order that each core values and key theme is explicitly focused upon has been strategically planned to maximise learning opportunities and create meaningful links within other half termly learning. However, they are all interwoven across all aspects of the curriculum and school life.

The following tables show the progression of key knowledge, understanding and vocabulary for each core value and key theme. Our whole school staff team have worked collaboratively to identify this for each value and theme, with the aim of all pupils knowing and understanding and doing at least these by the end of each academic year.

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Autumn 1 Overarching topic: Important People	Nursery	Reception	Year 1	Year 2
Core Value Friendship	I engage with others through gestures, gaze and talk. I develop friendships with other children and can name those I consider my friend. I can play with one or more other children, extending and elaborating play ideas.	I can play cooperatively and take turns with others. I form positive attachments to adults and friendships with peers. I show sensitivity to others needs.	I can support my friends with activities. I can initiate friendships with new peers and adults. I show empathy to others.	I can play and work within a team, taking on different roles as appropriate. I can maintain friendships and positive relationships with peers and adults. I can consider others feelings and initiate strategies on how to help them to feel better.
Key Themes Diversity and Inclusion	I feel confident when taken out around the local neighbourhood, and enjoy exploring new places with my key person. I am starting to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. I am beginning to understand how others might be feeling.	I understand why listening to others is important. I can think about the perspectives of others. I can offer explanations for why things might happen.	I understand that other people may have different opinions. I understand and can talk about similarities and differences in people. I have an understanding of the consequences of actions.	I can show respect for others opinions and can discuss if I agree or disagree. I understand that similarities and differences between people does not affect my relationships. To understand that consequences may result in a change in behaviour

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Autumn 2 Overarching topic: Amazing Animals <small>(Considering world views/ social justice)</small>	Nursery	Reception	Year 1	Year 2
Core Value Respect	I am beginning to show 'effortful control'. I am becoming more outgoing with unfamiliar people, in the safe context of my setting. I do not always need an adult to remind me of a rule.	I can build constructive and respectful relationships. I can give focused attention to what people say, responding appropriately even when engaged in activity. I can show an ability to follow instructions involving several ideas or actions.	I respect the opinions and beliefs of others. I have an understanding of self-respect. I understand that other people may have a different opinion.	I respect the opinions and beliefs of others and express my own opinion. I can demonstrate self-respect and I am beginning to understand that values are linked to this. I have confidence in my own option and can clearly give my reasoning behind this.
Key Theme Peace and Conflict	I can find ways to calm myself, through being calmed and comforted by my key person. I am increasingly able to follow rules, understanding why they are important. I can help to find solutions to conflicts and rivalries.	I can express my feelings and consider the feelings of others. I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I can explain the reasons for rules, know right from wrong and try to behave accordingly.	I can explain my feelings. I understand how to behave in different situations. I can explain why rules are important in the wider world.	I can begin to understand that morals and values help me to distinguish between right and wrong. I am aware of the expectations of school and can make responsible, respectful choices. I have some understanding of what the law is and why it is important not to break it.

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Spring 1 Overarching topic: Journeys	Nursery	Reception	Year 1	Year 2
Core Value Honesty	I feel strong enough to express a range of emotions. I am increasingly able to talk about and manage my emotions. I can talk with others to solve conflicts.	I can identify and moderate my own feelings socially and emotionally. I know the difference between the truth and a lie. I know why telling the truth is important (linked to stories and real-life experiences).	I understand how to tell the truth. I can tell the truth. I recognise the meaning of truth in stories linked to honesty – morals/ values.	I am able to tell the truth even if there are consequences. I can support other people and help them to be honest. I am able to share my own morals/ values and begin to understand that these may differ from others.
Key Theme Discovery (Of self/ of others – people and cultures etc)	I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available. I can express preferences and decisions. I also try new things and I am starting to establish my autonomy. I am increasingly able to talk about and manage my emotions and feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.	I see myself as a valuable individual. I can explain some <u>similarities</u> between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. I can explain some <u>differences</u> between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	I see other people as valuable individuals. I can compare my life to the life of people in other countries. I can relate my experiences to other cultures.	I understand how people's values can influence me in a positive way. I can talk about some of the ways this has happened or made me think about things a little differently. I can talk about other cultures and ethnicities that are different to my own.

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<p>Spring 2 Overarching topic: Carry My Story</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Core Value Cooperation</p>	<p>I can show more confidence in new social situations.</p> <p>I am developing more appropriate ways of being assertive.</p> <p>I can find ways of managing transitions, for example from my parent/ carer to my key person.</p>	<p>I can work and play cooperatively and take turns with others, sometimes with support.</p> <p>I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p>	<p>I can demonstrate playing/working cooperatively with other children.</p> <p>I can work/play cooperatively with peers/adults that are in my friendship group/familiar with.</p> <p>I know how to work as a member of a team.</p>	<p>I can explain how to play co-operatively.</p> <p>I can work/play cooperatively with peers/adults that are not in my friendship group/familiar with.</p> <p>I know why a team is important and why cooperation in a team is important.</p>
<p>Key Theme Identity and Community</p>	<p>I have established my sense of self.</p> <p>I thrive as I develop self-assurance.</p> <p>I have developed a sense of membership within a community.</p>	<p>I can talk about members of my immediate family.</p> <p>I can talk about the lives of the people around me and their roles in society.</p> <p>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p>	<p>I can talk about my extended family.</p> <p>I can talk about how the actions of figures in the past have impacted my life.</p> <p>I understand that there are different cultures in other countries.</p> <p>I know what a religious belief is.</p> <p>I know what identity means.</p>	<p>I can talk about my local community.</p> <p>I can talk about different cultures in other countries.</p> <p>I understand that there can be many different cultures in one country (different communities).</p> <p>I know how to show respect to people who may have a different identity/belief/faith than me.</p> <p>I know what my identity is.</p> <p>I know that many different factors can influence my identity and who I am.</p>

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Summer 1 Overarching topic: The Great Outdoors	Nursery	Reception	Year 1	Year 2
Core Value Responsibility (For the world)	I have developed my own sense of responsibility. I can plant seeds and care for growing plants. I am beginning to understand the need to respect and care for the natural environment and all living things.	I am continuing to develop the need to respect and care for the natural environment and all living things. I know some of the ways I can help to do this e.g. feeding animals, watering plants, creating minibeast homes and litter picking.	I know the impact of not looking after the environment. I understand that I can contribute to looking after the environment. I understand changes in all seasons.	I can inform others of the consequences of their actions with regards to looking after the environment. I understand that it is everyone's responsibility to look after the environment and I can encourage others to contribute.
Key Theme Sustainable Development		I understand some effects of changing seasons on the natural world around me e.g. in Winter it is colder and in Summer it is warmer.		I understand how the changes in seasons in our country are different to the changes in other countries. I know that countries have different climates in relation to the equator.

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<p>Summer 2 Overarching topic: Our World</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>
<p>Core Value Responsibility (For ourselves)</p>	<p>I can use my engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>I am growing in independence, rejecting help e.g. "I can do it".</p> <p>I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p>	<p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p> <p>I can ask questions to clarify my understanding.</p>	<p>I can be responsible for my own belongings.</p> <p>I know I am responsible for my action towards other people.</p> <p>I can understand answers given by other people.</p>	<p>I can be responsible for my own belongings and the belongings of others.</p> <p>I know I am responsible for my actions towards other people and how this might affect them.</p> <p>I can understand answers given by other people and build on their answers with my own.</p>
<p>Key Theme Health and Wellbeing</p>	<p>I am increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>I am increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly.</p> <p>I can make healthy choices about food, drink, activity and tooth brushing.</p>	<p>I know and talk about the different factors that support my overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I can use cutlery independently to eat food with.</p>	<p>I can take some responsibility for my own health and well-being in school.</p> <p>I can explain healthy food choices to other people.</p> <p>I know how much exercise I should do every week.</p>	<p>I can take most responsibility for my own health and wellbeing in school and some at home.</p> <p>I can explain healthy food choices to other people and talk about having a balanced diet.</p> <p>I know how much exercise I should do every day and explain how I do it.</p>

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