

Our curriculum: Learning Powers

Developing	Curiosity	Independence	Empathy	Perseverance	Reflectiveness	Cooperation
By using the powers of	<ul style="list-style-type: none"> Questioning Risk taking Exploring Challenging 	<ul style="list-style-type: none"> Resourceful Imaginative Confident Responsible 	<ul style="list-style-type: none"> Concern Honesty Understanding Forgiveness 	<ul style="list-style-type: none"> Concentration Determination Resilience Ambition 	<ul style="list-style-type: none"> Planning Reviewing Evaluating Revising 	<ul style="list-style-type: none"> Listening Collaboration Imitation Respect
So that, by the time our children leave EYFS...	Children enjoy playing and exploring, and seek out new experiences	Children are happy to explore new experiences and can play imaginatively	Children talk about the ways in which we show feelings and how their actions can affect the feelings of others	Children maintain focus on a task and persist with an activity when a challenge occurs	Children plan what they are going to do in Child Initiated Learning, and can talk about what went right or wrong	Children can take turns and are beginning to negotiate when playing
... and then, by the end of Year 2....	Children ask questions to guide their learning, and seek opportunities to develop their own interests	Children confidently share their own ideas and respond imaginatively to open-ended activities	Children understand that different people may have different thoughts and feelings, and show sensitivity towards them	Children will try and find more than one solution when a challenge occurs	Children can talk about why something did or didn't work, and make suggestions about improvements	Children listen to the ideas of others and are able to work collaboratively in pairs
... which means that by the end of Year 4...	Children ask a range of questions to develop their learning and approach new challenges with openness	Children take ownership of resources and their learning, and make sensible decisions about how to stay safe	Children talk honestly about their actions and take responsibility for them and the impact they have on others.	Children sustain focus on projects which are split over several days, overcoming challenges as they arise	Children plan a process to achieve a goal, review how well it worked and make improvements, suggested by themselves or others	Children successfully reach a compromise, taking account of the ideas of others during group tasks
...ensuring that children leave Bedwell being able to...	Children challenge the responses of others in order to refine their thinking and are driven to peruse their own research	Children show confidence in a range of unknown situations, and are equipped with the knowledge needed to keep safe	Children respond empathetically to people in different situations, and know how to manage their emotions in a positive, safe way	Children recover from obstacles and show a determination and desire to achieve personal goals	Children follow a 'plan, do, review' cycle to complete a complex project, using their learning to continually evaluate and revise	Children are respectful of each other during discussions, and successfully delegate roles in a variety of groupings