



CURRICULUM POLICY

INTENT

At St Mary's Catholic Primary School, 'curriculum' is viewed as encompassing all learning opportunities that pupils participate in. This involves our taught curriculum and the other curriculum opportunities that exist outside of the classroom. Our curriculum planning is constantly evolving and encourages active pupil participation. We believe that active learning takes place when pupils are directly involved in the learning process, so consider children's individual knowledge and interests. All children have equal access to the curriculum regardless of race, religion, or abilities.

Learning is collectively viewed as something which leads to change in our long-term memory. This takes place over a period of time and occurs through repeated opportunities to build procedural and semantic knowledge. This understanding of learning is evidenced in classroom teaching at St Mary's, for example through the application of Rosenshine's principles when planning lessons and in classroom practice.

As a Catholic school, everything we do is underpinned by the Gospel values, outlined in our school mission statement and the Academy Trust's 'Vision of Excellence' document. The principles of Catholic Social Teaching and Catholic Virtues influence our curriculum design and implementation, as detailed below.

Our curriculum aims to:

- Provide a broad curriculum that maintains a rigorous focus on academic success, whilst fostering pupils' creativity and innovation.
- Support the spiritual and moral development of each pupil, by engaging in curriculum themes that are inspired by Catholic Social Teaching and the Catholic Virtues, which celebrate diversity, value others, and develop a sense of personal worth. Through this holistic approach it is our intention that pupils
- Help pupils to develop a sense of stewardship, by learning about the world in which they live and building an appreciation of the interdependence of individuals, groups, and nations.
- Develop effective learning attributes by providing repeated opportunities to develop skills such as resilience, reciprocity, resourcefulness and reflectiveness through all curriculum subjects, through the school's Building Learning Power initiative.
- Encourage pupil leadership skills, e.g. Prefects, Buddies, Mental Health Ambassadors, Peer Mentors, Digital Leaders, Fair Trade Champion, School Councillors (including Eco-Committee and Wildlife Champions) and a sense of empowerment.
- Enable pupils to acquire the necessary knowledge and skills to prepare them for their next stage of education and for life in an ever-changing world through developing 'powerful knowledge (Young, 2008), or 'cultural capital' (Bourdieu, 1977) through following a curriculum which enables pupils to develop disciplinary skills and knowledge across all National Curriculum areas.

These curriculum aims underpin the long, medium- and short-term planning that takes place at St Mary's Catholic Primary School.

IMPLEMENTATION

EARLY YEARS

When children first join the school, they follow the Early Years Foundation Stage (EYFS) curriculum, based on the Statutory Framework for Early Years Foundation Stage (2021). The curriculum aims are:

- To provide effective and meaningful experiences in a carefully structured curriculum.

- To utilise the natural play of the child in a structured and progressive manner.
- To implement a curriculum learnt through exploration, play and talk in an indoor and outdoor environment.

The Foundation Stage is a distinct phase of education, which extends until the end of the Reception Year. At the end of the Foundation Stage most children are expected to achieve a series of Early Learning Goals across different areas. There are seven areas of learning and development which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the 'prime areas' are: communication and language, physical development and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are literacy, mathematics, understanding the world and expressive arts and design.

Areas of Learning for the Foundation Stage

- I) **Communication and language development** involve giving children opportunities to experience a rich language environment and to develop their confidence in speaking and listening in a range of situations.
- II) **Physical development** involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement and to make healthy choices in relation to food.
- III) **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others and to develop social skills and learn how to manage their feelings.
- IV) **Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- V) **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- VI) **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- VII) **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

A half termly summary of learning is produced for parents of Foundation Stage children, so that they know what is being taught during the coming half term and how they can support learning at home.

YEARS 1-6

Pupils from Year 1-Year 6 study the subjects of the National Curriculum (2014), which consists of core subjects (English, Maths and Science) and foundation subjects (Art and Design, Computing, Design Technology, Modern Foreign Languages (MFL), Geography, History, Music, Physical Education (PE) and Religious Education (RE)). Our curriculum for all subjects except Mathematics, is organised as a two-year rolling programme for each class (Appendix 1). This ensures that we meet all National Curriculum requirements and cover all objectives across each key stage.

Subjects are organised on a cross-curricular basis, which becomes the learning theme for that class for a half term or term, depending on the length of the unit of work so that pupils can see and make links between areas of learning. However, some disciplinary objectives are taught independently of the learning theme or topic, if there is not a natural link that can be made. In addition, some subjects are taught discretely, such as RE and PSHE. As a Catholic school, pupils follow a Diocesan Religions Education curriculum called 'Come and See'. This is divided into themes which progress from Foundation Stage to Year 6. A curriculum map is prepared for parents/ carers for each curriculum theme, so that they know what is being learnt over the forthcoming weeks. The curriculum maps are reviewed at least annually by staff and governors.

Pupils are explicitly taught about metacognition and introduced to key skills which may help them to become more effective learners. This is achieved through the implementation of the 'Building Learning Power (BLP)' principles of resilience, reflectiveness, reciprocity and resourcefulness (Appendix 2).

We offer a range of extra-curricular opportunities including lunchtime and after school clubs, in addition to other curriculum opportunities in the form of enrichment days, trips and visitors. The school also offers an 'Outdoor Learning Programme' and Chorister Programme', in conjunction with Buckfast Abbey's Education Department and Music Department respectively. These opportunities are designed to develop children's cultural capital, or powerful knowledge (as detailed above).

The school provides opportunities for pupils to celebrate and share their learning, for example in weekly Achievement Assemblies or during 'Learning Afternoons' which are organised so that parents/ carers can attend.

Teachers create the time and opportunity for assessment, used to assist future planning and support individual learning needs (see Assessment Policy for further information). This information is ascertained in a number of different ways, depending on the subject and the age of the pupil e.g. 'KWL' (What I **Know**, what I **Want** to know, what I have **Learnt**) grids, elicitation tasks, or 'I wonder' questions.

IMPACT (INCLUDING MONITORING AND REVIEW)

The staff and senior leadership monitor the progression, continuity and effectiveness of the curriculum together through triangulated monitoring throughout the academic year. The governing body (ECM Committee) also monitor curriculum development and standards through subject reports, governor visits and by monitoring the school improvement plan.

Although the Head teacher is responsible for the day to day organisation of the curriculum, each subject is led by a member of teaching staff, who attends courses, organises in-service training for staff and ensures that the needs of the children are being fully met in that subject area through carrying out a number of different monitoring activities. Class teachers review classroom planning and are responsible for ensuring that their classroom practice, planning and delivery is in line with this policy.

APPENDIX 1

Subject statements

ENGLISH

At St. Mary's Catholic Primary School, we believe that literacy develops the important skills of reading and writing, speaking and listening, discussion and reflection. The children participate in daily English lessons and use their developing skills across the curriculum.

Reading

(i) Early Reading

All children in EYFS, Year 1 and Year 2 will be taught systematic phonics daily, based on Letters and Sounds. This will happen through dedicated phonic lessons and will be re-visited through other curriculum areas throughout the day. Children from Year 3 identified as needing to continue phonics will be planned for accordingly, ensuring daily interventions take place for these children. At the beginning of term, parents/ carers will be invited to learn about phonic strategies, so that they are able to support their child at home with early reading. Early readers will be supported by using selected books from aligned to the phonics used in school.

(ii) Reading Curriculum Plan

A reader from St. Mary's will

- Enjoy reading and read for pleasure.
- They will read across the curriculum to access information.
- They will confidently be able to use their phonic knowledge to decode.
- Children will be familiar with different reading skills and be able to use these to predict, infer and retrieve information when comprehending what they have read.
- They will be able to talk about what they have read, and what they liked about the text.
- They will know about authors and talk about a range of books (please refer to the Reading Curriculum Plan for further information).

We recognise that reading is the key to all learning. Developing vocabulary and understanding is also vital, and so we also place an emphasis on this in our teaching. The school uses Letters and Sounds, which is currently supported in combination with other supplementary resources. The school is moving towards using Little Wandle Letters and Sounds to provide a complete systematic synthetic phonics programme, which will be fully embedded by January 2022.

Children enjoy a dedicated daily reading time, where children hear a story from books taken from the school's reading spine for about fifteen minutes each day. This provides an opportunity for the adult to model how to read. Each classroom also has a reading area, designed to promote reading for pleasure.

In Early Years, the focus is on individual reading with some guided groups taking place in the Summer term. For Key Stage 1 and 2 pupils guided reading takes place in groups or as a whole class session, outside of the literacy lesson. The format of the session will be based upon the professional judgement of the teacher, for example if introducing a new concept or focussing on vocabulary, it may be decided that the best approach is whole class.

These sessions enable children to answer a variety of question types including inference, deduction, and informal retrieval.

When children read individually with an adult in school, a consistent approach is taken to the reading session by providing adults with a set of reading prompts to facilitate the reading. Children are encouraged to read at home too and have reading diaries so that parents/ carers can record their reading activities and comment on the session. Children learn to read using books from the coloured book bands, which match the phonics sounds that the children have learnt in class. When children become more fluent readers, they may select their own reading book. Where children develop difficulties with reading they will be heard more frequently in school and may also receive additional support in terms of interventions.

Spelling

The school uses words based on the No Nonsense Spelling scheme across all year groups and grammar is embedded in literacy units of work. The development of all pupils' vocabulary is an area which the school has been focussing on for the past year, through the Local Authority 'Developing Vocabulary' project.

Writing

St Mary's plans units of work based on the Jane Considine principles for writing, an approach called The Write Stuff. At EYFS, the focus is on storytelling and the development of vocabulary. At Key Stage 1 and 2, using this approach, lessons have three distinct parts: initiate, model and engage. Initiative is an opportunity to inspire pupils in their writing, modelling is an opportunity to gather ideas and demonstrate how these might be used by writers. Finally, the engage stage provides the opportunity for pupils to show what they have learnt. For those who are able, pupils are encouraged to 'deepen the moment' and develop the quality of what they have written.

Teachers also use opportunities to carry out cross-curricular writing, which make use of the skills and knowledge developed in literacy lessons. Monitoring of writing across the curriculum helps to ensure that cross-curricular writing is of a similar standard to that produced in literacy lessons.

Speaking and listening

Children need to be confident communicators, so are given a range of experiences of speaking and listening to support this development. Activities to develop speech and language skills may include role play, hot seating, class discussions, debating, public speaking and performance.

Handwriting

Children are encouraged to mark make from Foundation Stage using appropriate posture and pencil grip. From Year 1 onwards, pupils at St Mary's are taught using a consistent cursive style. It is anticipated that by the end of Year 6, children should have developed a consistent and fluent handwriting style and use pen.

MATHEMATICS

St Mary's has a clear and comprehensive approach to mathematics, focussing on ensuring progression and continuity across all year groups, using a range of models and images to ensure that pupils develop a clear understanding of number and calculations, geometry, and statistics. We aim to apply the principles of 'teaching for mastery' (as outlined by the National Centre for Excellence in the Teaching of Mathematics

<https://www.ncetm.org.uk/files/37086535/The+Essence+of+Maths+Teaching+for+Mastery+June+2016.pdf>) to give pupils the best chances of acquiring a confident understanding of maths so that they are able to build on this knowledge when approaching more complex maths. As a school, we have pupils with a broad range of abilities, so work with individual pupils to challenge and develop their mathematical abilities with access to equitable classrooms, offering additional support for our less able and for our high achieving pupils.

The following aims are reflected in daily maths teaching:

- Develop **fluency** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and can recall and apply their knowledge rapidly and accurately to problems
- Ensure that mathematical concepts are represented using concrete and pictorial images so that pupils can move to abstract thinking.
- Think **mathematically** by following a line of enquiry, conjecturing relationships, and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems and apply mathematical reasoning to** a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These aims are achieved through maths lessons which may be segmented into smaller steps to support learning e.g. warm up, fluency teaching, fluency independence, reasoning teaching, reasoning independence. Maths is also supported through additional 'quick maths' sessions, pre and post teaching intervention and through cross-curricular links enabling pupils to use their maths in real life situations e.g. Enterprise projects. St Mary's has developed a clear progression of calculation (including vocabulary) which is shared with parents/ carers and staff (for further information please refer to the Maths Curriculum Statement document).

Staff use the principles of White Rose Maths to plan lessons. The school is introducing Power Maths scheme of learning to support teaching and learning.

SCIENCE

Scientific activities are designed to excite the children's curiosity about the world. As a practical subject, we aim to use first-hand exploration where possible using individual or group work. The children are taught how to use scientific equipment safely to support their learning. The school's grounds are also used as outdoor classrooms when an appropriate topic is being studied.

Our science curriculum aims to:

- Develop the children's natural curiosity about the environment and help them to seek explanations.
- Develop caring and sensitive attitudes towards living things and the environment.

- Encourage children to create hypotheses, design and carry out experiments, make observations and to record results.
- Foster imagination, inspirational thinking, and receptive minds.
- Use scientific methods of investigation.
- Develop responsible attitudes to health and safety.
- Help the children become independent learners.
- Develop the children's social skills to work cooperatively with others.
- Make links between science and other subjects through our topic-based curriculum.

The school is currently working towards the Science Mark Award (for further information please refer to the Science Curriculum Statement document). We have an agreed set of scientific principles, which were generated by staff and pupils in school.

RELIGIOUS EDUCATION

Religious Education plays a vital role throughout the curriculum as it is central to the whole ethos of the school. We use the 'Come and See' programme of work, which gives children the opportunity to explore the Catholic faith and to learn about other religions, encouraging respect and tolerance for other religions and cultures. We also give daily opportunity for the children to take part in prayer and collective worship (please refer to the RE Policy for further information).

Foundation Subjects

FOREIGN LANGUAGE (FRENCH)

Learning a foreign language provides opportunities to explore different cultures, foster pupils' curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. It should also provide opportunities for them to communicate for practical purposes, for example by having 'French' experiences in school such as the 'French Café'. The school has also been visited by the local Scorrilton Twinning Association which enabled real life French speaking opportunities.

At St Mary's, pupils in Key Stage Two follow a programme of study, which is supplemented with online resources. This is used to structure planning and ensure a progression of skills across the Key Stage. Pupils in Key Stage One also have French sessions, taught in a more informal way, for example through music.

Effective assessment practices in language learning should foster motivation, enjoyment, and progress in learners. The process should support learners to feel confident and successful and help build resilience, enthusiasm, and persistence in continuing to learn languages. At St Mary's assessment may take place in several ways including:

- informal observations of children's responses
- sample of work (photos, written work, videos)
- evidence from cross-curricular links/ cultural experiences

Part of the aim of learning a foreign language, is the prepare pupils from being 'secondary ready' (as outlined by the Expert Subject Advisory Group MFL). As part of the curriculum offered in primary school, by the end of Key Stage 2 pupils will:

- Know why they are learning a foreign language

- Know ways to help themselves learn and use a foreign language
- Have some understanding of how a foreign language works
- Have produced some foreign language in speech and writing
- Have listened to and understood a foreign language
- Have some emerging literacy in a foreign language

(for further information please refer to the MFL Curriculum Statement document).

COMPUTING

Computers are now a part of daily life and so technology plays an integral part of all teaching and learning across the curriculum. Pupils have access to a suite of laptops, a set of tablets and interactive whiteboards in each classroom to enhance their learning. This year the school is making use of 'Purple Mash,' which is an online learning platform enabling pupils to learn and develop computing skills at school and at home. The new National Curriculum for computing puts an emphasis on the specific teaching of 'computing skills', to equip young people for the workplace and to enable them to participate effectively in the digital world. This includes learning about how computers and computer systems work, designing and building programmes and developing their ideas using technology to create a range of content. In addition, pupils are also taught how to stay safe online through a programme of learning each term, which is tailored to the age of the pupils (for further information please refer to the Computing Curriculum Statement document).

PE

Physical education is an essential part of staying healthy and so the school aims to develop a lifelong enjoyment of sport by offering a range of different activities, which make use of the different outdoor spaces on site. The school benefits from specialist sports coaches and using other external sports coaches, who work with all pupils in school during the school year. Planning takes place in collaboration with school staff, following a two-year rolling programme. Planning utilises resources from the 'PE Planning' scheme which helps ensure progression in knowledge and skills.

Throughout the school year, pupils can attend sports clubs after school and at lunchtimes and to represent the school at various events and competitions with other schools. Over recent years the school has been awarded the Active Mark, Healthy Schools Mark and for the past four years, the Gold Sports Mark.

As part of our outdoor education, we can use the school's grounds and woodland areas to participate in outdoor learning activities which link with the curriculum and pupils from Year 1-6 also participate in a structured programme of outdoor learning, in partnership with Buckfast Abbey Education Centre. Our Key Stage 2 pupils work towards the John Muir Award in outdoor education (for further information please refer to the PE Curriculum Statement document).

GEOGRAPHY

Geography knowledge and skills are taught through a thematic curriculum where possible. Planning makes use of the 'Connecting Geography' scheme of work where applicable. In Key Stage 1, the children will develop their knowledge about the world, the UK and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The local area is used as part of this work where possible.

In Key Stage 2, the children will extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location

and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. The units of work are linked to the UN Sustainability Goals where applicable, to help develop pupils' understanding of themselves as 'global citizens' (for further information please refer to the Geography Curriculum Statement document).

HISTORY

As with the geography curriculum, history is also taught through a thematic approach. Children to gain both a knowledge and understanding of Britain's past, as well as that of the wider world, inspiring the children's curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The children will become aware of historical concepts such as continuity and change and use them to make connections and contrasts. They will learn about the methods of historical enquiry and the importance of evidence. Wherever possible, pupils will have the opportunity to take part in enrichment activities to enhance their learning. At St Mary's, pupils follow a two-year rolling programme which enables pupils to build on their historical skills as they progress through the school. Medium term planning makes use of the 'Connecting History' scheme of work where applicable (for further information please refer to the History Curriculum Statement document).

ART AND DESIGN

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation. All pupils will have the opportunity to produce a range of creative work, exploring their ideas and recording their experiences. through drawing, painting, sculpture and other art, craft, and design techniques. Pupils will evaluate and analyse creative works using the language of art, craft, and design. They will also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will have the chance to exhibit their work, for example through school exhibitions for parents and the wider community. The school is currently participating in the Artsmark Award (for further information please refer to the Art and Design Curriculum Statement document).

DESIGN TECHNOLOGY

Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Pupils will learn how to design make, test and evaluate their ideas and products and the work of others. Opportunities such as enterprise projects and outdoor education sessions develop these skills and enable pupils to apply them in a real-life context.

Opportunities also exist to exhibit their work in whole school exhibitions and through display. Cookery is also an important part of the curriculum, as pupils learn about nutrition and cookery skills. Where possible, produce grown in the garden at St Mary's is used to cook with in the classroom (for further information please refer to the Design Technology Curriculum Statement document).

MUSIC

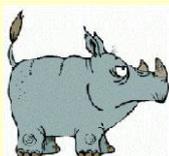
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination. All pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They learn to sing and to use their voices. Pupils will create and compose music on their own and with others. They also can learn a musical instrument and use technology appropriately. All pupils will explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This is done in several ways, including the use of Charanga, an online music programme, participation in community and national musical opportunities (e.g. Bournemouth Symphony Orchestra, BBC 10 Pieces Schools' Project, Newton Abbot and District Society of Arts). Pupils also have opportunities to join with other schools in joint projects such as the South Dartmoor music events in Key Stage Two and academy music events. At St Mary's, pupils also can join and perform as part of our school choir, participate in the Chorister programme in association with Buckfast Abbey and have peripatetic music lessons. The school is currently working towards the Artsmark Award (for further information please refer to the Music Curriculum Statement document).

PSHE

PSHE, Personal, Social and Health Education is taught through a variety of forms at St. Mary's Primary School. PSHE is at the heart of the school ethos, to encourage all children and adults to develop according to our school values of 'build, nurture, respect, enable and love unconditionally' which are based on the Gospel Values (as outlined in the Academy's vision). PSHE allows the children time for reflection, to think about their own actions and the consequences they may have on those around us. We have a robust PSHE rolling programme, which is supported by resources from the PSHE Association and Ten Ten, Life to the Full scheme of work (including Relationship and Sex Education) ensuring that we are at the forefront of social need and change for our children. This is reviewed termly to ascertain coverage and resource needs and is organic to match the ever-changing needs and dynamics of our children and school/society. While a basic programme exists, staff are confident to adapt this to the current needs of their class at any time. We are currently working on refining our selection of dispositions that drive how the children approach their learning. All staff have had an introduction to metacognition (an awareness and understanding of one's own thought processes) and are further developing ideas in the classroom linked to our BLP programme used throughout the school. Mental Health Awareness' is also discussed as part of the PSHE curriculum, in line with the school's Mental Health Policy. St Mary's holds a themed week annually, which promotes positive physical and mental health as well as celebrating diversity. Drugs Education and Relationships and Sex Education (RSE) objectives are taught across the school. Parents/carers are routinely invited to discuss RSE materials, prior to these sessions being taught (for further information please refer to the PSHE Curriculum Statement document).

APPENDIX 2**Building Learning Power (BLP)**

Building Learning Power is an approach to teaching and learning that enables the learner to be more successful in all that they do. Learning how to be a productive learner is important for every child's development. We help the children to 'unlock' their 'inner rhino', 'beaver', 'tortoise' and 'ant' so that they become an active part of their learning process, rather than a passive one.

**RESILIENCE**

being ready, willing, and able to
LOCK ON TO LEARNING

Absorption Learning Muscle; you become engrossed in what you are doing; you are unaware of time passing

Managing Distraction Learning Muscle; you know what distracts you, you try to minimise distractions, you settle back quickly after an interruption

Noticing Learning Muscle; you notice how things look, what they are made of, or how they behave, you can identify significant detail

Perseverance Learning Muscle; you are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle

**RESOURCEFULNESS**

being ready, willing, and able to
LEARN IN DIFFERENT WAYS

Questioning Learning Muscle; you are curious about things and people, you often wonder why, you play with ideas, asking "How come?" and "What if?"

Making Links Learning Muscle; you look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns

Imagining Learning Muscle; you picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas

Reasoning Learning Muscle; you create logical arguments, you deduce what might happen, you look for evidence

**REFLECTIVENESS**

being ready, willing, and able to become
MORE STRATEGIC ABOUT LEARNING

Planning Learning Muscle; you think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need

Revising Learning Muscle; you are ready to revise your plans as you go along, monitor how things are going, change your plans when you've had a better idea

Distilling Learning Muscle; you mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons

Meta-Learning Muscle; you are interested in how you learn as an individual, know your strengths and weaknesses as a learner, are interested in becoming a better learner

**RECIPROCITY**

being ready, willing, and able to
LEARN ALONE AND WITH OTHERS

Interdependence Learning Muscle; you know how much interaction you need with others to assist your learning, you make informed choices about working on your own or with others

Collaboration Learning Muscle; you manage your feelings when working with others, you understand the ground rules of team work, you are able to work effectively as part of a pair or team

Empathy and Listening Learning Muscle; you put yourself in other people's shoes to see the world from their point of view, show you are listening by eye contact and body language, hear feelings and thoughts behind someone's words

Imitation Learning Muscle; you are ready to learn from others, notice the approach and detail of how others do things

