**Dreamachine Schools Resources**

**Curricular Links Across the Four Nations**

Mapping out curricular links in England, Scotland, Northern Ireland and Wales in further detail for the 30 Dreamachine schools resources.

**Key:**

* orange – creativity
* green – critical thinking
* blue – subject knowledge
* red – speech and language

Science

– with British Science Association

These resources link to subject areas about the human body and how we sense the world.

Exploring who we are, they use scientific investigation and explorative skills to develop children’s understanding of scientific theories, develop their curiosity and deepen their understanding of how we interact with the world.

These resources are CREST Award accredited for Star/Super Star – you can **Error! Hyperlink reference not valid.**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Resource & Learning Outcomes | England Curricular Links | Northern Ireland Curricular Links | Scotland Curricular Links | Wales Curricular Links |
| Perception and Illusion**Seeing Faces (5-7 years old)*** I can make connections between illusions and how the brain works.
* I understand and can use scientific terminology about how the brain enables people to see faces.
* I am learning how our brains make us all see things differently.
* I have shown imagination and curiosity in my thinking.

**Afterimages (7-11 years old)*** I understand that the brain produces experiences of afterimages.
* I can make connections between illusions and how the brain works.
* I have carried out scientific investigations into how afterimages behave.
* I have shown imagination and curiosity in my thinking.

**Do you believe what you see? (7-11 years old)*** I can make connections between illusions and how the brain works.
* I understand that the brain makes assumptions to fill in gaps based on my experience of seeing things.
* I can conduct an investigation to explore shape and create invisible shapes.
* I have worked collaboratively to create an illusion photograph.

**Playing with Perspective (7-11 years old)*** I understand and can use scientific terminology about how the brain allows us to see the world around us.
* I understand that we sometimes experience things not as they really are, due to perspective.
* I have worked imaginatively and collaboratively to create a forced perspective image.
* I can critically reflect and ask questions about how we all see the world differently.

**Playing with Colour (11-13 years old)*** I can make connections between illusions and how the brain works.
* I understand that what colour something can look like can be highly variable.
* I have experimented with illusions to test theories about the colours that we experience.
* I have worked collaboratively to create an optical illusion.
* I have grown in confidence in thinking and reflecting critically.

Power of the Brain**Investigating Our Senses (5-7 years old)*** I understand that I have many senses, but I can name the 5 main senses.
* I know that the 5 main senses have a linked body part and that my brain is important for all of them.
* I can see how my senses work together to build up a picture of my world.
* I have been curious in asking questions and used my imagination.

**Our Amazing Brains (7-11 years old)*** I understand that the brain is made up, in part, of a complex network of neurons.
* I have made the connection between these networks and how each of our brains is different.
* I have created a connectome to explore neural pathways and behaviours.
* I have shown imagination and curiosity in my thinking.

**How Do We Learn? (7-11 years old)*** I understand that there are different types of learning and different types of memory.
* I recognise that when I learn new things, my brain is forming or strengthening connections.
* I have tested methods of learning by seeing the results of repetition.
* I have made connections with real-world examples in my everyday life.
 | Science Programme of Study Key Stages 1 & 2**Working Scientifically**Providing opportunities for children to:  * develop scientific knowledge and conceptual understanding
* develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
* be familiar with, and use, technical terminology accurately and precisely

**Purpose of Study**Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. **Aims*** develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
* develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
 | The World Around Us Interdependence Providing opportunities for children to develop:  * self-confidence and self-esteem in expressing and sharing their thoughts and ideas and developing an appreciation of the beauty and wonder of the world
* an awareness of themselves and their place in the world

Interdependence Key Questions * Who are we?
* What are we?
* Are we all the same?
* How do we behave?
* How do our bodies work?

Whole Curriculum Aims and ObjectivesIndividuals (Personal and Mutual Understanding) * develop their motivation to learn and their individual creative potential;

 Contributors to the Economy and Environment (Employability) * develop their aptitudes, abilities and creativity;
* use critical and creative thinking to solve problems and make decisions

Thinking Skills and Personal Capabilities:  * Being Creative
 | Sciences Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.  Experiences and Outcomes  Enabling children to:  * develop curiosity and understanding of the environment and my place in the living, material and physical world
* develop the skills of scientific inquiry and investigation using practical techniques
* develop skills in the accurate use of scientific language

The Four Capacities Successful learners * able to:
* think creatively and independently
* make reasoned evaluations

 Effective contributors * apply critical thinking in new concepts
 | Science and Technology Statements of What Matters * Being curious and searching for answers is essential to understanding and predicting phenomena.

Principles of Progression * Making connections and transferring learning into new contexts

The Four Purposes Creativity and innovation * be given space to be curious and inquisitive, and to generate many ideas.
* supported to link and connect disparate *experiences*, *knowledge* and *skills*, and see, explore and justify alternative solutions

Critical thinking problem solving ask meaningful questions, and to evaluate information, evidence and situations.  Planning and Organising be afforded the space to generate creative ideas and to critically evaluate alternatives  |

Global Citizenship

– with UNICEF UK

These Global Citizenship resources explore children’s values and rights; what’s important to them; how they understand and navigate an increasingly complex world and recognise they are part of a global community. Pupils grow their understanding of how their choices and actions can have impact and they focus on the UN Convention on the Rights of the Child to grow more confident in standing up for their beliefs and having their voices heard.

They could be helpful for schools on their [Rights Respecting Schools Award](https://www.unicef.org.uk/rights-respecting-schools/) journey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Resource & Learning Outcomes | England Curricular Links | Northern Ireland Curricular Links | Scotland Curricular Links | Wales Curricular Links |
| The World Around Us**How We Feel About Our World (5-7 years old)** •* I have explored what makes me feel happy and sad.
* I can use my body and voice to express how I feel.
* I can share my thoughts about the world with others.
* I have started to learn about the UN Convention on the Rights of the Child (CRC) for me and children across the world.

**Respecting Difference (5-7 years old)*** I can identify my likes and dislikes, giving reasons for my choices.
* I can use my imagination and communicate my
* opinions and views with others.
* I can work with others to create a shared picture of a respectful and peaceful world.
* I have started to learn about the UN Convention on the Rights of the Child (CRC) for me and children across the world.

**Our Right to Be Heard (7-11 years old)*** I have questioned things that matter to me about the world I live in.
* I have shared my ideas with others about the things I would like to change.
* I have demonstrated critical thinking in class
* discussion about children’s rights.
* I understand that my voice matters, and I can make a difference.

**My Voice in the World (7-11 years old)*** I have learned about the importance of the UN
* Convention on the Rights of the Child.
* I can share my thoughts freely with others.
* I can use my imagination and curiosity in a group improvisation.
* I have asked questions and used critical thinking to contribute to discussion.
* I understand that my voice matters, and I can make a difference.

**Imagine a World (7-11 years old)*** I have named things that are important for me about education and the environment.
* I have worked in collaboration and with imagination.
* I have used critical thinking to contribute to
* discussion about the rights of the child.
* I understand that my voice matters, and I can make a difference.

We Are All Connected**Connected by Art (5-7 years old)*** I understand that I am connected to a global
* community of other children who are just like me in some ways and different in other ways.
* I have started to learn about the UN Convention on the Rights of the Child (CRC) for me and children across the world.
* I have learned about new countries and cultures in the world through creating an artwork.
* I understand that my voice is important, and I can make a difference.

**Knowing Our Rights (7-11 years old)*** I understand the importance of the UN Convention on the Rights of the Child.
* I have used curiosity and imagination to create my own illustrations.
* I have demonstrated critical thinking in class
* discussion about children’s rights.
* I have listened to and respected the opinions and views of my classmates.
* I understand that my voice matters, and I can make a difference.

**Together We Can Make a Difference (7-11 years old)*** I have learned about the importance of the UN Convention on the Rights of the Child.
* I understand important points for the future of children and everyone around the world.
* I have worked with imagination and persistence in my writing.
* I have asked questions and used critical thinking to contribute to discussion.
* I understand that my voice matters, and I can make a difference.

**Connected by Poetry (7-11 years old)*** I have learned about the importance of the UN Convention on the Rights of the Child.
* I understand how poetry can connect people and bring us together.
* I showed persistence with a challenging poetry activity.
* I worked collaboratively with others to build on ideas and think of new ones.
* I understand that my voice matters, and it can make a difference.

**Our Voices in Connection (11-13 years old)*** I have deepened my understanding of the UN Convention on the Rights of the Child.
* I have expressed my feelings about how we are connected to each other.
* I have worked collaboratively and with imagination in a poetry challenge.
* I have asked questions and used critical thinking to contribute to discussion.
* I understand that my voice matters, and that I can make a difference.
 | All schools should make provision for personal, social, health and economic education (PSHE). To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.  Primary Relationships Education and Health Education Physical health and mental wellbeing Pupils should know:  * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* the benefits of community participation on mental wellbeing and happiness
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Secondary Relationships Education and Sex Education (RSE) and Health Education Physical health and mental wellbeing Pupils should know: * how to talk about their emotions accurately and sensitively, using appropriate vocabulary
* that happiness is linked to being connected to others
* the benefits and importance of community participation on mental wellbeing and happiness

 Citizenship (non-statutory)  Knowledge, skills and understanding  Developing confidence and responsibility and making the most of their abilities  Pupils should be taught:  * to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
* to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
* to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

Preparing to play an active role as citizens  Pupils should be taught:  * to research, discuss and debate topical issues, problems and events;
* why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
* to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
* to resolve differences by looking at alternatives, making decisions and explaining choices;
 | Personal Development & Mutual Understanding  Year 2 and 3  Pupils should be enabled to explore:  * their self-esteem and self-confidence
* similarities and differences between people

Year 4, 5 & 6  Pupils should be enabled to explore:  * their self-esteem, self-confidence and how they develop as individuals
* valuing and celebrating cultural difference and diversity
* developing self-awareness, self-respect and their self-esteem
* knowing how to confidently express their own views and opinions in unfamiliar circumstances

Whole Curriculum Aim and Objectives Individuals (Personal and Mutual Understanding) * develop self-confidence, self-esteem and self-discipline
* develop the ability to talk about how they feel
* develop their motivation to learn and their individual creative potential
* listen to and interact positively with others
* explore and understand how others live

(Personal Health) * become aware of key issues which affect their physical, social and mental well-being and that of others

(Moral Character) * understand that values, choices and decisions should be informed by a sense of fairness
* take responsibility for their actions
* develop tolerance and mutual respect for others

 Contributors to Society (Citizenship) * become aware of some of their rights and responsibilities
* become aware of some of the issues and problems in society
* contribute to creating a better world for those around them

(Cultural Understanding) * develop an awareness and respect for:
	+ the different lifestyles of others
	+ similarities and differences in families and people in the wider community
* understand some of their own and others’ cultural traditions
* be aware of how we rely on each other

(Ethical Awareness) * become aware of the imbalances in the world around us, at both a local and a global level

 Contributors to the Economy and Environment (Employability) * develop their aptitudes, abilities and creativity
* work independently and as a member of a team
* develop perseverance, initiative and flexibility
* use critical and creative thinking to solve problems and make decisions

 (Economic Awareness) * develop an awareness of some environmental issues;

(Education for Sustainable Development) * appreciate the environment and their role in maintaining and improving it;

 Whole Curriculum Skills and Capabilities  Cross-Curricular Skills:  * Communication

Thinking Skills and Personal Capabilities:  * Thinking, Problem-Solving and Decision-Making

Self Management * Working with Others

Managing Information  * Being Creative
 | Health & Wellbeing Experiences and Outcomes Social wellbeing * As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

 * I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

  * Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

**The Four Capacities** Successful learners With: * enthusiasm and motivation for learning
* openness to new thinking and ideas

and able to: * think creatively and independently
* learn independently and as part of a group
* make reasoned evaluations
* link and apply different kinds of learning in new situations

 Confident individuals able to: * develop and communicate their own beliefs and view of the world

Responsible citizens With:  * respect for others
* commitment to participate responsibly in political, economic, social and cultural life

and able to: * develop knowledge and understanding of the world
* understand different beliefs and cultures
* develop informed, ethical views of complex issues

Effective contributors able to: * communicate in different ways and different settings
* work in partnership and in teams
* take the initiative and lead
* apply critical thinking in new concepts
* create and develop
 | Humanities Descriptions of Learning * I can understand that not everyone is treated fairly.
* I am beginning to understand what human rights are and why they are important.
* I can understand that we need to respect the rights of others.
* I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.
* I can recognise and explain that my opinions and the opinions of others have value.
* I can recognise that opinions may change over time.
* I am beginning to recognise other people’s feelings and viewpoints about familiar events or experiences.

Expressive Arts Statements of What Matters * By exploring forms and disciplines in the *expressive arts*, whether through experimentation, play or formal research and inquiry, learners can develop an understanding of how the expressive arts communicate through visual, physical, verbal, musical and technological means.

 The Four Purposes Creativity and innovation * be given space to be curious and inquisitive, and to generate many ideas.
* be able to identify opportunities and communicate their strategies

Critical thinking problem solving * ask meaningful questions, and to evaluate information, evidence and situations.

Personal effectiveness * develop emotional intelligence and awareness, becoming confident and independent.
* have opportunities to lead debate and discussions becoming aware of the, social, cultural, ethical and legal implications of their arguments.

Planning and Organising * be prepared to confidently meet the demands of working in uncertain situations
* be afforded the space to generate creative ideas and to critically evaluate alternatives
* learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.
 |

PSHE

These resources promote discussion with your class using expressive art activities to help pupils understand their own and others’ emotions and perceptions. They focus on Personal Development and Health & Wellbeing, providing opportunities for children to reflect on their connection to each other and the world, developing self-esteem and strategies for self-care.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Resource & Learning Outcomes | England Curricular Links | Northern Ireland Curricular Links | Scotland Curricular Links | Wales Curricular Links |
| Me and My Wellbeing**Exploring My Emotions (5-7 years old)*** I understand how to recognise and talk about my emotions.
* I am developing my self-awareness.
* I am learning how to recognise other peoples’ emotions.
* I understand how and why my thoughts, feelings and actions change in response to different experiences.
* I have started to learn strategies for managing my emotions.

**Making a Breathing Space (5-7 years old)*** I understand that my feelings and emotions change.
* I understand that breathing can help me manage my feelings and emotions.
* I have worked creatively and with imagination in a drawing activity.
* I am developing my understanding of the human body.

**What is Wellbeing to Me? (7-11 years old)*** I understand what wellbeing means and how to ask for help.
* I recognise that is it important to check in with others.
* I have expressed my feelings in creative writing.
* I have contributed actively to class discussion.

**Drawing My Feelings (7-11 years old)*** I understand the importance of my wellbeing – of feeling good, comfortable, and satisfied.
* I have explored expressing my feelings and emotions through drawing.
* I have worked with imagination and shown curiosity.
* I have contributed actively to class discussion and shared reflection.

**What Do I Value? (7-11 years old)*** I understand that it is important to have my own ideas and opinions.
* I can express my opinions and listen respectfully to those of others.
* I understand that my ideas and values are not fixed and might change.
* I can see the importance of my own wellbeing.

What Does it Mean to be Me?**What Does it Mean to be Me? (5-7 years old)*** I understand that everyone is unique, and this is something to celebrate.
* I am developing my self-confidence, self-esteem, and sense of self.
* I am showing curiosity in asking questions.
* I can understand how and why my thoughts, feelings and actions change in response to different experiences.

**A Journey Through My Imagination (5-7 years old)*** I can share my ideas and respond to the ideas of others.
* I am developing my self-awareness.
* I understand that people are all unique and may experience the world differently.
* I can celebrate my own imagination and connect ideas.

**My Connection to the World (7-11 years old)*** I understand how my imagination and thinking is affected as a result of my experiences.
* I am developing an awareness of my reactions and the choices I make.
* I am growing my self-esteem, self-awareness, and self-respect.
* I am learning how to confidently express my own thoughts and feelings.

**My Inner Universe (7-11 years old)*** I have explored my sense of self and how I am changing and developing.
* I understand that everyone is unique, and this is something to celebrate.
* I am developing my self-confidence, self-esteem, and sense of self.
* I have worked creatively and with imagination in a drawing activity.

**The Power of Now (7-11 years old)*** I have a deeper understanding of how every moment is unique.
* I understand that feelings, emotions, and thoughts develop over time.
* I have explored and focused attention on how I perceive the world.
 | All schools should make provision for personal, social, health and economic education (PSHE). To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Primary Relationships Education and Health Education Physical health and mental wellbeing Pupils should know:  * that mental wellbeing is a normal part of daily life, in the same way as physical health
* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings
* how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
* the benefits of community participation on mental wellbeing and happiness
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

 Secondary Relationships Education and Sex Education (RSE) and Health Education Physical health and mental wellbeing Pupils should know: * how to talk about their emotions accurately and sensitively, using appropriate vocabulary
* that happiness is linked to being connected to others
* the benefits and importance of community participation on mental wellbeing and happiness
 | Personal Development & Mutual Understanding  Year 2 and 3  Pupils should be enabled to explore:  * their self–esteem and self-confidence
* their own and others’ feelings and emotions and how their actions affect others
* strategies and skills for keeping themselves healthy
* similarities and differences between people

Year 4, 5 & 6  Pupils should be enabled to explore:  * their self-esteem, self-confidence and how they develop as individuals
* their management of a range of feelings and emotions and the feelings and  emotions of others;
* developing self-awareness, self-respect and their self-esteem
* knowing how to confidently express their own views and opinions in unfamiliar  circumstances
* examining and exploring their own and others’ feelings and emotions;
* knowing how to recognise, express and manage feelings in a positive and safe way

 Whole Curriculum Aim and Objectives Individuals (Personal and Mutual Understanding) * develop self-confidence, selfesteem and self-discipline
* understand their own and others’ feelings and emotions
* develop the ability to talk about how they feel
* develop their motivation to learn and their individual creative potential
* listen to and interact positively with others

(Personal Health) * become aware of key issues which affect their physical, social and mental well-being and that of others

(Moral Character) * develop an awareness of how their actions can affect others
* develop tolerance and mutual respect for others

(Spiritual Understanding) * develop a sense of awe and wonder about the world around them.

 Contributors to Society (Cultural Understanding) * develop an awareness and respect for
* the different lifestyles of others - similarities and differences in families and people in the wider community
* be aware of how we rely on each other

 Contributors to the Economy and Environment (Employability) * develop their aptitudes, abilities and creativity;
* work independently and as a member of a team;

 Whole Curriculum Skills and Capabilities  Cross-Curricular Skills:  * Communication

Thinking Skills and Personal Capabilities:  Self Management * Working with Others
* Being Creative

  | Health & Wellbeing Experiences and Outcomes * develop my self-awareness, self-worth and respect for others
* understand and develop my physical, mental and spiritual wellbeing and social skills
* understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing

Mental and emotional wellbeing * I am aware of and able to express my feelings and am developing the ability to talk about them.
* I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
* I understand that my feelings and reactions can change depending upon what is happening within and around me.

Social wellbeing * I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

Physical wellbeing * I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

 **The Four Capacities** Successful learners With: * enthusiasm and motivation for learning
* openness to new thinking and ideas

and able to: * think creatively and independently
* learn independently and as part of a group
* make reasoned evaluations
* link and apply different kinds of learning in new situations

 Confident individuals With: * self-respect
* a sense of physical, mental and emotional wellbeing

and able to: * relate to others and manage themselves
* pursue a healthy and active lifestyle
* be self-aware
* develop and communicate their own beliefs and view of the world
* assess risk and take informed decisions

Responsible citizens With: * respect for others

and able to: * develop knowledge and understanding of the world
* understand different beliefs and cultures
* make informed choices and decisions

Effective contributors With: * resilience
* self-reliance

and able to: * communicate in different ways and different settings
* work in partnership and in teams
* take the initiative and lead
* apply critical thinking in new concepts
* create and develop

  | Health and Wellbeing Statements of What Matters * Developing physical health and well-being has lifelong benefits.
* How we process and respond to our experiences affects our mental health and emotional well-being.

This Area can help learners explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.  * Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others.

 Descriptions of Learning * I can notice and communicate how I am feeling.
* I am beginning to notice when I need help to manage my feelings.
* I can understand how and why my thoughts, feelings and actions change in response to different experiences.
* I can self-regulate my emotions in a healthy way using strategies that I have developed.
* I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.
* I can empathise with others.
* I can understand how and why experiences affect me and others.

 The Four Purposes Creativity and innovation * be given space to be curious and inquisitive, and to generate many ideas.
* be able to identify opportunities and communicate their strategies

Personal effectiveness * develop emotional intelligence and awareness, becoming confident and independent.
* have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments.
* able to evaluate their learning and mistakes, identifying areas for development.

Planning and Organising * be afforded the space to generate creative ideas and to critically evaluate alternatives
* build their resilience and develop strategies which will help them manage their well-being –
* learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.
 |