



Stone Hill School

Long term Curriculum Plan 2022/2023

Learning Behaviours

Reflective Learner

Subject Intent:

- Evaluate their strengths and limitations as learners.
- Review their work and act on outcomes.
- Set themselves realistic goals and criteria for success.
- Monitor their own performance and progress.
- Invite feedback and deal positively with praise, setbacks & criticism.
- Make changes to improve their learning.
- Communicate their learning in relevant ways to different audiences.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Key vocabulary including Tier 3 subject specific words
1	<ul style="list-style-type: none"> • Show a range of suitable emotions in response to an event. • Show developing awareness of own needs, views and feelings. • Is sensitive to the feelings of others. • Is sensitive to the needs of others. • Consider the consequences of words and actions for self. • Take feedback on board and attempt to moderate actions and behaviours accordingly. • Pick out and explain something they have enjoyed. • Communicate their wants and needs in a form appropriate to the child. 	<ul style="list-style-type: none"> • Goals • Performance • Progress • Strengths • Limitations • Praise • Criticism • Improvement • Learning • Communication • Actions • Enjoyment • Emotions • Reward • Consequence • Response
2	<ul style="list-style-type: none"> • Know what they do well. • Understand what they need to do next to improve, with adult support. • Tell others why they enjoy a task, with support. • Recognise their own emotions. • Begin to learn from their own positive rewards. • Begin to learn from their own negative consequences. • Can say who helps them to learn. 	
3	<ul style="list-style-type: none"> • Know what they do well. 	

	<ul style="list-style-type: none"> • Know the factors that stop them from learning effectively. • Can say who helps them to learn and how. • Gauge when a task has been completed to the best of their ability. • Listen to feedback that will help them improve their learning. • Review their learning with an adult. • Identify ways of managing emotions positively. • Is sensitive to the views of others. • Learn from their own and other's positive rewards. • Learn from their own and other's negative consequences. • Accept different types of feedback. 	
4	<ul style="list-style-type: none"> • Learn from feedback. • Explain & discuss in different ways what they have learnt from others. • Reflect on what they have learnt. • Identify strengths and weaknesses in their work. • Take account of others' viewpoints. • Understand that attitude and behaviour can affect learning. • Review their learning independently. • Manage emotions positively with adult support. • Understand what they need to do next to improve on something. • Pick the best time to talk to someone. • Discuss with an adult what will help become a more effective learner. 	
5	<ul style="list-style-type: none"> • Identify strengths and weaknesses in their work and give reasons for it. • Understand that attitude and behaviour can affect learning and are prepared to adjust accordingly. • Show that they are independently able to adjust their behaviour and attitude if it is affecting learning. • Review their learning independently and act upon it. • Communicate their learning in relevant ways to different audiences. • Manage emotions positively without adult support. 	

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| | <ul style="list-style-type: none">• Know what helps them learn well. | |
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Intended impact:

- Reflective learners who can adapt and review their learning
- Transitions between key stages and beyond
- Life-long learning
- Pupils will be prepared for the challenges of post-16 learning
- Skills that can be applied beyond school into real life



Stone Hill School

Learning Behaviours Curriculum Plan

Effective Participator

Intent:

- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school.
- Take responsible action to bring improvement for others as well as themselves.
- Discuss issues of concern, seeking resolution.
- Present a persuasive case for action.
- Propose practical ways forward.
- Try to influence others, negotiating and balancing diverse views.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Key vocabulary including Tier 3 subject specific words
1	<ul style="list-style-type: none"> • Work as part of a group or class with adult support. • Take turns and share fairly with adult support. • Show consideration for others' feelings when working together. • Initiate interactions with others. • Respond to others' initiations. • Initiate new ideas with others. 	<ul style="list-style-type: none"> • Together • Engagement • Responsibility • Resolution • Practicality • Negotiation • Balance • Point of view • Share • Fairness • Turn taking • Respond • Initiation • Ideas • Suggestions • Feelings • Talking
2	<ul style="list-style-type: none"> • Take turns and share fairly independently. • Work as part of a group or class with limited support. • Respond appropriately to others' feelings when working together. • Recognise when they need to talk to someone about a concern and that this can help them. • With adult support, suggest a way forward following a dispute. 	
3	<ul style="list-style-type: none"> • Work as part of a group or class without support. • Attempt to persuade others to accept a proposal. • Know how to make an idea even better. • Know that their ideas can help other people. • Able to put their points across. 	

	<ul style="list-style-type: none"> • Sometimes prepared to listen to the points made by others (including opposing views). • Show empathy. • Be prepared to discuss issues of concern with adults. 	<ul style="list-style-type: none"> • Support • Persuade • Concerns • Role model
4	<ul style="list-style-type: none"> • Always prepared to listen to the points made by others (including opposing views). • Persuade others to accept a proposal even though others may not at first agree. • Listen to the point of view of others in a dispute. • When making suggestions, can break down practical ideas into manageable steps. • Able to act as ambassador for class/school etc. • Act as a 'buddy' or mediator. • Voluntarily access wider-curriculum activities, such as choir or sporting events. • Discuss issues with an adult until a sensible compromise has been agreed. 	
5	<ul style="list-style-type: none"> • Attempt to act as an advocate for views and beliefs that may differ from their own. • Play a full part in the life of the school. • Be a positive role model. • Present a persuasive case for action. • Discuss issues of concern and seek resolutions. • Suggest a way forward following a dispute. 	
<p>Intended impact:</p> <ul style="list-style-type: none"> • Effective participators who can engage in appropriate activities in a range of contexts and situations • Effective participators who can take turns and share in a range of situations • Transitions between key stages and beyond • Life-long learning • Pupils will be prepared for the challenges of post-16 learning • Skills that can be applied beyond school into real life 		



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Learning Behaviours Curriculum Plan

Independent Enquirer

Intent:

- Gather, process and evaluate information in their investigations.
- Plan what to do and how to go about it.
- Draw conclusions and evaluate outcomes.
- Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes.
- Use range of techniques to collect and organise information.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	<i>Key vocabulary including Tier 3 subject specific words</i>
1	<ul style="list-style-type: none"> • Work alone in an area of provision for an appropriate length of time. • Work on an adult directed task for an appropriate length of time. • Maintain attention and concentrate for an appropriate length of time. • Sit quietly and listen attentively when appropriate, e.g. during story sessions, assembly, talks by visitors etc. 	<ul style="list-style-type: none"> • Information • Planning • Conclusions • Evaluate • Information
2	<ul style="list-style-type: none"> • Use some senses to gather information about what is being investigated. • Ask sensible questions about their work. • Attempt to make sense of a problem that is presented. • Can hold discussions about interest with others. • Can stay focussed on a prepared task with regular support. • Recognise that other people have different beliefs and attitudes. 	<ul style="list-style-type: none"> • Decision making • Beliefs • Attitudes • Difference • Opinions • Concentration
3	<ul style="list-style-type: none"> • Use most senses to gather information about what is being investigated. • Understand basics of cause and effect. • Devise sensible questions to ask different people. • Often follow up a question to gain clarification. • Begin to use evidence to support their findings in a range of situations. • Change focus to and from a variety of activities/situations. • Maintain attention while participating in an adult led activity. • Maintain attention while participating in a child initiated activity. 	<ul style="list-style-type: none"> • Attention • Questions • Discussion • Senses • Clarification • Investigation • Gathering information

4	<ul style="list-style-type: none"> • Use all senses to gather information about what is being investigated. • Recognise that sometimes you need expertise from others to help solve a problem. • Use feedback from a range of source to help solve a problem. • Show that they are confident enough to plan clear steps to take to improve their learning. • Give more than one reason to support an argument. • Recognise that other people have different beliefs and attitudes. • Show work in different ways (e.g. mind mapping) to represent thinking. • Use evidence to support their findings in a range of situations. 	<ul style="list-style-type: none"> • Findings • Organisation
5	<ul style="list-style-type: none"> • Settle and stay focused on all tasks independently. • Gather, process and evaluate information in their investigations. • Plan what to do and how to go about it. • Draw conclusions and evaluate outcomes. • Recognise and accept that other people have different beliefs and attitudes. • Use a range of techniques to collect and organise information. 	
<p>Intended impact:</p> <ul style="list-style-type: none"> • Independent enquirers who can attempt to solve a problem they are faced with • Independent enquirers who can make informed decisions to the best of their abilities • Transitions between key stages and beyond • Life-long learning • Pupils will be prepared for the challenges of post-16 learning • Skills that can be applied beyond school into real life 		



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Learning Behaviours Curriculum Plan

Team Worker

Intent:

- Work confidently with others, adapting to different contexts and taking responsibility for their own role.
- Listen and take account of others' views.
- Form collaborative relationships, resolving issues and reaching agreed outcomes.
- Adapt behaviours to suit different roles and situations.
- Show fairness and consideration towards others.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Key vocabulary including Tier 3 subject specific words
1	<ul style="list-style-type: none"> • Form good relationships with adults. • Listen to the ideas of others. • Form good relationships with peers. • Begin to work collaboratively in a group with support. • Begin to take turns. • Begin to enjoy collaborative tasks. 	<ul style="list-style-type: none"> • Confidence • Adapting • Responsibility • Turn taking • Ideas • Listening • Working together • Enjoyment • Direction • Understanding • Responsibility • Communication • Team members • Collaboration • Harmonious • Together • Feedback • Tasks/activity
2	<ul style="list-style-type: none"> • Work collaboratively in a group with support. • Take turns. • Happy to lead others. • Happy to be directed by others. • Enjoy collaborative tasks. • Prepared to listen to and exchange ideas of others without interrupting them. • Begin to understand that group members may have different views. 	
3	<ul style="list-style-type: none"> • Consider views of all group members during discussions. • Work collaboratively in a group. • Take on a specific allocated role in a group. • Work harmoniously and constructively with others in a joint activity. • Communicate capably as team members. • Give feedback to others in group on their performance with support. 	

	<ul style="list-style-type: none"> • Work readily in different teams. • Keep focused on a task and avoid distractions. • Will get on with a task without any need to be reminded what to do. • Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. 	<ul style="list-style-type: none"> • Sharing • Respect • Fairness • Adapting • Behaviour • Tolerate • Difference • Values • Beliefs
4	<ul style="list-style-type: none"> • Able to take on a range of roles within the group. • Accept constructive criticism from others in their group to enable them to improve their performance. • Share a working environment with others and respect their varying needs. • When suggesting ideas, can break them down into manageable steps suited to others in the group. • Able to work with dispositions, views and beliefs that differ from their own. • Eager to discuss conflicting issues fairly to reach an agreement that enables the group to move on. • Understand that others can be expected to respect their needs, views, cultures and beliefs. 	
5	<ul style="list-style-type: none"> • Work confidently with others. • Adapt to different contexts and take responsibility for their own role. • Listen and take account of others' views. • Form collaborative relationships, resolving issues and reaching agreed outcomes. • Adapt behaviour to suit different roles and situations. • Show fairness and consideration towards others. • Demonstrate respect for differences between people. • Demonstrate understanding and empathy towards others who lives their lives in different ways. • Respect and tolerate the values and beliefs of others within a joint activity. 	
Intended impact: <ul style="list-style-type: none"> • Team workers who can work with a range of people coherently • Team workers who can listen and adapt accordingly to situations that arise 		

- Transitions between key stages and beyond
- Life-long learning
- Pupils will be prepared for the challenges of post-16 learning
- Skills that can be applied beyond school into real life



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Learning Behaviours Curriculum Plan

Resourceful Thinker

Intent:

- Think creatively by generating and exploring relevant ideas, and making original connections.
- Find links and see relationships.
- Explore & experiment with resources and materials.
- Ask ‘why’, ‘how’ and ‘what if’ questions.
- Apply imaginative thinking to solve a problem.
- Try different ways to tackle a problem.
- Work with others to find imaginative solutions and outcomes that are of value.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	<i>Key vocabulary including Tier 3 subject specific words</i>
1	<ul style="list-style-type: none"> • Show confidence to initiate ideas. • Try new activities, with support. • Speak in a familiar group. • Try to solve a problem with adult support. • Test out own ideas through provision, though not always able to explain their thinking. • Are willing to have a go at new experiences. • Say if they like or dislike something. • Play, observe and experiment to find things out. 	<ul style="list-style-type: none"> • Creative • Thinking • Exploring • Connections • Relationships • Experiment • Resources • Imagination • Strategy • Problem solving • Outcomes • Initiate ideas • Communication • Explanation • Willingness • Play • Observe
2	<ul style="list-style-type: none"> • Try new activities independently. • Try to solve a problem independently. • Think of own ideas once given a starting point. • Play, observe and experiment to find things out and explain their findings. • Have a go at something new. • Leave an activity and go back if it takes a long time to solve. • Give reasons for liking or disliking something. 	
3	<ul style="list-style-type: none"> • Persevere and stay involved, particularly when trying to solve a problem or reach a satisfactory conclusion. 	

	<ul style="list-style-type: none"> • Ask questions to check understanding. • Have a go at something that may not work first time. • Be tenacious when things get difficult. • Keep emotions in check when tasks get tough. • Test out own ideas through provision and are able to explain their thinking. • Generate questions linked to learning challenge. 	<ul style="list-style-type: none"> • Explore • Activities • Perseverance • Involvement • Questions • Testing • Questions • Learning • Assess • Deeper thinking • Team work • Anticipation • Consequences • Actions • Decisions
4	<ul style="list-style-type: none"> • Prepared to explore more than the first possible solution to a problem. • Link ideas from different topic areas to solve problems. • Persevere even when the solution is not readily available. • Understand the difference between a task that is too difficult and one that requires them to think more deeply. • Generate and ask more complex questions. • Assess risk and adapt behaviour accordingly. • Generate questions to link ideas related to topic. 	
5	<ul style="list-style-type: none"> • Link ideas from different topic areas to solve problems and present findings. • Think creatively by generating and exploring relevant ideas. • Ask 'why', 'how' and 'what if?' questions. • Apply imaginative thinking to solve a problem. • Try different ways to tackle a problem. • Work with others to find imaginative solutions and outcomes that are of value. • Anticipate the consequences of their actions and decisions. 	
<p>Intended impact:</p> <ul style="list-style-type: none"> • Resourceful thinkers who can initiate and test out their ideas • Resourceful thinkers who can make find solutions to problems they are faced with • Transitions between key stages and beyond • Life-long learning • Pupils will be prepared for the challenges of post-16 learning • Skills that can be applied beyond school into real life 		



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Learning Behaviours Curriculum Plan

Self-Manager

Intent: A child who has completed this stage will be able to;

- Organise themselves and work out goals and priorities.
- Show personal responsibility, initiative, creativity and enterprise.
- Anticipate, take and manage risks.
- Commit themselves to learning and self-improvement.
- Respond positively to change.

Stage	Learning Outcomes Knowledge and Skills To know, to use, to apply...	<i>Key vocabulary including Tier 3 subject specific words</i>
1	<ul style="list-style-type: none"> • Select appropriate resources for activities with support. • Use resources appropriately for activities. • Follow the class behaviour system. • Acquire an adult’s attention in an appropriate manner. • Seek assistance from and adult in an appropriate manner. • Recognise key emotions. • Carry out simple routines in a familiar context, with support. 	<ul style="list-style-type: none"> • Organisation • Goals • Priorities • Responsibility • Initiative • Creativity • Enterprise • Anticipate • Manage risk • Commitment • Learning • Self-improvement • Response • Change • Resources • Emotions • Routines • Problem solving
2	<ul style="list-style-type: none"> • Think about more than one way to solve a problem. • Ask for help if the time is appropriate. • Choose appropriate equipment needed for a set task, with support. • Use appropriate equipment needed for a set task, with support. • Be aware of a variety of strategies to control emotions. • Organise themselves for familiar routines, with support. • Carry out simple routines in a familiar context. 	
3	<ul style="list-style-type: none"> • Enjoy taking responsibility. • Enjoy challenges. • Prioritise tasks. • Work within time frame. • Not put off by change. 	

	<ul style="list-style-type: none"> • Organise themselves independently for familiar routines. • Move around school in an appropriate manner with adult support. • Choose appropriate equipment needed for a set task independently. • Use a variety of strategies to control emotions. 	<ul style="list-style-type: none"> • Taking charge • Pressure • Challenge • Enjoyment • Focus
4	<ul style="list-style-type: none"> • Recognise problems that may be involved when tackling an unfamiliar task. • Able to assess risk and make sensible decisions. • Cope well with additional pressure. • Take charge and organise others with direction from an adult. • Confident when allowed to organise their own time and space. • Enjoy challenges, especially open-ended or deeper-thinking ones. • Move around school in an appropriate manner with a small amount of adult support. 	
5	<ul style="list-style-type: none"> • Take charge and organise others without adult direction. • Confident and capable when allowed to organise their own time and space. • Work out future goals. • Prioritise the steps required to reach goals. • Respond positively to change. • Settle and stay fully focused on a task. • Move around school in an appropriate manner without adult support. 	
<p>Intended impact:</p> <ul style="list-style-type: none"> • Self-managers who can regulate their emotions in order to take on life's challenges • Self-managers who can cope well in a range of situations • Transitions between key stages and beyond • Life-long learning • Pupils will be prepared for the challenges of post-16 learning • Skills that can be applied beyond school into real life 		