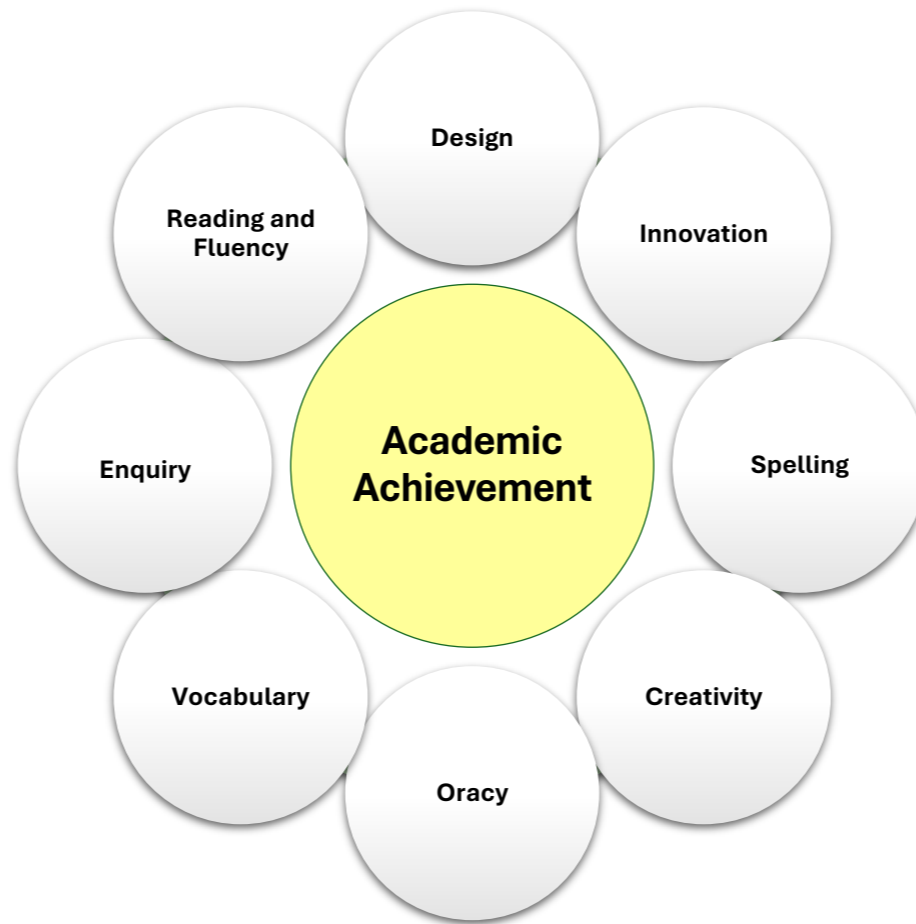
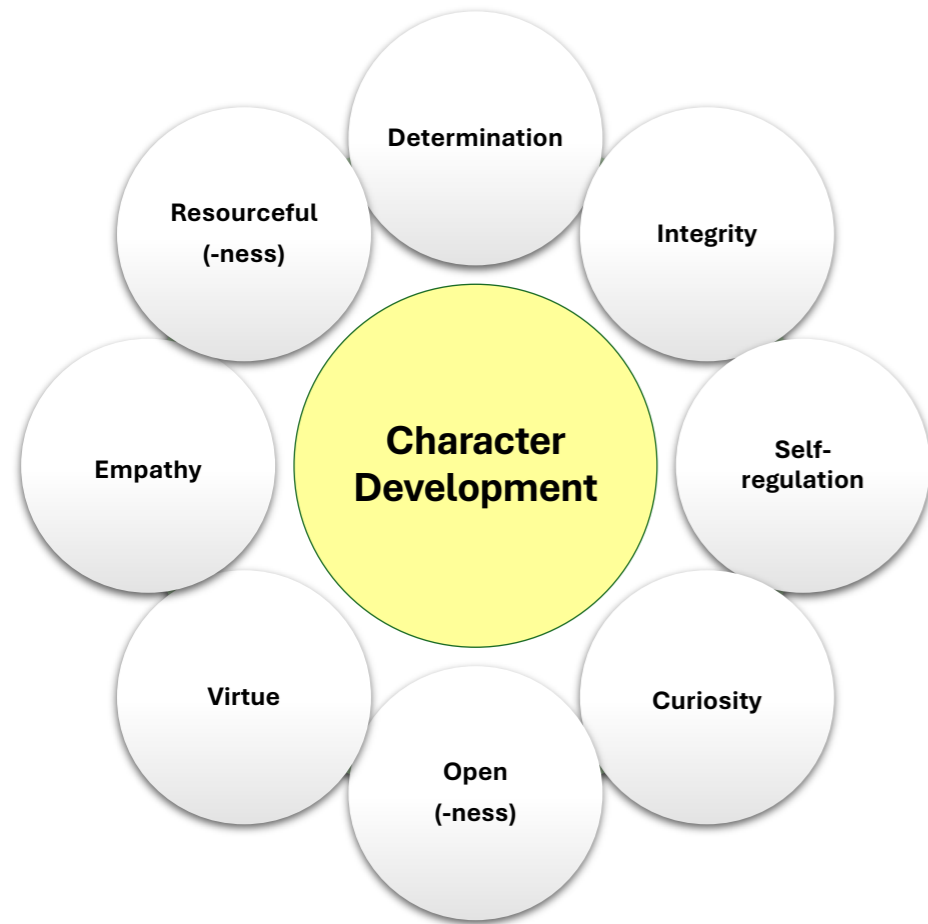


Dosthill Primary Academy Curriculum Threads : **DISCOVERY**

Positive personal traits, dispositions and virtues that inform pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others.

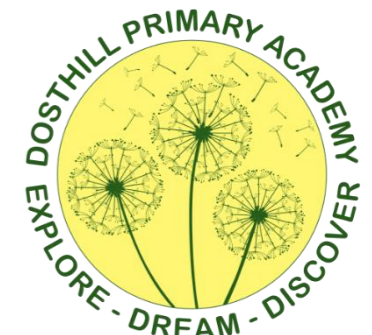
Equipping pupils to know more, do more, and remember more.



Becoming active citizens, understanding British values, promoting healthy relationships, promoting equality so that pupils thrive together in an inclusive and enabling environment.




discover
 dɪˈskʌv.ə.
 verb

- To find information, a place, or an object, especially for the first time.
- **To discover is to realise or learn.**
- To notice that a person has a special ability or quality and to help them become successful.



D I S C O V E R								Y
Positive personal traits, dispositions and virtues that inform pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others								
Determination	Integrity	Self-regulation	Curiosity	Openness	Virtue	Empathy	Resourcefulness	You
Pupils resolve to achieve their goals and objectives, learning persistence in the face of difficulties or obstacles. They develop a strong will, tenacity, perseverance, drive, and commitment to the completion of tasks or projects. Pupils learn to make firm decisions after careful thought and consideration. Determination is a building block for success.	Pupils develop strong moral principles and learn to adhere to them uncompromisingly. They act with honesty, accountability, and ethical conduct, even in the face of difficulties or temptations to do otherwise. Integrity is consistently doing the right thing, even when no one is watching. Pupils learn to take responsibility for their mistakes and the consequences of their actions.	Pupils develop the ability to manage emotions, thoughts, and behaviours. They learn to recognise, understand, and appropriately express their feelings and manage the associated physiological responses. This involves emotional regulation, cognitive regulation, behavioural regulation, metacognition, motivation, and goal setting.	Pupils build on an innate inquisitiveness and desire to ask questions, becoming discerning in their enquiries, moving beyond practical goals to gain a deeper knowledge, and understanding. Pupils gain a love of learning for learning's sake and as a vehicle establishing truth. Curriculum content arouses their interest, prompts investigation, and leads to the satisfaction of knowing something new.	Pupils develop a willingness to be receptive to feedback. They learn to be non-judgemental towards new ideas, experiences, and perspectives. They gain genuine interest in different subjects, cultures, and ways of thinking - seeking understanding rather than assuming. Pupils gain cognitive flexibility and adaptability, critical thinking skills, and an ability to deal with life's ambiguities.	Pupils further develop moral, intellectual, civic, and performance qualities of through learning, mentoring, and deliberate practice. Alongside perseverance, self-discipline, curiosity, and creativity; we emphasise kindness, honesty, courage, respect for others, gratitude, and compassion.	Pupils learn to understand and share in the feelings and perspectives of others. leading to attunement, connection and belonging. Emotional awareness allows them to recognise and relate to peers, teachers, and people around them or in their studies. Empathy is the basis of inclusivity, tolerance, and mutual respect. It motivates kind and caring actions.	Pupils develop the ability to act effectively and imaginatively to solve problems or accomplish tasks by making the most of available resources. They use information, materials, and resources wisely and efficiently. They find creative ways to use what they have on hand. They produce innovative solutions or alternative approaches with growing independence.	Dynamic Identity Skilled Curious Open Valiant Empathetic Resourceful 
Equipping pupils to know more, do more, and remember more								
Design	Innovation	Spelling	Creativity	Oracy	Vocabulary	Enquiry (Inquiry)	Reading Fluency (3Rs)	You
The process of planning and creating detailed plans or drawings for something to be made or built. It considers aesthetics, functionality, economics, and contextual factors. It involves generating ideas, sketches, modelling, and refining concepts to produce a final design. Designers work across many disciplines including creating products, services, environments, and systems. Design is a fundamental human activity, existing since prehistoric times but evolving significantly since industrialisation and the digital revolution. It is an academic discipline.	The development of novel solutions to identified opportunities or problems. Combining existing resources in new ways to create value. Applying creativity, experimentation, and risk-taking to bring ideas to life. Implementing and scaling the new solution to achieve impact. Making adaptations and developing new iterations based on feedback or changing needs. Innovation can relate to products, processes, business models or even social innovations - meeting social, cultural, or environmental challenges. It leads to adaptation, growth and equips pupils to thrive in a rapidly changing world.	The process of using graphemes to represent language in written form based on our alphabetic principle -writing words with the correct sequence of letters according to standard usage. Phonemic awareness - sounds that can be represented by letters. Alphabetic principle - knowing the letters and letter combinations that represent specific sounds and blending these to form words. Orthographic knowledge - understanding the conventional patterns, rules and exceptions that govern how words are spelled. Morphological awareness - Recognising the meaningful units (morphemes) within words, such as prefixes, roots, and suffixes, and how they influence spelling. Sight word recognition- instantly recognising high-frequency words that do not follow regular patterns.	Creativity comes from the capacity to think in original ways, see things from new perspectives, and combine existing knowledge or materials in innovative ways. It may be producing something both novel and useful in a particular context. Engaging in a process of identifying problems, generating ideas, and testing hypotheses. Exhibiting our virtues of curiosity, imagination, independence and risk-taking. Mastery if a domain of knowledge and skills to enable original ideas or products. Communicating and expressing ideas, values, and emotions in a unique way. Outcomes may be intangible such as ideas, theories, compositions, or solutions. Tangible outcomes include physical inventions, artworks, or products.	The ability to articulate ideas, develop understanding, and engage others through spoken language. The foundation of effective communication and learning through talk. Four key strands are: Physical: Using the voice effectively, maintaining eye contact, and using appropriate body language and gestures. Linguistic: Using appropriate vocabulary, grammar, and sentence structure to express ideas clearly. Cognitive: Reasoning, using evidence, asking questions, and thinking critically. Social and Emotional: Listening actively, responding appropriately, collaborating with others, and expressing emotions.	Vocabulary acquisition directly impacts reading comprehension, expressive and receptive language skills, and overall academic achievement. We categorise active vocabulary (words pupils use regularly) and passive vocabulary (words pupils need to recognise but may not often use). Vocabulary encompasses collocations, idioms, and other phraseology. We increase the breadth (how many words a pupil knows) and depth (how well a pupil knows a word and its various relations) of pupils' vocabulary. This means a focus on words pupils do not acquire through everyday interaction. High-frequency words across domains (tier 2) are taught through direct instruction and low-frequency, subject-specific words or technical words encountered and learned in contexts or domains.	We emphasise the development of critical thinking, problem-solving, and research skills across the curriculum through the process of asking questions, investigating, and constructing knowledge to complement direct instruction and the memorisation of key facts. We stimulate curiosity by posing questions, problems, or scenarios to drive the learning process. Through inquiry - researching issues, gathering evidence, and analysing data, pupils develop their own understanding. They explain and communicate their findings in a variety of ways. As they progress, pupils' independence grows, and they draw on their emerging resourcefulness and develop collaboration skills when working in different groups or teams.	Developing pupils' abilities to read a text accurately, quickly, and with proper expression and comprehension is key to effective learning and knowledge building. It encompasses: Accuracy: reading words correctly with very few (if any) mistakes. Automaticity: reading at an appropriate rate with minimal effort. Prosody: reading with the proper expression, stress, and intonation. Fluent reading allows readers to focus their cognitive resources on comprehending text rather than decoding individual words. It is the bridge between word recognition and understanding what has been read. We further focus on writing fluency, and mathematical fluency.	Designer Inventor Storyteller Creator Orator Veracious Eloquent Reader 

D I S C O V E R								Y
Becoming active citizens, understanding British values, promoting healthy relationships, promoting equality so that pupils thrive together in an inclusive and enabling environment.								
Diversity	Inclusion	Society	Community	Oneness	Volunteering	Equality	Respect	You
<p>Pupils enjoy diverse experiences within our curriculum content. They are taught about different societies, and how different groups have contributed to the development of Britain. They learn about the lives of key historical figures from diverse backgrounds. Diversity teaches pupils to become educated citizens and appreciate human creativity, a breadth of perspectives, talents, and ideas.</p> <p>Diversity refers to range of differences among people, including protected characteristics. Pupils learn to recognise, respect, and value these differences.</p>	<p>Pupils are provided with a broad and balanced curriculum, meeting a diverse range of learning needs. Pupils are set suitable learning challenges – experiencing success. School responds to pupils’ diverse learning needs. Teachers identify and address any aspects of the curriculum that may present difficulties to individuals or groups and make adaptations for them to access the learning.</p> <p>Inclusion is the act of accommodating people who may have historically been excluded or marginalised. Inclusion means creating an environment where everyone feels respected, valued, has equal access to opportunity and resources whilst removing any barriers.</p>	<p>The national curriculum emphasises all the skills of language (speaking, reading, writing) as essential to participating fully as a member of society and not becoming disenfranchised. Society is therefore the broader community that pupils engage with as they grow up – the one we want them to be included in. Through literature, pupils develop culturally, emotionally, intellectually, socially, and spiritually – our curriculum will include cultural, social, and intellectual spheres that shape human experience and interaction. Society broadly encompasses communities, cultures, institutions, and collective human experiences that pupils will navigate and participate in as members of the wider public sphere.</p>	<p>Our curriculum connects to local contexts and resources. It enables pupils to develop an understanding of the wider groups and diversity in the society to which they belong through connections with the local community. This includes partnerships with parents and local organisations that have a personal stake in supporting pupils and helping them to succeed.</p> <p>A community is a group of living things with shared characteristics, values, norms, culture, religion, or identity. Communities may exist in geographical areas such as villages or countries, but they could equally exist in virtual spaces too. Durable relationships (beyond genealogy) are crucial for defining and maintaining a sense of community.</p>	<p>The purpose of religious education in our curriculum is to enable pupils to develop an understanding and appreciation of different religions and worldviews, and to begin to explore questions about human experiences and beliefs. In turn, they get the opportunity to reflect on their own beliefs, values, and experiences in light of their studies. This further contributes to their spiritual, moral, and cultural development. We prepare pupils for life in a diverse, multi-religious, and multi-secular society by understanding the religion and non-religion in the world. Pupils make connections between their own lives and the lives of others in their community and the world. Oneness relates to feeling of unity, harmony, or accord with someone or something. It also reminds us that each child is unique.</p>	<p>Whilst citizenship and volunteering are aspects covered explicitly later in the national curriculum, an interest in, and commitment to participation in volunteering and other forms of responsible activity begins at primary school. Pupils will learn about and meet volunteers and public institutions who work together to improve their community. Children will have the opportunity to participate in a range of school-based activities, taking on their own roles and responsibilities to make school a better environment for all. Empathy and compassion underpin the concept that one may volunteer help and time without the need for an organisation, structure, or specific process.</p>	<p>Equality means treating everyone fairly and providing equal opportunities, regardless of individual circumstances. It underpins inclusion. It means recognising and respecting diversity and celebrating people’s unique backgrounds, identities, and experiences. It means ensuring everyone has the same rights, opportunities, and access without discrimination (especially when it comes to protected characteristics). At school we promote an inclusive environment where everyone feels valued, nurtured, and has a powerful sense of belonging. We challenge stereotypes, biases, and assumptions that may lead to the perpetuation of inequality or marginalisation.</p>	<p>We introduce pupils to the best that has been thought and said, engendering an appreciation for human creativity and achievements – fostering a respect for human accomplishments and ideas. Within the fundamental British values, we promote mutual respect and tolerance of those with different faiths and beliefs. This calls for respect for people of diverse backgrounds and beliefs. We further develop a respect and appreciation of pupils’ own culture and other cultures within the global community. Self-respect as well as respect for other people is key to healthy relationships. Respect for the rule of law – in the school community as well as wider society is also key.</p>	<p>Distinct Inclusive Social Considerate Objective Volunteer Equitable Respectful</p> 
		The key is striking the right balance of support and challenge tailored to pupils’ needs so each experiences productive struggle (high challenge, low stress) to make progress						

D I L I G E N T S U P P O R T C H A L L E N G E O P T I M I S M V A R I E T Y E X P E R T I S E R I G O U R								Y
Teachers create an environment that focuses on pupils								
Diligence	Inspiration	Support	Challenge	Optimism	Variety	Expertise	Rigour	Us
<p>Careful attention to detail in planning, implementation, and assessment.</p> <p>Clear sense of responsibility.</p> <p>Conscientiousness.</p> <p>Thoroughness and follow-through on actions.</p> <p>Persistent effort and hard work towards shared goals.</p> <p>Avoidance of procrastination and constant refining of process.</p>	<p>Stimulating pupils' curiosity – being the impetus for creative thinking, writing, art, or other endeavours.</p> <p>Arousing enthusiasm, motivation, and the desire to participate fully in each pupil.</p> <p>Drawing on a variety of sources including nature, people, places, objects, and experiences as set out in our carefully crafted curriculum.</p>	<p>Maintaining a consistent and relentlessly positive approach to behaviour management.</p> <p>Actively promoting pupil wellbeing through explicit teaching about mental health and emotions.</p> <p>Prioritising, modelling, and encouraging positive relationships to facilitate inclusive environments.</p> <p>Identifying pupils as early as possible who might need extra support at any level.</p>	<p>Setting high expectations and providing clear success criteria.</p> <p>Communicating what mastery looks like, so pupils know what to aim for.</p> <p>Using questioning techniques to promote critical thinking – encouraging pupils to explain their reasoning and considering alternative strategies.</p> <p>Teaching meta-cognitive strategies like planning, monitoring, and self-evaluation.</p>	<p>Provide continuous encouragement and foster belief in the pupils' abilities.</p> <p>Convey high expectations, regardless of background or circumstances.</p> <p>Create routine experiences where challenging work leads to success - verbalise what it is pupils are leaving your classrooms more capable in or more confident about.</p> <p>Nurture efficacy by instilling pride through praise and reward.</p> <p>Be relentlessly positive.</p>	<p>Vary strategies, activities, questioning techniques, and resources.</p> <p>Alternate between interaction patterns – individual work, paired work, group work, and whole-class.</p> <p>Balance the mix of skill-based activities – reading, writing, speaking, listening etc.</p> <p>Change pace and noise levels regularly.</p> <p>Make adaptations to instructional materials to match pupils' needs.</p> <p>Deliver the broad, balanced curriculum as timetabled.</p>	<p>Engage fully in ongoing professional development and continuous learning.</p> <p>Make sure your own learning is evidence-based, sustained over time, and includes opportunities for collaboration, expert input, and feedback on implementation.</p> <p>Seek and respond to constructive feedback - engage with mentoring and coaching when offered.</p> <p>Join professional learning communities and subject-specific networks – sharing best practices and staying up to date with latest research, pedagogical approaches etc.</p> <p>Reflect on your own practice regularly.</p>	<p>Fully engaging pupils in challenging and thought-provoking lessons, stretching pupils to meet their full potential.</p> <p>Provide positive reinforcement, showing confidence in pupils' abilities to deal with increasingly more complex material.</p> <p>Require critical thinking, problem-solving, and the ability to apply knowledge in new contexts, whilst ensuring some things are memorised by rote.</p> <p>Ask good questions that cannot be answered by simple recall and expect precise, extended responses and accurate vocabulary.</p> <p>Ensure pupils are as comfortable asking questions as answering them.</p> <p>Master the content of your subject yourself.</p>	<p>Diligent</p> <p>Inspirational</p> <p>Supportive</p> <p>Challenging</p> <p>Optimistic</p> <p>Versatile</p> <p>Experts</p> <p>Rigorous</p> 