EXELACADEMY

A New Approach to Education

EARLY YEARS & PRIMARY CURRICULUM

Foundation & Formation Phases · Ages 3–10

Opening Pages: Ethos, Philosophy, and Assessment

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A child who feels safe can be curious.
A child who is curious can play.
A child who plays can think.
A child who thinks for themselves can flourish for a lifetime.

Technology may assist. It does not replace the relationship.

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Chapter 1 — Why We Educate: Human Flourishing in the Early Years

Every ExelAcademy curriculum begins in the same place: not with a subject, and not with a test, but with a question. What is this stage of a child's life actually for? For the Early Years and Primary learner, ages three to ten, the honest answer is not examination readiness. It is the laying of a foundation without which no later academic achievement holds firm.

ExelAcademy's wider philosophy holds that education exists to help every learner understand themselves, develop their potential, and contribute meaningfully to the communities they belong to. Academic achievement is pursued within that broader purpose, never instead of it. Nowhere is this truer than in the earliest years of formal learning, where a child's sense of safety, belonging, and delight in discovery is not a soft prelude to "real" learning — it is the neurological and emotional precondition for it.

This is why the Foundation and Formation phases of the ExelAcademy International Curriculum are built around a simple, non-negotiable commitment: children in this age range learn by playing, moving, talking, making, and being known by a trusted adult — not by sitting in front of a screen. Where the Secondary phases of ExelAcademy make deliberate, evidence-led use of AI-adaptive instruction, the Early Years and Primary curriculum is intentionally different. A young child's education is delivered by human teachers, in human relationship, through play-based and applied experience. Technology's role here is minimal, always supervised, and never a substitute for a teacher's presence.

Why the Brain Looks for Itself Before It Looks at the World

Contemporary neuroscience describes something remarkably specific about how young brains organise experience: before a child can take in new knowledge, their brain is already asking a small set of urgent questions — Who am I in relation to the people around me? Where do I belong? What am I responsible for? What is safe to explore, and what should I protect? These are not idle questions. They are handled by the same neural systems — centred on the hippocampus and its surrounding networks — that were once understood only as tools for physical navigation, and are now known to organise identity, relationship, and meaning as well. A child who cannot answer these questions has nowhere to place new information. A child who can answer them learns with startling speed and depth.

This is why Essential Belonging — named explicitly as one of this curriculum's Six Pillars in the next chapter — is not a nicety layered on top of academic content. It is the precondition the young brain requires before content can be absorbed at all. Every child, regardless of pace, temperament, or starting point, must know that they are a necessary and valued part of their learning community before the rest of this curriculum can do its work.

Mind, Body, Emotion, and Brain — Learning as a Whole-Child Event

A young child does not learn with their mind alone. Genuine learning happens only when mind, body, emotion, and brain are engaged together — which is why this curriculum treats movement, feeling, relationship, and thought as inseparable, not as separate items competing for space on a timetable. A teacher who notices a child's frustration, slows the pace of a story, or lets a squirming five-year-old stand up and act something out is not managing a distraction from learning. They are managing the very conditions learning depends on.

The physical Learning Space itself is treated as a third teacher, alongside the human adult and the child's own developing mind — its materials, its order, and its invitations to explore are as much a part of this curriculum as any Concept Capsule. And because a child's capacity to think clearly is

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inseparable from their sense of safety and attachment, emotional wellbeing and trauma-informed practice are treated as foundational to this curriculum, not as pastoral extras that happen once the "real" teaching is done.

Preparation for a World We Cannot Yet Describe

There is a further, more urgent reason this matters now. Today's young child will grow into an adulthood shaped by artificial intelligence in ways none of us can fully predict. Knowledge itself is no longer scarce — it is abundant, instantly retrievable, and increasingly generated by machines. What will remain distinctly human, and distinctly valuable, is the capacity to ask an original question, sit with ambiguity, persist through a genuine struggle, collaborate with people who think differently, and know one's own strengths and purpose well enough to direct them. None of this can be installed later, in adolescence, as a bolt-on skillset. It is built — or quietly left unbuilt — in exactly the kind of rich, safe, relationally grounded early experience this curriculum is designed to provide. Starting young is not a nicety. It is the most strategic possible preparation for a future we cannot yet name.

Knowledge matters. Understanding matters more. Wisdom matters most — and for a five-year-old, wisdom begins with knowing that they are safe, that they belong, and that their curiosity is welcome.

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Chapter 2 — The Six Pillars: A Compass for the Earliest Learners

ExelAcademy's Secondary curriculum is guided by Four Pillars, held together as a compass: Human Flourishing answers Why we educate; the Disciplines of Human Understanding answer What we teach; Human Capabilities answer Who learners become; and Human Authority answers How we lead responsibly in an AI-enabled world. Every Early Years and Primary decision is built on this same compass — nothing here departs from it.

At this age, however, two threads that run implicitly through the Secondary compass need to be named explicitly, because they are not yet background assumptions for a young child — they are the daily, felt work of Early Years education. We elaborate the Four Pillars into Six for this phase of the curriculum:

Pillar	What it means in the Early Years
Human Flourishing	Why we educate. Every young child deserves an education that helps them understand themselves, feel secure, and take joy in discovery.
Essential Belonging	The relational core of Flourishing, made explicit. Every child is necessary to their learning community, not merely accommodated within it — this is where a young child's sense of safety and identity is built.
The Disciplines of Human Understanding	What we teach. In the Early Years and Primary book, this is the eight subject areas — Mathematics, Literacy, Science, Humanities, Creative Expression, Digital & Tech Foundations, Physical Development & Wellbeing, and Personal, Social & Community — each its own way of making sense of the world.
Human Capabilities	Who learners become. The enduring capacities — thinking, creating, connecting, caring — that are cultivated through every subject from the very first Concept Capsule a child ever encounters.
Authentically Human	The character thread, made explicit. A young child is learning, from the beginning, that being genuinely themselves — rather than compliant or performative — is what education asks of them.
Human Authority	How we lead responsibly. At this age, Human Authority means adults are always present, always accountable, and AI is never left to operate a young child's learning unsupervised.

These six pillars are not a departure from the Secondary compass — they are its earliest expression. As a learner moves from Primary into Secondary, Essential Belonging and Authentically Human do not disappear; they simply become woven more implicitly into Human Flourishing and Human Capabilities, exactly as they are named explicitly here. This is the same philosophy at two different points in a child's journey, not two philosophies.

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Chapter 3 — How Young Children Actually Learn

ExelAcademy's wider research foundation establishes that human learning depends on a narrow working memory, a long-term memory organised around schemas, a strong preference for active retrieval over passive exposure, and a brain that will only fully engage when it senses relevance. Every one of these findings applies to a five-year-old as much as a fifteen-year-old — but the Early Years expression of each looks different, and it is worth being explicit about how. Brain plasticity, too, is at its highest during precisely these years, which is exactly why the quality of a child's daily learning experience now matters more, not less, than it will later.

Small, Complete Experiences

A young child's working memory holds even less than an older learner's. This is precisely why every Concept Capsule in this curriculum is scoped to one small, complete idea — taught, practised, and evidenced before the child moves on — rather than a long, undifferentiated block of instruction. At this age, that single idea is nearly always delivered through a story, a song, a game, or a hands-on task, never through prolonged verbal explanation alone.

Relevance Through Play, Not Abstraction

The neuroscience of relevance holds that a fact encountered with no connection to anything a learner recognises gives the brain's orientation system nowhere to place it. For a young child, relevance is almost never delivered through real-world case studies or career framing — it is delivered through play, sensory exploration, and immediate, concrete experience. A four-year-old does not need to know why fractions matter for a future career. They need to see that sharing a biscuit fairly between two friends is a real and interesting problem, right now.

Multiple Senses, Always

The evidence for multimodal, sensory-engaged learning is, if anything, stronger at this age than any other. Young children understand a concept most richly when they can see it, hear it, touch it, and move through it — which is precisely why the Early Years and Primary curriculum is built around Learning Spaces, materials, and ExelQuests rather than worksheets and screens.

Relationship as the Foundation

Above all, the developing brain's capacity to engage with new content is inseparable from its capacity to first feel safe, known, and regulated. A young child cannot be personalised to by an algorithm in the way an adaptive tutor might personalise to a fifteen-year-old — they need a present adult who notices, responds, and adjusts in real time. This is not a limitation of the technology. It is a description of what a young child's brain actually requires.

A Natural Rhythm: Explore, Connect, Reflect

Across a single activity — and across a single day — a young child's engagement naturally moves through a rhythm neuroscience can now describe with some precision. There is a phase of energetic, curious exploration, in which the child is absorbed in trying, making, and testing. There is a phase of connection, in which the pace settles, the child shares what they have found with a friend or an adult, and a felt sense of safety and belonging takes hold. And there is a quieter phase of reflection, in which the child's thinking consolidates and the experience becomes something they can carry forward. A Learning Space or an ExelQuest session that only ever asks a child to explore, without room to connect or reflect, will produce excitement without durable learning. This curriculum is deliberately

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designed so that all three phases have room to happen, in whatever order and rhythm suits the activity and the child.

What the Brain Needs to Learn Deeply

Research into how deep, lasting learning actually happens — as distinct from surface memorisation — converges on a small number of conditions, all of which apply with particular force to a young child:

- The full cycle of experience, reflection, understanding, and trying again must be present, not just one stage of it in isolation.
- New learning must connect to something the child already knows or has already experienced — an entirely novel fact, with nothing to attach to, is quickly forgotten.
- Learning is strengthened by genuine social collaboration, not weakened by it — working alongside others is not a distraction from a young child's learning, it is part of the mechanism.
- Feeling and thinking work together, not against each other — an idea encountered with real emotional engagement is retained far better than the same idea encountered flatly.
- Attention has to be actively won — the young brain quietly disengages from anything routinised or repetitive that does not feel worth attending to.
- The more senses genuinely involved, the deeper the learning — sight, sound, touch, and movement together build a richer trace than words alone.
- Movement itself supports the brain's capacity to learn — it is not a break from cognitive work, but part of it.

These seven conditions are the reason this curriculum is built around Learning Spaces, ExelQuests, story, movement, and hands-on materials, rather than worksheets, seat-time, or drills. They are not a stylistic preference. They describe what a young child's brain actually requires to learn something that lasts.

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Chapter 4 — The Concept Capsule in the Early Years

The Concept Capsule is the single instructional unit shared across every ExelAcademy curriculum, Early Years through Secondary. It remains the same idea at every stage: one clear, self-contained concept, taught to the point of demonstrated understanding, before a learner moves on. What differs at this age is how each of its parts is expressed.

- Concept Capsule — a single, age-appropriate skill or idea, always expressed as a concrete, observable behaviour a young child can actually do.
- I CAN Statement — the child-facing description of that skill, written in the first person and simple enough for a teacher to say aloud and a child to understand.
- Rubric — the four-tier Emerging / Developing / Mastering / Innovating scale, applied across every Theme, that lets a teacher recognise growth without formal testing.

Inside a Concept Capsule

Even though a Concept Capsule in the Early Years always looks like play, story, or a hands-on task rather than a worksheet, it is not unstructured. Every capsule moves through the same shape, whatever the subject:

- A way in — a story, a picture, an object, or a question that gives the idea a face a child can recognise.
- Watching and trying alongside an adult — the child sees the idea modelled, then has a first go with support close at hand.
- Having a go alone — the child practises the same idea independently, in a form the adult has deliberately made safe to attempt.
- Showing what they can do — the moment a teacher actually observes and records against the rubric, not as a test, but as a natural point inside the activity.
- Taking it further — a prompt, question, or invitation that carries the idea into an ExelQuest, where it will be put to genuine use (see Chapter 5).

This shape holds constant across every subject and every age within this phase — what changes is the story, the material, and the level of challenge, never the underlying structure.

Delivery is entirely teacher-led. There is no ExelTutor operating independently with a child in this age range. A teacher plans the Concept Capsule, delivers it through play, story, movement, or hands-on activity, and records what they observe against the rubric. This is a deliberate design choice, not a current limitation: ExelAcademy holds that young children should learn to play, and that no software should stand between a young child and the adults responsible for them.

It also reflects a wider commitment that runs through this whole curriculum: the teacher's primary task is not to deliver a concept to a passive child, but to create the conditions — through story, material, and relationship — in which the child constructs their own understanding of it. "Less teaching, more learning" is not a slogan here; it is a description of what actually happens inside a well-run Concept Capsule.

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Chapter 5 — ExelQuests in the Early Years

Where a Concept Capsule secures one small idea, an ExelQuest is where a child's whole curriculum comes to life. It is worth being precise about how this differs from the Secondary model, because the difference is not one of scale — it is a difference in what a Quest is for.

In the Secondary curriculum, a learner typically meets a concept first — through an ExelTutor Bot — and only afterwards puts it to use inside an ExelQuest. Academic mastery comes first; application and contribution follow. In the Early Years and Primary curriculum, this order is deliberately reversed. There is no adaptive tutor delivering content ahead of time for a young child to later apply. Here, the ExelQuest is not an extension of learning that has already happened elsewhere — it is the primary vehicle through which learning happens at all. A young child does not learn to count and then go and run a class shop. They learn to count because they are running a class shop, and counting is what the shop genuinely requires of them.

Learning Through, Not Learning Then Applying

This means a teacher planning an ExelQuest is not designing an activity to reinforce Concept Capsules taught the week before. They are designing an experience rich enough that the Concept Capsules of several subjects — Mathematics, Literacy, Science, Creative Expression, Personal, Social & Community, and others — arise naturally from the genuine demands of the Quest itself, and can be noticed, named, and evidenced by the teacher as they occur.

This is where the teacher's role becomes most skilled. A good Early Years ExelQuest does not run itself; it depends on an adult who moves through the Learning Space watching for the moment a child is genuinely grappling with fair sharing, pattern, cause and effect, or persuasive language, and who labels that moment for what it is — "You've just worked out that splitting it in half is fair for both of you: that's a maths idea called equal sharing" — so that the child's implicit doing becomes a visible, namable piece of learning. The Concept Capsule is not taught before the Quest and tested during it. It is caught, named, and evidenced inside the Quest, in real time, by a teacher who knows exactly what they are looking for.

What This Looks Like

A Quest at this age is a Learning Space, an imaginative project, or a sustained investigation, held open long enough — days, sometimes weeks — for a child to return to it, deepen it, and make it their own. Two examples already familiar to this curriculum illustrate the principle:

Running a class "shop" is not a maths lesson wrapped in a game. It is where counting, fair exchange, and kind, clear communication are first encountered as real and necessary — a child does not calculate change because a worksheet asked them to, but because a customer is waiting.

Growing a small garden is not a science topic delivered before children are let loose with trowels. It is where noticing change over time, describing what is observed, and caring responsibly for something living are first encountered as genuinely necessary, because the plants will not survive without it.

A third example makes the interdisciplinary reach fully visible. A Quest built around the trees in the school's own grounds might ask children to find out what a tree needs to survive, and to make something — a story, a song, a small display — that shows others how to help it thrive. Inside that single, sustained investigation: Literacy is met through the words children use to describe what they find; Creative Expression through the song, picture, or model they make to share it; Mathematics through counting leaves, sorting seeds, or measuring a trunk; Personal, Social & Community through deciding, together, what a fair and kind way to look after the tree would be; Physical Development & Wellbeing through the outdoor movement the investigation itself demands; and Science and

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Humanities through direct observation of what a living thing needs and how it fits into the wider world around it. No worksheet delivers any of this beforehand. The Quest is where it is first met — and where the teacher, watching closely, evidences it.

The Adult's Role Is More Hands-On, Not Less

Because the ExelQuest is where first teaching happens at this age, the adult's role inside it is more hands-on than at any later stage of the curriculum, not less. A Secondary mentor supports a learner who is largely directing their own applied project. An Early Years teacher is inside the Quest with the child — narrating, questioning, modelling, and extending — because a young child's ability to turn an experience into understanding is not yet something they can do unsupported. This is not a lesser or diluted version of the Secondary model. It is what the same underlying commitment — that a concept mastered in isolation remains inert until it has been put to genuine use — looks like when the learner is five rather than fifteen.

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Chapter 6 — The Human at the Centre: Teachers, Not Tutors

ExelAcademy's Secondary model places a human mentor deliberately alongside an AI-adaptive ExelTutor, dividing the work of instruction and coaching between them. The Early Years and Primary model does not divide this work. There is no AI-adaptive tutor delivering instruction to a young child. The teacher does both — they teach the Concept Capsule, and they guide the child through the ExelQuest — because a young child's need for a consistent, known, trusted adult is not a need that can be split across a human and a machine.

The Teacher as Facilitator, Not Deliverer

This dual role changes what "teaching" looks like day to day. Rather than standing at the front delivering content, the Early Years teacher spends the majority of their time as a facilitator and play partner — watching, questioning, modelling, and gently extending a child's thinking within whatever Learning Space or ExelQuest is underway. This is deliberately consistent with ExelAcademy's wider AI philosophy, in which artificial intelligence is always positioned as an amplifier of human judgement and relationship, never a substitute for it. The difference in the Early Years is simply that, at this age, there is no AI in the loop to amplify anything at all. Where the Secondary curriculum divides a learner's time between AI-adaptive mastery work and applied ExelQuest work, the Early Years and Primary day carries no such split: the whole of it is human-led, and the teacher is present for all of it.

Where digital tools and AI are introduced at all in this age range — as set out fully in the Digital & Tech Foundations subject book — they are introduced conceptually and under direct adult supervision, in line with UNESCO's Guidance for Generative AI in Education and Research, which recommends a minimum age of thirteen for independent, unsupervised use of generative AI. No capsule in this curriculum involves a young child operating an AI tool alone. Adults retain full oversight of any technology encountered in this age range, and any concern is escalated to a trusted adult immediately, never left for a tool to resolve on its own. This is not a temporary restriction awaiting better technology. It is ExelAcademy's considered position on what a young child's education should look like.

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Chapter 7 — Assessment: How We Know a Child Is Growing

This chapter sets out, plainly and practically, how assessment works across the Early Years and Primary curriculum. It is written for teachers to use directly, not as a theoretical statement.

The Core Principle: Observation, Not Testing

Assessment in the Early Years and Primary phases is observation-based. There are no formal tests, exams, or timed assessments anywhere in this curriculum. A teacher builds their judgement of a child's progress from what they see and hear during everyday play, conversation, and applied activity — not from a separate assessment event bolted onto the end of a unit.

This matters for a simple reason: testing a young child interrupts exactly the conditions — safety, play, low pressure — that this curriculum has argued are the precondition for early learning in the first place. Evidence gathered while a child is genuinely absorbed in an activity is more accurate, not less, than evidence gathered under test conditions.

Learning Made Visible

This approach reflects a wider principle that runs through this entire curriculum: learning must be made visible — to the child, to the teacher, and to the family — not left invisible inside a child's head until a test reveals it, too late to act on. A teacher who narrates what they notice ("I can see you tried three different ways to make that tower balance — that's real problem-solving") is not simply praising effort. They are making a child's own thinking visible to the child themselves, which is one of the most powerful things an adult can do for a young learner's growing sense of themselves as capable. The four-tier rubric below is one tool for making that thinking visible in a form a teacher can act on and a family can understand.

The Four-Tier Rubric

Every Theme across every subject in this curriculum is assessed against the same four-tier rubric. A teacher does not need to learn a different scale for Mathematics, Science, or Personal, Social & Community — the same four words apply everywhere, though what they look like in practice differs by subject and by Concept Capsule.

Tier	What a teacher is looking for
Emerging	The child engages with the skill only with direct adult support, prompting, or modelling. This is a normal and expected starting point, not a concern in itself.
Developing	The child attempts the skill independently some of the time, but needs occasional reminders, support, or repetition to succeed consistently.
Mastering	The child demonstrates the skill confidently and independently in familiar situations, without adult prompting.
Innovating	The child applies the skill flexibly in new or unfamiliar situations, explains their thinking to others, or extends the idea beyond what was directly taught.

The rubric describes a Theme as a whole, not each individual Concept Capsule within it. A child may be Mastering some capsules within a Theme and still Developing others — a teacher's overall judgement of the Theme should reflect the balance of evidence across all of that Theme's capsules, not a single moment or a single task.

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Where Evidence Comes From

At this age, evidence of learning comes from what a teacher directly observes, not from a submitted piece of work marked in isolation. Useful evidence typically includes:

- What a child says during play, conversation, or a group activity
- What a child does when given a task, a material, or a challenge, with or without support
- What a child makes — a drawing, a model, a piece of writing, a small project
- How a child responds when something is difficult, or when a first attempt does not succeed
- What a child explains to another child or an adult, in their own words

Progression: Evidence-Gated, Not Age-Gated

A child moves from one Concept Capsule to the next when there is genuine evidence of Developing-or-above understanding, not because a term or a calendar year has ended. This means two children of the same age may be working on different Concept Capsules within the same Theme at the same time, and this is expected, not a sign that something has gone wrong. The curriculum's Phase structure (Phase A through Phase D) describes a typical age range for each stage of content, but a teacher's evidence of what a specific child can actually do always takes precedence over that typical range.

Recording Evidence Simply

Teachers are not expected to maintain lengthy written assessment records for every child, every day. A simple, consistent method — a class tracking grid marked with the four tiers per Theme, updated after activities where evidence naturally arises, supplemented by a short note or a photograph where something notable happens — is sufficient. The goal is a record a teacher can act on quickly, not a paperwork exercise that competes with time spent actually teaching.

What Assessment Is Not

To avoid drift over time, it is worth being explicit about what does not belong in Early Years and Primary assessment:

- No formal written tests or timed assessments for children in this age range
- No ranking or comparison of children against one another
- No single task or single day's observation used alone to set a child's tier — judgement is built from a pattern of evidence over time
- No assessment activity that removes a child from play or replaces a genuine activity with an artificial testing exercise

Assessment in the Early Years and Primary curriculum exists to help a teacher see a child clearly — not to sort, rank, or pressure them. Used this way, it protects exactly the conditions of safety and curiosity that Chapter 1 of this book argued are the foundation for everything else.

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Chapter 8 — The ExelAcademy Early Years & Primary Promise

The following commitments underpin every subject, every Concept Capsule, and every ExelQuest in this curriculum:

- We believe every young child deserves to feel safe, known, and delighted in before they are asked to achieve.
- We believe play is not a break from learning — it is how young children learn.
- We believe a young child's education is delivered by present, trusted adults, not by software.
- We believe assessment should help a teacher see a child clearly, never rank or pressure them.
- We believe every child grows at their own pace, and that this is a strength of our design, not a problem to be managed.
- We believe curiosity should always be encouraged, and that a good question matters as much as a correct answer.
- We believe technology, where it appears at all in these earliest years, must always remain supervised, minimal, and secondary to human relationship.
- We believe the human capacities an AI-shaped future will value most — curiosity, original questions, collaboration, and knowing one's own strengths — are built in these earliest years, not added later.
- We believe every child is a researcher and a co-creator of their own learning, not a passive recipient of ours.

This is the education we believe every young child deserves, and the foundation on which everything ExelAcademy builds afterwards depends.

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PERSONAL, SOCIAL & COMMUNITY

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, Core Knowledge, Vocabulary, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Personal, Social & Community builds Identity → Regulation → Responsibility → Agency → Contribution, ensuring every child grows knowing: I matter. I belong. I can grow. I can contribute. What I learn connects to the future. Progression moves Self → Peer → Community → Society as learners move from emotional naming, safety and belonging in Phase A, through regulation, cooperation and early responsibility in Phase B, ethical thinking and contribution in Phase C, to agency, leadership and civic understanding in Phase D.

Seven themes run through all four Phases: Identity & Belonging; Emotional Regulation & Self-Management; Relationships & Cooperation; Responsibility, Agency & Accountability; Fairness, Ethics & Decision-Making; Community, Citizenship & Contribution; and Understanding My Growth. Each Concept Capsule carries Core Knowledge, a Vocabulary bank, and individual I CAN statements — a deliberately richer structure than the rest of this book, reflecting the centrality of character and identity development to the ExelAcademy model.

Understanding My Growth is built around six connective pillars that run through ExelAcademy's whole educational philosophy: Human Flourishing, Essential Belonging, Human Authority, Human Capabilities, Authentically Human, and Learning How to Learn. Each Phase revisits these six pillars at growing depth, giving every child a consistent, age-appropriate language for understanding their own development.

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Phase A (Ages 3–5)

Emotional Naming, Safety & Belonging — "I matter. I am safe. I belong."

Theme 1: Identity & Belonging

Focus: *Understanding who I am, that I am safe, and that I belong.*

Concept Capsule 1: My Feelings Are Signals	
Core Knowledge	• Feelings tell me something. • My body gives me clues. • Adults help me understand my signals. • All feelings are allowed; not all behaviours are.
Vocabulary	*happy, sad, angry, scared, calm, safe, unsafe, body*
I CAN	• I can name how I feel. • I can show where I feel it in my body. • I can ask for help when I feel unsure. • I can say if something feels safe or unsafe.

Concept Capsule 2: I Belong Here	
Core Knowledge	• My name matters. • I am part of this group. • Everyone belongs. • Differences are normal and good.
Vocabulary	*belong, same, different, special, class, friend, family*
I CAN	• I can say my name confidently. • I can join in. • I can include others. • I can say something special about myself.

Concept Capsule 3: My Body Belongs to Me	
Core Knowledge	• My body is mine. • I can say no to touch I do not like. • I tell a trusted adult if something feels wrong. • Everyone's body deserves respect.
Vocabulary	*body, safe, unsafe, private, trust, no*
I CAN	• I can say what I like and don't like. • I can say no to unsafe touch. • I can tell a trusted adult if I feel unsafe.

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Concept Capsule 4: I Am Growing	
Core Knowledge	• I am learning new things every day. • Growing takes time and practice. • I can be proud of what I am learning.
Vocabulary	*grow, learn, practise, proud, try*
I CAN	• I can talk about something I am learning. • I can be proud of my effort. • I can keep trying when something is new.

Concept Capsule 5: Same and Different	
Core Knowledge	• People look, sound, and live in different ways. • Different is not wrong. • I can be curious about differences.
Vocabulary	*same, different, curious, family, culture*
I CAN	• I can notice ways people are the same and different. • I can be curious and kind about differences.

Rubric — Identity & Belonging (applies across this Theme)	
Emerging	Names self and basic feelings with adult support.
Developing	Talks about self, feelings, and belonging with growing confidence.
Mastering	Confidently describes identity, feelings, and body safety.
Innovating	Helps others feel they belong and models respect for difference.

Theme 2: Emotional Regulation & Self-Management

Focus: *Learning that calm is a skill I can practise.*

Concept Capsule 1: Calm Is a Skill	
Core Knowledge	• Big feelings need safe choices. • Breathing helps me feel calmer. • I can ask an adult to help me calm down.
Vocabulary	*calm, breathe, big feelings, help*
I CAN	• I can take slow breaths when I feel upset. • I can ask for help to calm down. • I can name a way to feel calmer.

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Concept Capsule 2: Noticing My Body's Signals	
Core Knowledge	• My body warns me before big feelings arrive. • A fast heart or tight tummy can be a clue. • Noticing early helps me choose calm.
Vocabulary	*warning, clue, notice*
I CAN	• I can notice a body signal before a big feeling. • I can tell an adult what my body feels like.

Concept Capsule 3: A Safe Place to Calm Down	
Core Knowledge	• Everyone needs a calm space sometimes. • A calm space helps me feel safe again. • I can find or ask for a calm space.
Vocabulary	*calm space, safe, quiet*
I CAN	• I can go to or ask for a calm space. • I can use my calm space to feel better.

Concept Capsule 4: Waiting My Turn	
Core Knowledge	• Waiting can feel hard. • Waiting is part of being with others. • I can wait with support.
Vocabulary	*wait, turn, patience*
I CAN	• I can wait for my turn with support. • I can notice when waiting feels hard.

Concept Capsule 5: Trying Again When It's Hard	
Core Knowledge	• Feeling frustrated is normal. • I can take a breath and try again. • Adults can help me when I feel stuck.
Vocabulary	*frustrated, try again, stuck*
I CAN	• I can try again after feeling frustrated. • I can ask for help when I feel stuck.

Rubric — Emotional Regulation & Self-Management (applies across this Theme)	
Emerging	Needs adult co-regulation; limited vocabulary for feelings.
Developing	Names feelings and attempts calming strategies with support.
Mastering	Uses calming strategies independently and notices body signals.

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Rubric — Emotional Regulation & Self-Management (applies across this Theme)	
Innovating	Models calm strategies for others and helps peers regulate.

Theme 3: Relationships & Cooperation

Focus: *Playing and sharing space builds belonging.*

Concept Capsule 1: Sharing Space	
Core Knowledge	• Playing together builds belonging. • Sharing space means thinking of others. • Turns make playing fair.
Vocabulary	*share, together, turn, fair*
I CAN	• I can share a space with others. • I can take turns while playing. • I can play alongside a friend.

Concept Capsule 2: Making a Friend	
Core Knowledge	• Friends are people I enjoy being with. • I can invite someone to play. • Smiling and asking are ways to make a friend.
Vocabulary	*friend, invite, ask*
I CAN	• I can invite someone to play with me. • I can be a friend to someone new.

Concept Capsule 3: Kind Words	
Core Knowledge	• Words can make people feel good or sad. • Kind words help friendships grow. • I can choose kind words.
Vocabulary	*kind, words, feelings*
I CAN	• I can use kind words with others. • I can notice when words might hurt someone.

Concept Capsule 4: Playing Fairly	
Core Knowledge	• Rules help games work for everyone. • Fair play means following the rules. • I can accept when a game doesn't go my way.
Vocabulary	*rules, fair, accept*
I CAN	• I can follow simple game rules. • I can accept a game not going my way.

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Concept Capsule 5: Working Together	
Core Knowledge	• Some things are easier with a friend. • Working together means sharing a job. • I can help a friend with a task.
Vocabulary	*together, help, share*
I CAN	• I can work with a friend on a small task. • I can help when a friend needs it.

Rubric — Relationships & Cooperation (applies across this Theme)	
Emerging	Plays alongside others with adult support.
Developing	Shares, takes turns, and uses kind words with reminders.
Mastering	Plays fairly and cooperates with friends independently.
Innovating	Includes others warmly and helps resolve simple play conflicts.

Theme 4: Responsibility, Agency & Accountability

Focus: *Small jobs matter, and my choices matter.*

Concept Capsule 1: Small Jobs Matter	
Core Knowledge	• Everyone can help. • Small jobs make a big difference. • Helping feels good.
Vocabulary	*help, job, difference*
I CAN	• I can do a small job to help. • I can notice when help is needed.

Concept Capsule 2: Choose and Try Again	
Core Knowledge	• I make choices every day. • Some choices work out, some don't. • I can try again after a choice doesn't work.
Vocabulary	*choice, try again*
I CAN	• I can make a simple choice. • I can try again if my choice doesn't work out.

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Concept Capsule 3: Looking After My Things	
Core Knowledge	• My belongings need care. • Looking after things shows responsibility. • I can put things away.
Vocabulary	*belongings, care, put away*
I CAN	• I can look after my own belongings. • I can put things away after using them.

Concept Capsule 4: Following Simple Rules	
Core Knowledge	• Rules help keep everyone safe. • I can follow simple rules. • Rules apply to everyone.
Vocabulary	*rule, safe, everyone*
I CAN	• I can follow a simple rule. • I can explain why a rule keeps us safe.

Concept Capsule 5: Saying Sorry and Making It Right	
Core Knowledge	• Mistakes happen. • Saying sorry helps repair a mistake. • I can try to make things right.
Vocabulary	*sorry, mistake, make it right*
I CAN	• I can say sorry when I make a mistake. • I can try to make things right.

Rubric — Responsibility, Agency & Accountability (applies across this Theme)	
Emerging	Helps with a task and follows rules with adult support.
Developing	Makes simple choices and takes responsibility with reminders.
Mastering	Follows rules, cares for belongings, and repairs mistakes independently.
Innovating	Takes initiative to help and models responsible choices for others.

Theme 5: Fairness, Ethics & Decision-Making

Focus: *Kindness is a choice, and fairness matters.*

Concept Capsule 1: Fair and Unfair	
Core Knowledge	• Fair means everyone gets what they need. • Unfair feels different to different people. • I can notice when something feels unfair.

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Concept Capsule 1: Fair and Unfair	
Vocabulary	*fair, unfair, need*
I CAN	• I can say if something feels fair or unfair. • I can explain why.

Concept Capsule 2: Kindness Is a Choice	
Core Knowledge	• I can choose to be kind. • Kindness makes others feel good. • Small acts of kindness matter.
Vocabulary	*kind, choice, small act*
I CAN	• I can choose a kind action. • I can notice how kindness makes others feel.

Concept Capsule 3: Sharing Fairly	
Core Knowledge	• Sharing means everyone gets a turn or a part. • Fair sharing can look different in different situations. • I can share fairly with a friend.
Vocabulary	*share, turn, part*
I CAN	• I can share something fairly. • I can take turns fairly.

Concept Capsule 4: Telling the Truth	
Core Knowledge	• Telling the truth is important. • The truth helps others trust me. • I can tell the truth even when it’s hard.
Vocabulary	*truth, trust, honest*
I CAN	• I can tell the truth. • I can explain why telling the truth matters.

Concept Capsule 5: Noticing When Someone Needs Help	
Core Knowledge	• People sometimes need help without asking. • I can notice a need and offer help. • Offering help is a kind choice.
Vocabulary	*notice, offer, need*
I CAN	• I can notice when someone needs help. • I can offer to help.

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Rubric — Fairness, Ethics & Decision-Making (applies across this Theme)	
Emerging	Notices fairness and kindness with adult support.
Developing	Chooses kind actions and shares fairly with reminders.
Mastering	Tells the truth and notices when others need help independently.
Innovating	Actively models kindness and fairness for others.

Theme 6: Community, Citizenship & Contribution

Focus: *We protect what we love, starting with our own environment.*

Concept Capsule 1: Caring for Nature	
Core Knowledge	• Nature needs our care. • Small actions help the environment. • I can look after plants and animals nearby.
Vocabulary	*nature, care, environment*
I CAN	• I can care for a plant or animal. • I can do a small action to help nature.

Concept Capsule 2: Looking After Our Classroom	
Core Knowledge	• Shared spaces need everyone's help. • Tidying up is a way to care for a shared space. • I can help keep our space nice for everyone.
Vocabulary	*shared space, tidy, everyone*
I CAN	• I can help tidy a shared space. • I can explain why shared spaces need care.

Concept Capsule 3: Being Part of a Group	
Core Knowledge	• I am part of my class and my family. • Groups work well when everyone helps. • I can be a helpful member of my group.
Vocabulary	*group, member, helpful*
I CAN	• I can describe a group I belong to. • I can be a helpful member of that group.

Concept Capsule 4: Helping at Home	
Core Knowledge	• Families work together. • I can help with a simple job at home. • Helping at home shows I care.

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Concept Capsule 4: Helping at Home	
Vocabulary	*family, job, care*
I CAN	• I can help with a simple job at home. • I can explain how helping shows I care.

Concept Capsule 5: Celebrating Together	
Core Knowledge	• Communities celebrate special times together. • Celebrations can look different in different families. • I can share something my family celebrates.
Vocabulary	*celebrate, community, special*
I CAN	• I can share something my family celebrates. • I can be curious about how others celebrate.

Rubric — Community, Citizenship & Contribution (applies across this Theme)	
Emerging	Helps with a shared task with adult support.
Developing	Cares for nature and shared spaces with reminders.
Mastering	Contributes helpfully to group, family, and community life.
Innovating	Takes initiative to care for others and the environment.

Theme 7: Understanding My Growth

Focus: *Beginning to understand that my whole self matters, I am needed, and I am growing.*

Concept Capsule 1: I Am Flourishing	
Core Knowledge	• My body, feelings, and mind all matter. • Taking care of myself is important. • I am allowed to rest, play, and feel.
Vocabulary	*flourish, whole self, care*
I CAN	• I can name a way I take care of myself. • I can notice when my whole self feels good.

Concept Capsule 2: I Am Needed Here	
Core Knowledge	• My class is better with me in it. • I don't have to be like everyone else to belong. • Every person adds something.
Vocabulary	*needed, belong, add*
I CAN	• I can say something I add to my group. • I can feel that I am needed.

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Concept Capsule 3: My Voice Matters	
Core Knowledge	• I can say what I think and feel. • Adults listen to my ideas. • My choices are becoming bigger as I grow.
Vocabulary	*voice, choice, listen*
I CAN	• I can share my idea. • I can make a choice and say why.

Concept Capsule 4: I Am Growing New Skills	
Core Knowledge	• I am learning new things all the time. • Practising helps me grow. • I can be proud of something new I can do.
Vocabulary	*skill, practise, proud*
I CAN	• I can name something I have learned to do. • I can feel proud of my growing skills.

Concept Capsule 5: Being Truly Me	
Core Knowledge	• I can be myself, even when others are different. • Learning happens in different ways for different people. • I am allowed to learn at my own pace.
Vocabulary	*myself, different, pace*
I CAN	• I can be myself with others. • I can notice something about how I like to learn.

Rubric — Understanding My Growth (applies across this Theme)	
Emerging	Names a feeling or skill with adult support.
Developing	Talks about self-care, belonging, and growth with reminders.
Mastering	Confidently shares ideas and reflects on their own growth.
Innovating	Helps others feel needed and celebrates growth in themselves and friends.

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Phase B (Ages 4–6)

Regulation, Cooperation & Early Responsibility — "I can manage myself and help others."

Theme 1: Identity & Belonging

Focus: *Naming feelings clearly and understanding my strengths within my group.*

Concept Capsule 1: Naming My Feelings Clearly	
Core Knowledge	• Feelings have many shades (frustrated, disappointed, proud). • Naming a feeling helps me manage it. • Adults and friends can help me understand big feelings.
Vocabulary	*frustrated, disappointed, proud, nervous, confident*
I CAN	• I can name a wider range of feelings. • I can explain why I feel a certain way. • I can ask for help with big feelings.

Concept Capsule 2: I Belong to My Group	
Core Knowledge	• I have a role within my group. • Belonging means being valued for who I am. • Groups work best when everyone is included.
Vocabulary	*role, group, value, include, team*
I CAN	• I can describe my role in a group. • I can help someone else feel included.

Concept Capsule 3: My Body, My Choices	
Core Knowledge	• I have the right to make choices about my own body. • I can set simple boundaries. • I know who my trusted adults are.
Vocabulary	*boundary, choice, trust, respect*
I CAN	• I can set a simple boundary. • I can name my trusted adults. • I can respect others' boundaries.

Concept Capsule 4: My Strengths & Effort	
Core Knowledge	• Everyone has different strengths. • Effort helps me improve. • Mistakes are part of learning.
Vocabulary	*strength, effort, mistake, improve*
I CAN	• I can name a strength of mine. • I can explain how effort helps me improve. • I can see mistakes as part of learning.

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Concept Capsule 5: Understanding Differences	
Core Knowledge	• Families, cultures, and abilities differ. • Understanding differences builds respect. • I can ask kind questions about difference.
Vocabulary	*culture, ability, respect, understand*
I CAN	• I can describe a way my family is unique. • I can ask a kind question about someone's difference.

Rubric — Identity & Belonging (applies across this Theme)	
Emerging	Names feelings and strengths with support.
Developing	Describes feelings, role, and simple boundaries independently.
Mastering	Explains strengths, effort, and respects others' boundaries.
Innovating	Helps peers understand and value difference.

Theme 2: Emotional Regulation & Self-Management

Focus: *Pausing, thinking, and choosing before I act.*

Concept Capsule 1: Stop – Think – Choose	
Core Knowledge	• I can pause before reacting. • Thinking gives me options. • Choosing well feels good afterwards.
Vocabulary	*pause, react, option, choose*
I CAN	• I can pause before I react. • I can think of more than one choice. • I can choose a helpful response.

Concept Capsule 2: Calm Strategies Work	
Core Knowledge	• Different strategies help different feelings. • Practising a strategy makes it easier to use. • I can pick a strategy that works for me.
Vocabulary	*strategy, practise, works*
I CAN	• I can name more than one calming strategy. • I can pick a strategy that helps me.

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Concept Capsule 3: Naming Bigger Feelings	
Core Knowledge	• Feelings can be a mix, like nervous and excited. • Naming a feeling accurately helps others understand me. • I can describe feelings in more detail.
Vocabulary	*mix, accurate, describe*
I CAN	• I can name a mixed feeling. • I can describe my feeling in more detail.

Concept Capsule 4: Managing Frustration	
Core Knowledge	• Frustration is a normal feeling when things are hard. • I have strategies for frustration. • Frustration passes.
Vocabulary	*frustration, passes, manage*
I CAN	• I can use a strategy when I feel frustrated. • I can remind myself that frustration passes.

Concept Capsule 5: Helping Myself Refocus	
Core Knowledge	• My attention can wander. • I can notice when I've lost focus. • Simple strategies help me refocus.
Vocabulary	*focus, attention, refocus*
I CAN	• I can notice when my focus has wandered. • I can use a strategy to refocus.

Rubric — Emotional Regulation & Self-Management (applies across this Theme)	
Emerging	Pauses with adult prompting.
Developing	Uses stop-think-choose and calming strategies with support.
Mastering	Independently pauses, chooses, and manages frustration.
Innovating	Selects effective strategies flexibly and helps peers refocus.

Theme 3: Relationships & Cooperation

Focus: *Working towards shared goals and understanding fairness within a group.*

Concept Capsule 1: Shared Goals	
Core Knowledge	• A team works towards something together. • Everyone's contribution matters. • Shared goals need cooperation.

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Concept Capsule 1: Shared Goals	
Vocabulary	*team, contribution, cooperation*
I CAN	• I can describe a shared goal with my group. • I can contribute to a team task.

Concept Capsule 2: Fairness vs Sameness	
Core Knowledge	• Fair does not always mean the same for everyone. • People sometimes need different things. • I can understand why fairness looks different for different people.
Vocabulary	*fair, same, different needs*
I CAN	• I can explain that fair does not always mean the same. • I can notice when someone needs something different.

Concept Capsule 3: Listening to Others	
Core Knowledge	• Listening means giving my full attention. • Good listening helps friendships and teamwork. • I can show I am listening.
Vocabulary	*listen, attention, show*
I CAN	• I can listen carefully when someone speaks. • I can show I am listening.

Concept Capsule 4: Solving a Small Disagreement	
Core Knowledge	• Disagreements happen sometimes. • Talking calmly helps solve a disagreement. • I can find a solution with a friend.
Vocabulary	*disagreement, solution, calmly*
I CAN	• I can talk calmly about a disagreement. • I can help find a solution with a friend.

Concept Capsule 5: Including Everyone	
Core Knowledge	• Everyone deserves to be included. • Noticing who is left out matters. • I can invite someone who is left out.
Vocabulary	*include, left out, invite*
I CAN	• I can notice when someone is left out. • I can invite them to join in.

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Rubric — Relationships & Cooperation (applies across this Theme)	
Emerging	Cooperates on a shared task with support.
Developing	Listens, contributes, and resolves small disagreements with guidance.
Mastering	Works towards shared goals and includes others independently.
Innovating	Leads inclusive cooperation and helps a group resolve disagreements.

Theme 4: Responsibility, Agency & Accountability

Focus: *Taking responsibility and caring for our shared environment.*

Concept Capsule 1: Taking Responsibility	
Core Knowledge	• Responsibility means owning my actions. • I can admit when I got something wrong. • Taking responsibility builds trust.
Vocabulary	*responsibility, own, admit*
I CAN	• I can own an action I took. • I can admit when I got something wrong.

Concept Capsule 2: Caring for Our Environment	
Core Knowledge	• Our shared spaces need everyone's care. • Small actions protect the environment. • I can do my part to look after shared spaces.
Vocabulary	*environment, shared space, protect*
I CAN	• I can care for a shared space. • I can explain one way to protect the environment.

Concept Capsule 3: Keeping Promises	
Core Knowledge	• A promise is something I commit to. • Keeping promises builds trust. • I can keep a small promise.
Vocabulary	*promise, commit, trust*
I CAN	• I can keep a small promise. • I can explain why promises matter.

Concept Capsule 4: Making Decisions Independently	
Core Knowledge	• I can make some decisions on my own. • Independent decisions build confidence. • I can think before deciding.

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Concept Capsule 4: Making Decisions Independently	
Vocabulary	*independent, decide, confidence*
I CAN	• I can make a simple decision independently. • I can think before I decide.

Concept Capsule 5: Helping Makes a Difference	
Core Knowledge	• Helping others benefits the whole group. • I can notice a need and act on it. • Helping is a choice I can make.
Vocabulary	*benefit, notice, act*
I CAN	• I can notice a need and help. • I can explain how helping benefits others.

Rubric — Responsibility, Agency & Accountability (applies across this Theme)	
Emerging	Takes responsibility for a simple action with support.
Developing	Keeps promises and cares for shared spaces independently.
Mastering	Makes independent decisions and owns mistakes honestly.
Innovating	Proactively notices needs and takes responsibility for the wider group.

Theme 5: Fairness, Ethics & Decision-Making

Focus: *Understanding that fairness is not always sameness, and making good choices.*

Concept Capsule 1: Understanding Fair Rules	
Core Knowledge	• Rules should apply fairly to everyone. • Sometimes rules need to change to be fair. • I can think about whether a rule feels fair.
Vocabulary	*rule, fair, change*
I CAN	• I can explain whether a rule feels fair. • I can suggest a fair change to a rule.

Concept Capsule 2: Making a Good Choice	
Core Knowledge	• Good choices consider others as well as myself. • I can think about a choice before making it. • Some choices are harder than others.
Vocabulary	*choice, consider, think*
I CAN	• I can think about a choice before making it. • I can explain why I made a certain choice.

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Concept Capsule 3: Kindness in Action	
Core Knowledge	• Kindness can be planned, not just spontaneous. • I can plan a kind action for someone. • Kindness sometimes takes courage.
Vocabulary	*plan, courage, action*
I CAN	• I can plan a kind action. • I can explain why kindness sometimes takes courage.

Concept Capsule 4: Being Honest When It's Hard	
Core Knowledge	• Honesty is easy when there's nothing to lose. • Real honesty matters most when it's difficult. • I can be honest even if I'm worried about the reaction.
Vocabulary	*honest, difficult, worried*
I CAN	• I can be honest even when it feels hard. • I can explain why honesty matters most in hard moments.

Concept Capsule 5: Standing Up for Fairness	
Core Knowledge	• I can notice unfairness happening to someone else. • Speaking up calmly can help. • I know when to ask an adult for support.
Vocabulary	*unfairness, speak up, support*
I CAN	• I can notice unfairness happening to someone else. • I can speak up calmly or ask an adult for help.

Rubric — Fairness, Ethics & Decision-Making (applies across this Theme)	
Emerging	Considers fairness and honesty with adult support.
Developing	Makes thoughtful choices and plans kind actions independently.
Mastering	Is honest in difficult moments and stands up for fairness.
Innovating	Champions fairness proactively and encourages honesty in others.

Theme 6: Community, Citizenship & Contribution

Focus: *Helping makes a difference, and I am beginning to understand my wider community.*

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Concept Capsule 1: Helping Makes a Difference	
Core Knowledge	• My help matters, even in small ways. • Helping others benefits the whole community. • I can find a way to help someone this week.
Vocabulary	*difference, benefit, community*
I CAN	• I can describe a time my help made a difference. • I can plan a way to help someone.

Concept Capsule 2: Understanding Community Helpers	
Core Knowledge	• Different people help our community in different ways. • Community helpers deserve respect and thanks. • I can name people who help our community.
Vocabulary	*community helper, respect, thanks*
I CAN	• I can name a community helper. • I can explain how they help.

Concept Capsule 3: Looking After Our Environment	
Core Knowledge	• Our environment needs ongoing care. • Small habits (recycling, saving water) add up. • I can build a habit that helps the environment.
Vocabulary	*habit, recycle, environment*
I CAN	• I can describe a habit that helps the environment. • I can practise it regularly.

Concept Capsule 4: My Learning Journey	
Core Knowledge	• I am always growing and learning. • Noticing my growth helps me feel proud. • I can reflect on something I have learned recently.
Vocabulary	*growth, proud, reflect*
I CAN	• I can reflect on something I have learned. • I can describe how I have grown.

Concept Capsule 5: Being a Good Citizen at School	
Core Knowledge	• Citizenship starts in small communities like school. • Good citizens follow rules and help others. • I can act like a good citizen at school.
Vocabulary	*citizen, community, act*

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Concept Capsule 5: Being a Good Citizen at School	
I CAN	• I can describe what makes a good citizen at school. • I can act as a good citizen myself.

Rubric — Community, Citizenship & Contribution (applies across this Theme)	
Emerging	Names a way to help with adult support.
Developing	Builds simple habits of care and reflects on learning with guidance.
Mastering	Understands community helpers and acts as a good citizen independently.
Innovating	Takes proactive action to benefit the wider community.

Theme 7: Understanding My Growth

Focus: *Understanding that my whole self needs care, my voice matters, and my abilities are growing.*

Concept Capsule 1: Taking Care of My Whole Self	
Core Knowledge	• My body, mind, and feelings work together. • Rest, movement, and connection all help me flourish. • I can notice what helps my whole self feel well.
Vocabulary	*flourish, wellbeing, connection*
I CAN	• I can describe something that helps my whole self feel well. • I can notice when I need rest, movement, or connection.

Concept Capsule 2: Everyone Is Needed	
Core Knowledge	• A group is stronger when everyone contributes differently. • My unique qualities are valuable. • Belonging doesn't mean fitting in exactly.
Vocabulary	*contribute, unique, valuable*
I CAN	• I can explain what I bring to my group. • I can value someone else's different contribution.

Concept Capsule 3: My Voice, My Choices	
Core Knowledge	• My opinions matter and can be shared respectfully. • I am gaining more independence in my choices. • Having a voice means using it responsibly.
Vocabulary	*opinion, independence, responsibly*
I CAN	• I can share an opinion respectfully. • I can explain a choice I made independently.

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Concept Capsule 4: Growing My Abilities	
Core Knowledge	• I have many different abilities that are all growing. • Some abilities come from practice, others from trying new things. • I can set a simple goal for something I want to grow.
Vocabulary	*ability, goal, practice*
I CAN	• I can name more than one ability I am growing. • I can set a simple goal.

Concept Capsule 5: Being Myself & Learning My Way	
Core Knowledge	• I learn best in ways that suit me. • Being authentic means being honestly myself. • I can notice how I learn best.
Vocabulary	*authentic, honestly, learn best*
I CAN	• I can describe how I learn best. • I can be honestly myself even when it's different from others.

Rubric — Understanding My Growth (applies across this Theme)	
Emerging	Names an ability or need with support.
Developing	Shares opinions and sets simple goals with guidance.
Mastering	Reflects on wellbeing, contribution, and how they learn best.
Innovating	Confidently uses their voice responsibly and supports others' growth.

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Phase C (Ages 5–7)

Ethical Thinking, Role Awareness & Contribution

Theme 1: Identity & Belonging

Focus: *Understanding my emotions, strengths and blind spots, and my place in a diverse world.*

Concept Capsule 1: Understanding My Emotions Deeply	
Core Knowledge	• Emotions can be complex and mixed. • My emotional responses affect my choices. • I can reflect on why I feel a certain way.
Vocabulary	*complex, reflect, response, trigger*
I CAN	• I can describe a mixed or complex feeling. • I can reflect on what triggered a feeling. • I can explain how my feelings affect my choices.

Concept Capsule 2: Belonging Across Groups	
Core Knowledge	• I belong to more than one group (family, class, community). • My identity is shaped by many groups. • I can move between groups with confidence.
Vocabulary	*identity, community, shaped, confidence*
I CAN	• I can describe the different groups I belong to. • I can explain how groups shape who I am.

Concept Capsule 3: Body Awareness & Personal Boundaries	
Core Knowledge	• I have the right to privacy and personal space. • I can express boundaries clearly and respectfully. • I recognise when a boundary has been crossed.
Vocabulary	*privacy, personal space, boundary, consent*
I CAN	• I can express a boundary clearly. • I can recognise when a boundary is crossed. • I can respect others' personal space.

Concept Capsule 4: My Strengths & Blind Spots	
Core Knowledge	• Everyone has strengths and areas to grow. • Knowing my blind spots helps me improve. • Feedback helps me see myself more clearly.
Vocabulary	*blind spot, feedback, self-awareness*
I CAN	• I can name a strength and an area to grow. • I can use feedback to understand myself better.

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Concept Capsule 5: Valuing Diversity	
Core Knowledge	• Diversity strengthens a community. • Different perspectives add value. • I can challenge unfair assumptions respectfully.
Vocabulary	*diversity, perspective, assumption, fairness*
I CAN	• I can explain why diversity is valuable. • I can respectfully challenge an unfair assumption.

Rubric — Identity & Belonging (applies across this Theme)	
Emerging	Names complex feelings and boundaries with support.
Developing	Reflects on feelings, belonging, and personal boundaries independently.
Mastering	Uses feedback to understand strengths and blind spots.
Innovating	Values diversity actively and challenges unfairness respectfully.

Theme 2: Emotional Regulation & Self-Management

Focus: *Understanding intent versus impact and managing more complex emotional situations.*

Concept Capsule 1: Actions Have Ripple Effects	
Core Knowledge	• My actions affect others, even when I don't mean them to. • Intent and impact are not always the same. • I can consider impact before acting.
Vocabulary	*ripple effect, intent, impact*
I CAN	• I can explain the difference between intent and impact. • I can consider how my actions might affect others.

Concept Capsule 2: Managing Setbacks	
Core Knowledge	• Setbacks are a normal part of trying new things. • I can use a strategy to reset after a setback. • Talking about a setback helps me process it.
Vocabulary	*setback, reset, process*
I CAN	• I can use a strategy to reset after a setback. • I can talk about a setback with someone I trust.

Concept Capsule 3: Understanding My Triggers	
Core Knowledge	• Certain situations affect me more strongly. • Knowing my triggers helps me prepare. • I can plan ahead for a tricky situation.

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Concept Capsule 3: Understanding My Triggers	
Vocabulary	*trigger, prepare, plan ahead*
I CAN	• I can name a situation that is tricky for me. • I can plan ahead for a tricky situation.

Concept Capsule 4: Calming Others	
Core Knowledge	• I can notice when someone else needs to calm down. • Being calm myself helps me support others. • I can offer a simple, kind strategy to a friend.
Vocabulary	*support, offer, kind*
I CAN	• I can notice when a friend needs to calm down. • I can offer a friend a calming idea.

Concept Capsule 5: Honesty & Trust	
Core Knowledge	• Honesty builds trust over time. • Trust can be broken and rebuilt. • Telling the truth, even when hard, matters.
Vocabulary	*honesty, trust, rebuild*
I CAN	• I can explain why honesty builds trust. • I can tell the truth even when it is hard.

Rubric — Emotional Regulation & Self-Management (applies across this Theme)	
Emerging	Considers impact and manages setbacks with support.
Developing	Reflects on triggers and uses strategies to reset independently.
Mastering	Supports others in calming and understands intent versus impact.
Innovating	Plans proactively for triggers and models honesty and trust-building.

Theme 3: Relationships & Cooperation

Focus: *Understanding roles, restorative practice, and different perspectives.*

Concept Capsule 1: Community Roles	
Core Knowledge	• Every person in a community plays a role. • Roles depend on each other. • I can identify my role in a group.
Vocabulary	*role, community, depend*
I CAN	• I can describe a role I play in a group. • I can explain how roles depend on each other.

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Concept Capsule 2: Conflict & Restorative Practice	
Core Knowledge	• Conflict can be repaired, not just punished. • Restorative practice asks what happened and how to make it right. • I can take part in repairing a conflict.
Vocabulary	*conflict, restorative, repair*
I CAN	• I can explain what restorative practice means. • I can take part in repairing a conflict.

Concept Capsule 3: Fairness, Justice & Perspective	
Core Knowledge	• Different people can see the same event differently. • Justice considers everyone's perspective. • I can consider a perspective different from my own.
Vocabulary	*justice, perspective, consider*
I CAN	• I can describe a perspective different from mine. • I can explain how justice considers everyone.

Concept Capsule 4: Working in a Team Under Pressure	
Core Knowledge	• Teams sometimes face challenges or pressure. • Communication matters more under pressure. • I can stay cooperative when a task gets hard.
Vocabulary	*pressure, communication, cooperative*
I CAN	• I can stay cooperative when a team task gets hard. • I can communicate clearly under pressure.

Concept Capsule 5: Standing Up for a Friend	
Core Knowledge	• Friendship sometimes means standing up for someone. • I can speak up calmly and kindly. • I know when to ask an adult for help.
Vocabulary	*stand up, speak up, ask for help*
I CAN	• I can speak up calmly for a friend. • I can ask an adult for help when needed.

Rubric — Relationships & Cooperation (applies across this Theme)	
Emerging	Identifies roles and perspectives with support.
Developing	Participates in restorative practice and considers others' perspectives.

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Rubric — Relationships & Cooperation (applies across this Theme)	
Mastering	Works cooperatively under pressure and stands up for others.
Innovating	Leads restorative conversations and models perspective-taking for the group.

Theme 4: Responsibility, Agency & Accountability

Focus: *Understanding short-term versus long-term consequences of my choices.*

Concept Capsule 1: Short-Term vs Long-Term Consequences	
Core Knowledge	• Some choices feel good now but cause problems later. • Thinking ahead helps me choose well. • I can weigh short-term and long-term effects.
Vocabulary	*short-term, long-term, consequence*
I CAN	• I can describe a short-term and long-term consequence of a choice. • I can think ahead before deciding.

Concept Capsule 2: Owning My Mistakes	
Core Knowledge	• Owning a mistake is a sign of strength, not weakness. • I can explain what I would do differently. • Mistakes help me learn.
Vocabulary	*own, strength, learn*
I CAN	• I can own a mistake without excuses. • I can explain what I would do differently.

Concept Capsule 3: Managing My Own Tasks	
Core Knowledge	• I can plan and complete a task independently. • Organising my time helps me finish things. • I can check my own work.
Vocabulary	*plan, organise, check*
I CAN	• I can plan and complete a task on my own. • I can check my own work.

Concept Capsule 4: Being Reliable	
Core Knowledge	• Reliability means people can count on me. • I can follow through on what I say I'll do. • Being reliable builds trust over time.
Vocabulary	*reliable, count on, follow through*

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Concept Capsule 4: Being Reliable	
I CAN	• I can follow through on something I committed to. • I can explain why reliability matters.

Concept Capsule 5: Systems & Responsibility	
Core Knowledge	• I am part of bigger systems (family, class, community). • My actions affect how systems work. • I can consider my responsibility within a system.
Vocabulary	*system, part of, affect*
I CAN	• I can describe a system I am part of. • I can explain how my actions affect that system.

Rubric — Responsibility, Agency & Accountability (applies across this Theme)	
Emerging	Considers consequences and owns mistakes with support.
Developing	Manages own tasks and follows through on commitments independently.
Mastering	Weighs long-term consequences and demonstrates reliability.
Innovating	Understands their role within wider systems and acts responsibly within them.

Theme 5: Fairness, Ethics & Decision-Making

Focus: *Making ethical decisions that consider fairness, justice, and different perspectives.*

Concept Capsule 1: Ethical Decision-Making	
Core Knowledge	• Ethical decisions consider right and wrong, not just rules. • I can think through the effects of a decision on others. • Not every decision has an obvious right answer.
Vocabulary	*ethical, right and wrong, effect*
I CAN	• I can think through how a decision affects others. • I can explain why a decision was ethically difficult.

Concept Capsule 2: Justice & Perspective	
Core Knowledge	• Justice means considering what is fair for everyone involved. • Different people may see fairness differently. • I can consider multiple views before judging a situation.
Vocabulary	*justice, view, judge*
I CAN	• I can consider more than one view before judging a situation. • I can explain what justice means to me.

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Concept Capsule 3: Making Decisions Under Uncertainty	
Core Knowledge	• Sometimes I don't have all the information. • I can make my best decision with the information I have. • I can reflect afterward on whether it was a good decision.
Vocabulary	*uncertainty, information, reflect*
I CAN	• I can make a decision with incomplete information. • I can reflect on whether my decision was a good one.

Concept Capsule 4: Recognising Bias	
Core Knowledge	• Everyone has assumptions that can affect fairness. • Noticing my own bias helps me be fairer. • I can question an assumption before acting on it.
Vocabulary	*bias, assumption, question*
I CAN	• I can notice an assumption I made. • I can question it before acting on it.

Concept Capsule 5: Doing the Right Thing When No One Is Watching	
Core Knowledge	• Integrity means doing right even unobserved. • I can act consistently whether or not I'm being watched. • Integrity builds trust over time.
Vocabulary	*integrity, consistent, unobserved*
I CAN	• I can explain what integrity means. • I can describe a time I did the right thing when no one was watching.

Rubric — Fairness, Ethics & Decision-Making (applies across this Theme)	
Emerging	Considers right and wrong with support.
Developing	Reflects on decisions and considers multiple perspectives independently.
Mastering	Recognises bias and makes ethical decisions under uncertainty.
Innovating	Consistently acts with integrity and models ethical reasoning for others.

Theme 6: Community, Citizenship & Contribution

Focus: *Understanding roles within a community and how systems connect to responsibility.*

Concept Capsule 1: Community Roles	
Core Knowledge	• Communities depend on many different roles. • Every role contributes something valuable. • I can identify how different roles work together.

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Concept Capsule 1: Community Roles	
Vocabulary	*role, depend, contribute*
I CAN	• I can identify a role in my community. • I can explain how it connects to other roles.

Concept Capsule 2: Systems & Responsibility	
Core Knowledge	• I am part of systems bigger than myself (school, town, country). • My actions ripple out into these systems. • I can consider my responsibility within a bigger system.
Vocabulary	*system, ripple, bigger picture*
I CAN	• I can describe a system I am part of. • I can explain my responsibility within it.

Concept Capsule 3: Understanding Local Issues	
Core Knowledge	• Communities face real challenges. • Understanding an issue is the first step to helping. • I can learn about a real issue in my community.
Vocabulary	*issue, challenge, learn*
I CAN	• I can describe a real issue in my community. • I can explain why it matters.

Concept Capsule 4: Planning a Contribution	
Core Knowledge	• A good contribution meets a real need. • Planning helps a contribution succeed. • I can plan a simple way to contribute.
Vocabulary	*plan, contribute, succeed*
I CAN	• I can plan a simple contribution to my community. • I can explain what need it meets.

Concept Capsule 5: Global Awareness	
Core Knowledge	• My community connects to a wider world. • People around the world live differently and similarly. • I can show curiosity about communities beyond my own.
Vocabulary	*global, connect, curiosity*
I CAN	• I can describe a community different from my own. • I can explain a connection between my community and the wider world.

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Rubric — Community, Citizenship & Contribution (applies across this Theme)	
Emerging	Identifies community roles with support.
Developing	Understands local issues and plans a contribution with guidance.
Mastering	Explains their responsibility within wider systems independently.
Innovating	Connects local action to global awareness and leads a meaningful contribution.

Theme 7: Understanding My Growth

Focus: *Reflecting more deeply on flourishing, essential belonging, voice, capability, and how I learn.*

Concept Capsule 1: Understanding Flourishing	
Core Knowledge	• Flourishing means my whole self thriving, not just succeeding at tasks. • Flourishing includes rest, relationships, and purpose. • I can reflect on what helps me flourish.
Vocabulary	*thrive, purpose, reflect*
I CAN	• I can reflect on what helps me flourish. • I can explain that flourishing is more than achievement.

Concept Capsule 2: Essential, Not Just Included	
Core Knowledge	• Being essential means my presence genuinely matters, not just tolerated. • Every person's difference strengthens the group. • I can recognise my own essential value.
Vocabulary	*essential, tolerated, strengthen*
I CAN	• I can explain the difference between being included and being essential. • I can recognise my own value in a group.

Concept Capsule 3: Using My Voice Responsibly	
Core Knowledge	• Having authority over my own choices comes with responsibility. • My voice can influence others positively. • I can use my voice to stand up for something fair.
Vocabulary	*authority, influence, stand up*
I CAN	• I can use my voice to stand up for something fair. • I can explain how my choices affect others.

Concept Capsule 4: My Capabilities Are Growing	
Core Knowledge	• I have many kinds of capability — thinking, creating, connecting, and more. • Different capabilities grow in different ways. • I can identify a capability I want to develop.

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Concept Capsule 4: My Capabilities Are Growing	
Vocabulary	*capability, develop, kinds*
I CAN	• I can identify more than one kind of capability I have. • I can plan how to develop one.

Concept Capsule 5: Learning How I Learn Best	
Core Knowledge	• Understanding how I learn helps me learn more effectively. • Being authentically myself supports genuine learning. • I can reflect honestly on my own learning process.
Vocabulary	*reflect, effective, authentic*
I CAN	• I can reflect honestly on how I learn best. • I can explain why being authentically myself supports my learning.

Rubric — Understanding My Growth (applies across this Theme)	
Emerging	Reflects on flourishing and capability with support.
Developing	Identifies capabilities and uses their voice with guidance.
Mastering	Reflects independently on essential belonging and how they learn best.
Innovating	Uses their voice to stand up for fairness and actively develops their capabilities.

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Phase D (Ages 7–9)

Agency, Leadership & Civic Understanding

Theme 1: Identity & Belonging

Focus: *Understanding my identity, leadership, and boundaries within a diverse world.*

Concept Capsule 1: Complex Emotional Identity	
Core Knowledge	• My emotional identity is shaped by experience. • I can hold more than one feeling at once. • Understanding my emotions supports good decisions.
Vocabulary	*emotional identity, experience, regulate*
I CAN	• I can describe how my experiences shape my emotions. • I can hold and explain conflicting feelings. • I can use emotional understanding to make good decisions.

Concept Capsule 2: Belonging & Identity in Community	
Core Knowledge	• My identity connects me to multiple communities. • Belonging involves both giving and receiving. • I can contribute meaningfully to a group I belong to.
Vocabulary	*community, contribute, reciprocity*
I CAN	• I can describe how I contribute to a community. • I can explain what belonging means to me.

Concept Capsule 3: Personal Boundaries & Consent	
Core Knowledge	• Consent means a clear, freely given yes. • I can advocate for my own boundaries. • I respect that others have the right to say no.
Vocabulary	*consent, advocate, respect*
I CAN	• I can explain what consent means. • I can advocate for my own boundaries respectfully. • I can respect someone else's no.

Concept Capsule 4: Self-Leadership	
Core Knowledge	• Leadership starts with leading myself well. • I can set my own standards and hold myself to them. • Self-leadership means acting with integrity even when no one is watching.
Vocabulary	*self-leadership, integrity, standard*
I CAN	• I can describe what self-leadership means to me. • I can act with integrity even when unobserved.

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Concept Capsule 5: Identity in a Diverse World	
Core Knowledge	• My identity is one of many valuable identities. • Understanding others' identities builds empathy. • I can stand up for inclusion.
Vocabulary	*empathy, inclusion, identity*
I CAN	• I can explain how understanding others builds empathy. • I can stand up for someone being excluded.

Rubric — Identity & Belonging (applies across this Theme)	
Emerging	Describes identity and boundaries with support.
Developing	Explains emotional identity, consent, and belonging independently.
Mastering	Demonstrates self-leadership and advocates for their own boundaries.
Innovating	Champions inclusion and models integrity-driven self-leadership.

Theme 2: Emotional Regulation & Self-Management

Focus: *Navigating ethical dilemmas and long-term emotional thinking.*

Concept Capsule 1: Ethical Dilemmas	
Core Knowledge	• Sometimes there is no perfect choice. • I can weigh consequences before deciding. • Ethical thinking considers more than my own feelings.
Vocabulary	*dilemma, consequence, weigh*
I CAN	• I can describe an ethical dilemma. • I can weigh consequences before making a decision.

Concept Capsule 2: Long-Term Thinking	
Core Knowledge	• Some choices matter more over time than in the moment. • I can consider future impact, not just immediate feelings. • Delaying a reaction can lead to a better outcome.
Vocabulary	*long-term, immediate, delay*
I CAN	• I can consider the long-term impact of a choice. • I can delay a reaction to make a better decision.

Concept Capsule 3: Managing High-Pressure Moments	
Core Knowledge	• Pressure can make regulation harder. • I have strategies for high-pressure situations. • Staying calm under pressure is a skill I can build.

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Concept Capsule 3: Managing High-Pressure Moments	
Vocabulary	*pressure, strategy, build*
I CAN	• I can use a strategy in a high-pressure moment. • I can reflect on how I managed pressure.

Concept Capsule 4: Supporting Peer Regulation	
Core Knowledge	• I can recognise distress in others. • Supporting a peer calmly can help them regulate. • I know when to involve a trusted adult.
Vocabulary	*distress, recognise, involve*
I CAN	• I can recognise when a peer is distressed. • I can support a peer calmly or involve an adult.

Concept Capsule 5: Rebuilding Trust	
Core Knowledge	• Trust can be repaired after it is broken. • Repairing trust takes honesty and consistency. • I can take responsibility for repairing a relationship.
Vocabulary	*repair, consistency, responsibility*
I CAN	• I can explain how trust can be rebuilt. • I can take responsibility for repairing a relationship.

Rubric — Emotional Regulation & Self-Management (applies across this Theme)	
Emerging	Considers consequences and pressure with support.
Developing	Reflects on long-term impact and manages pressure independently.
Mastering	Supports peer regulation and navigates ethical dilemmas thoughtfully.
Innovating	Rebuilds trust proactively and models composed, ethical decision-making.

Theme 3: Relationships & Cooperation

Focus: *Understanding rights, inclusion, and service within a wider community.*

Concept Capsule 1: Rights & Responsibilities	
Core Knowledge	• Rights come with responsibilities. • Understanding rights helps me treat others fairly. • I can explain a right and its matching responsibility.
Vocabulary	*rights, responsibilities, fair*
I CAN	• I can explain a right and a matching responsibility. • I can treat others fairly based on this understanding.

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Concept Capsule 2: Inclusion & Equity	
Core Knowledge	• Equity means giving people what they need, not always the same thing. • Inclusion requires active effort. • I can take action to include someone.
Vocabulary	*equity, inclusion, action*
I CAN	• I can explain the difference between equity and equality. • I can take action to include someone.

Concept Capsule 3: Service Projects	
Core Knowledge	• Contributing to others builds community. • A service project meets a real need. • I can plan a small contribution to my community.
Vocabulary	*service, contribute, community need*
I CAN	• I can describe a real need in my community. • I can plan a small way to contribute.

Concept Capsule 4: Leading a Team	
Core Knowledge	• Leadership means supporting a team towards a goal. • Good leaders listen as much as they direct. • I can take on a leadership role in a group task.
Vocabulary	*leadership, support, direct*
I CAN	• I can take a leadership role in a group task. • I can listen to my team as well as guide them.

Concept Capsule 5: Resolving Complex Conflict	
Core Knowledge	• Complex conflicts may need more than one conversation. • Understanding multiple perspectives helps resolve conflict. • I can help mediate a disagreement fairly.
Vocabulary	*mediate, multiple perspectives, resolve*
I CAN	• I can help mediate a disagreement fairly. • I can consider multiple perspectives in a conflict.

Rubric — Relationships & Cooperation (applies across this Theme)	
Emerging	Explains rights and inclusion with support.
Developing	Plans a contribution and takes a leadership role with guidance.

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Rubric — Relationships & Cooperation (applies across this Theme)	
Mastering	Leads a team and helps mediate conflict independently.
Innovating	Champions equity and leads meaningful service and conflict resolution.

Theme 4: Responsibility, Agency & Accountability

Focus: *Understanding that agency means responsibility, and leading myself well.*

Concept Capsule 1: Agency Means Responsibility	
Core Knowledge	• Having agency means my choices have real weight. • With more independence comes more responsibility. • I can take ownership of decisions that affect me.
Vocabulary	*agency, independence, ownership*
I CAN	• I can explain what agency means to me. • I can take ownership of a decision that affects me.

Concept Capsule 2: Planning Ahead	
Core Knowledge	• Good planning prevents avoidable problems. • I can break a goal into steps. • I can adjust my plan when things change.
Vocabulary	*plan, steps, adjust*
I CAN	• I can break a goal into steps. • I can adjust my plan when something changes.

Concept Capsule 3: Accountability to Others	
Core Knowledge	• My choices affect people who rely on me. • Being accountable means explaining my choices honestly. • I can accept fair consequences for my actions.
Vocabulary	*accountability, rely on, consequence*
I CAN	• I can explain my choices honestly to someone affected by them. • I can accept a fair consequence for my actions.

Concept Capsule 4: Managing Competing Priorities	
Core Knowledge	• Sometimes I have more than one responsibility at once. • I can decide what matters most right now. • Balancing priorities is a skill I can build.
Vocabulary	*priority, balance, decide*

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Concept Capsule 4: Managing Competing Priorities	
I CAN	• I can decide what matters most when I have competing responsibilities. • I can explain how I balanced two priorities.

Concept Capsule 5: Long-Term Thinking	
Core Knowledge	• Some of my choices now shape my future. • I can consider future-me when deciding. • Long-term thinking is a mark of maturity.
Vocabulary	*future, maturity, consider*
I CAN	• I can consider how a choice affects my future. • I can explain a long-term goal I am working towards.

Rubric — Responsibility, Agency & Accountability (applies across this Theme)	
Emerging	Takes ownership of a decision with support.
Developing	Plans ahead and manages competing priorities with guidance.
Mastering	Demonstrates accountability to others and thinks long-term.
Innovating	Independently balances agency and responsibility and mentors others in doing the same.

Theme 5: Fairness, Ethics & Decision-Making

Focus: *Facing ethical dilemmas with courage and long-term thinking.*

Concept Capsule 1: Ethical Courage	
Core Knowledge	• Doing the right thing sometimes has a cost. • Courage means acting ethically despite discomfort. • I can identify what ethical courage looks like.
Vocabulary	*courage, cost, discomfort*
I CAN	• I can describe what ethical courage looks like. • I can explain a time courage would be needed to do the right thing.

Concept Capsule 2: Weighing Competing Values	
Core Knowledge	• Sometimes two good values conflict (honesty vs kindness). • I can think through which value matters most in a situation. • There is not always a perfect answer.
Vocabulary	*competing values, conflict, weigh*
I CAN	• I can describe two values that might conflict. • I can explain how I would weigh them in a real situation.

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Concept Capsule 3: Understanding Systemic Fairness	
Core Knowledge	• Fairness isn't only about individual choices — systems can be fair or unfair too. • I can consider whether a system treats people fairly. • Improving fairness sometimes means changing a system, not just a choice.
Vocabulary	*system, systemic, improve*
I CAN	• I can consider whether a system treats people fairly. • I can suggest how a system could be made fairer.

Concept Capsule 4: Making Principled Decisions	
Core Knowledge	• Principles guide decisions even when the situation is new. • I can identify a principle that matters to me. • I can apply a principle to a new situation.
Vocabulary	*principle, guide, apply*
I CAN	• I can identify a principle that guides my decisions. • I can apply it to a new situation.

Concept Capsule 5: Ethical Leadership	
Core Knowledge	• Leaders influence what a group considers acceptable. • Ethical leadership means modelling integrity for others. • I can consider how my choices influence a group.
Vocabulary	*influence, model, acceptable*
I CAN	• I can explain how my choices influence a group. • I can describe what ethical leadership looks like.

Rubric — Fairness, Ethics & Decision-Making (applies across this Theme)	
Emerging	Considers ethical questions with support.
Developing	Weighs competing values and identifies guiding principles independently.
Mastering	Considers systemic fairness and applies principles to new situations.
Innovating	Demonstrates ethical courage and leadership, influencing group standards positively.

Theme 6: Community, Citizenship & Contribution

Focus: *Understanding civic systems and taking meaningful action through service.*

Concept Capsule 1: Civic Understanding & Systems	
Core Knowledge	• Civic systems (laws, government, community structures) shape daily life. • Understanding systems helps me participate meaningfully. • I can explain a civic system that affects my community.

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Concept Capsule 1: Civic Understanding & Systems	
Vocabulary	*civic, system, participate*
I CAN	• I can explain a civic system that affects my community. • I can describe how I might participate in it.

Concept Capsule 2: Service Projects	
Core Knowledge	• A genuine service project responds to a real need. • Good service considers the people being served. • I can plan and carry out a small service project.
Vocabulary	*service, real need, carry out*
I CAN	• I can plan a service project that meets a real need. • I can carry it out and reflect on its impact.

Concept Capsule 3: Understanding Global Interdependence	
Core Knowledge	• Communities around the world are connected. • Actions in one place can affect people elsewhere. • I can explain a way my community connects to the wider world.
Vocabulary	*interdependence, connected, affect*
I CAN	• I can explain how my community connects to the wider world. • I can describe an action with effects beyond my community.

Concept Capsule 4: Advocating for Change	
Core Knowledge	• Advocacy means speaking up for something that matters. • Change often starts with one person noticing a need. • I can advocate respectfully for something I believe in.
Vocabulary	*advocate, change, respectfully*
I CAN	• I can advocate respectfully for something I believe in. • I can explain why the issue matters to me.

Concept Capsule 5: Reflecting on My Impact	
Core Knowledge	• My actions have a real impact on my community. • Reflecting helps me understand and grow my impact. • I can evaluate the impact of something I have done.
Vocabulary	*impact, evaluate, grow*
I CAN	• I can evaluate the impact of a contribution I made. • I can explain how I might grow that impact.

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Rubric — Community, Citizenship & Contribution (applies across this Theme)	
Emerging	Describes a civic system or need with support.
Developing	Plans and carries out a service project with guidance.
Mastering	Explains global interdependence and advocates respectfully for change.
Innovating	Evaluates their own impact critically and leads sustained civic contribution.

Theme 7: Understanding My Growth

Focus: *Understanding flourishing, essential belonging, human authority, capability, and authentic learning as an integrated whole.*

Concept Capsule 1: Flourishing as a Whole Person	
Core Knowledge	• Flourishing integrates physical, emotional, intellectual, and social wellbeing. • I can take responsibility for my own flourishing. • Flourishing is an ongoing practice, not a destination.
Vocabulary	*integrate, wellbeing, ongoing*
I CAN	• I can take responsibility for my own flourishing. • I can explain flourishing as an ongoing practice.

Concept Capsule 2: Essential Belonging in a Diverse World	
Core Knowledge	• Essential belonging means every person's difference is necessary, not just accepted. • I can actively create essential belonging for others. • Communities are stronger through genuine diversity.
Vocabulary	*necessary, actively create, genuine diversity*
I CAN	• I can actively help someone feel essential, not just included. • I can explain why diversity strengthens a community.

Concept Capsule 3: Exercising Human Authority	
Core Knowledge	• Human authority means using my judgement responsibly, especially with technology and information. • I can think critically rather than simply accepting what I'm told. • My authority grows with my responsibility.
Vocabulary	*judgement, critically, authority*
I CAN	• I can use my own judgement thoughtfully. • I can think critically about information I encounter.

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Concept Capsule 4: Understanding My Capabilities	
Core Knowledge	• Human capabilities span many domains — thinking, creating, connecting, leading, and more. • I can identify my strongest capabilities and ones I want to grow. • Capabilities are developed through practice and challenge.
Vocabulary	*domain, develop, challenge*
I CAN	• I can identify several of my own capabilities. • I can explain how challenge helps capabilities grow.

Concept Capsule 5: Learning How to Learn, Authentically	
Core Knowledge	• Learning how to learn means understanding my own thinking process. • Being authentically human means bringing my real self to my learning and relationships. • I can set a personal learning goal based on self-understanding.
Vocabulary	*thinking process, authentic self, personal goal*
I CAN	• I can explain something about how I think and learn. • I can set a personal learning goal based on understanding myself. • I can describe what being authentically myself means to me.

Rubric — Understanding My Growth (applies across this Theme)	
Emerging	Reflects on flourishing and capability with support.
Developing	Identifies capabilities and exercises judgement with guidance.
Mastering	Actively creates belonging for others and sets a personal learning goal.
Innovating	Integrates flourishing, authority, and authentic learning into confident self-direction.

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HUMANITIES: PEOPLE, PLACE & TIME

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Humanities: People, Place & Time across the Foundation and Formation phases integrates history, geography and citizenship into a single, meaningful learning journey rather than separating them into distinct subjects. Understanding progresses along a consistent arc — Self → Community → Place → Time → World → Responsibility — as learners move from personal experience in Phase A, through expanding social and spatial awareness in Phases B and C, to systems, evidence and civic agency in Phase D.

Seven thematic domains run through all four Phases: Identity & Belonging; Family, Community & Society; Place & Environment; Time & Change; History & Inquiry; Culture & Diversity; and Responsibility & Citizenship. The precise theme titles mature with the learners — for example "Self, Identity & Belonging" in Phase A becomes "Identity, Belonging & Perspective" by Phase C — reflecting the same domain examined with growing depth, precision and independence.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Self, Belonging, and Early Sense of the World

Theme 1: Self, Identity & Belonging

Focus: *Understanding who I am and where I belong.*

Concept Capsule	I CAN
Recognising self as an individual	I can recognise self as an individual.
Talking about likes, interests, and feelings	I can talk about likes, interests, and feelings.
Recognising family and caregivers	I can recognise family and caregivers.
Understanding belonging to a group	I can understand belonging to a group.
Recognising similarities and differences between people	I can recognise similarities and differences between people.

Rubric — Self, Identity & Belonging (applies across this Theme)	
Emerging	Talks about self with support.
Developing	Shares personal information and feelings confidently.
Mastering	Describes identity and belonging clearly.
Innovating	Reflects thoughtfully on self and others.

Theme 2: Family, Community & Relationships

Focus: *Understanding relationships and social structures.*

Concept Capsule	I CAN
Recognising different family structures	I can recognise different family structures.
Understanding roles within families	I can understand roles within families.
Recognising familiar adults and helpers	I can recognise familiar adults and helpers.
Understanding friendship and cooperation	I can understand friendship and cooperation.
Participating in shared routines	I can participate in shared routines.

Rubric — Family, Community & Relationships (applies across this Theme)	
Emerging	Recognises familiar people and routines.
Developing	Describes relationships and participates socially.
Mastering	Explains roles and shows care and cooperation.
Innovating	Reflects on relationships and community roles.

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Theme 3: Place & Environment

Focus: *Understanding places that matter.*

Concept Capsule	I CAN
Recognising familiar places	I can recognise familiar places.
Talking about home and school	I can talk about home and school.
Exploring indoor and outdoor spaces	I can explore indoor and outdoor spaces.
Noticing features of places	I can notice features of places.
Understanding that places can be different	I can understand that places can be different.

Rubric — Place & Environment (applies across this Theme)	
Emerging	Recognises familiar places.
Developing	Describes features of places.
Mastering	Compares places and explains care for them.
Innovating	Reflects thoughtfully on place and environment.

Theme 4: Time, Routine & Change

Focus: *Experiencing time through daily life.*

Concept Capsule	I CAN
Understanding daily routines	I can understand daily routines.
Talking about before and after	I can talk about before and after.
Recognising change over time	I can recognise change over time.
Using time language (today, yesterday, tomorrow)	I can use time language (today, yesterday, tomorrow).
Understanding special events	I can understand special events.
Experiencing waiting and sequence	I can experience waiting and sequence.

Rubric — Time, Routine & Change (applies across this Theme)	
Emerging	Talks about routines with support.
Developing	Uses time language and sequence.
Mastering	Explains change and order over time.
Innovating	Reflects on past events and changes.

Theme 5: Past, Present & Stories

Focus: *Beginning historical awareness through narrative.*

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Concept Capsule	I CAN
Listening to stories about the past	I can listen to stories about the past.
Recognising that things were different before	I can recognise that things were different before.
Talking about own past experiences	I can talk about own past experiences.
Exploring old and new objects	I can explore old and new objects.
Understanding memories	I can understand memories.
Sharing stories	I can share stories.

Rubric — Past, Present & Stories (applies across this Theme)	
Emerging	Engages with stories and memories.
Developing	Describes past experiences and differences.
Mastering	Explains differences between past and present.
Innovating	Reflects thoughtfully on change over time.

Theme 6: Culture, Diversity & Traditions

Focus: *Respecting difference and shared human experience.*

Concept Capsule	I CAN
Recognising different cultures	I can recognise different cultures.
Exploring celebrations and traditions	I can explore celebrations and traditions.
Understanding different ways of living	I can understand different ways of living.
Respecting differences	I can respect differences.
Sharing cultural experiences	I can share cultural experiences.

Rubric — Culture, Diversity & Traditions (applies across this Theme)	
Emerging	Notices difference with support.
Developing	Talks positively about different cultures.
Mastering	Shows respect and curiosity about diversity.
Innovating	Reflects thoughtfully on cultural similarities and differences.

Theme 7: Responsibility, Care & Agency

Focus: *Developing early citizenship and responsibility.*

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Concept Capsule	I CAN
Understanding rules and boundaries	I can understand rules and boundaries.
Caring for shared spaces	I can care for shared spaces.
Making simple choices	I can make simple choices.
Understanding consequences	I can understand consequences.
Helping others	I can help others.
Feeling able to make a difference	I can feel able to make a difference.

Rubric — Responsibility, Care & Agency (applies across this Theme)	
Emerging	Follows rules with support.
Developing	Makes choices and helps others.
Mastering	Explains responsibility and consequences.
Innovating	Acts thoughtfully and shows early agency.

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Phase B (Ages 4–6)

Expanding Identity, Community, and Awareness of the World

Theme 1: Self, Identity & Belonging

Focus: *Developing identity within groups and communities.*

Concept Capsule	I CAN
Describing personal characteristics	I can describe personal characteristics.
Understanding roles within groups	I can understand roles within groups.
Recognising group membership (class, school, community)	I can recognise group membership (class, school, community).
Understanding similarities and differences between people	I can understand similarities and differences between people.
Expressing feelings and viewpoints	I can express feelings and viewpoints.

Rubric — Self, Identity & Belonging (applies across this Theme)	
Emerging	Describes self with support.
Developing	Describes identity and group belonging clearly.
Mastering	Explains roles, similarities, and differences confidently.
Innovating	Reflects thoughtfully on identity and belonging.

Theme 2: Family, Community & Relationships

Focus: *Understanding social structures and cooperation.*

Concept Capsule	I CAN
Exploring different family structures	I can explore different family structures.
Understanding roles and responsibilities	I can understand roles and responsibilities.
Recognising local helpers and community roles	I can recognise local helpers and community roles.
Resolving simple conflicts	I can resolve simple conflicts.
Participating in shared decision-making	I can participate in shared decision-making.

Rubric — Family, Community & Relationships (applies across this Theme)	
Emerging	Recognises family and familiar helpers.
Developing	Describes roles and cooperates with others.
Mastering	Explains relationships and community roles clearly.
Innovating	Reflects on cooperation and social responsibility.

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Theme 3: Place & Environment

Focus: *Understanding local places and comparing environments.*

Concept Capsule	I CAN
Describing familiar places in more detail	I can describe familiar places in more detail.
Comparing different places	I can compare different places.
Exploring maps and simple symbols	I can explore maps and simple symbols.
Understanding natural and built environments	I can understand natural and built environments.
Recognising how people use places	I can recognise how people use places.
Caring for local environments	I can care for local environments.

Rubric — Place & Environment (applies across this Theme)	
Emerging	Describes familiar places with support.
Developing	Compares places and uses simple mapping ideas.
Mastering	Explains features and uses of environments.
Innovating	Reflects on how people and environments affect each other.

Theme 4: Time, Sequence & Change

Focus: *Developing clearer understanding of time and change.*

Concept Capsule	I CAN
Ordering events in time	I can order events in time.
Using time language accurately	I can use time language accurately.
Understanding change over time	I can understand change over time.
Recognising routines and cycles	I can recognise routines and cycles.
Comparing past and present experiences	I can compare past and present experiences.
Understanding cause of change	I can understand cause of change.

Rubric — Time, Sequence & Change (applies across this Theme)	
Emerging	Orders events with support.
Developing	Uses time language and sequence accurately.
Mastering	Explains change over time clearly.
Innovating	Reflects on causes and effects of change.

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Theme 5: Past, Present & Historical Thinking

Focus: *Developing early historical understanding.*

Concept Capsule	I CAN
Listening to stories from the past	I can listen to stories from the past.
Exploring historical objects and sources	I can explore historical objects and sources.
Recognising differences between past and present	I can recognise differences between past and present.
Understanding that history is told through stories	I can understand that history is told through stories.
Talking about personal and family history	I can talk about personal and family history.
Asking questions about the past	I can ask questions about the past.

Rubric — Past, Present & Historical Thinking (applies across this Theme)	
Emerging	Recognises past experiences and objects.
Developing	Describes differences between past and present.
Mastering	Explains historical differences using examples.
Innovating	Asks thoughtful questions about the past.

Theme 6: Culture, Diversity & Traditions

Focus: *Understanding diversity and shared humanity.*

Concept Capsule	I CAN
Exploring cultural traditions and celebrations	I can explore cultural traditions and celebrations.
Comparing ways of life	I can compare ways of life.
Understanding respect and inclusion	I can understand respect and inclusion.
Sharing cultural stories and experiences	I can share cultural stories and experiences.
Recognising common human needs	I can recognise common human needs.

Rubric — Culture, Diversity & Traditions (applies across this Theme)	
Emerging	Notices cultural differences with support.
Developing	Talks positively about different cultures.
Mastering	Shows respect and understanding of diversity.
Innovating	Reflects on similarities and differences thoughtfully.

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Theme 7: Responsibility, Rights & Agency

Focus: *Early citizenship and personal responsibility.*

Concept Capsule	I CAN
Understanding rules and fairness	I can understand rules and fairness.
Recognising rights and responsibilities	I can recognise rights and responsibilities.
Making choices and understanding consequences	I can make choices and understand consequences.
Taking responsibility for actions	I can take responsibility for actions.
Contributing to group life	I can contribute to group life.
Recognising personal impact	I can recognise personal impact.

Rubric — Responsibility, Rights & Agency (applies across this Theme)	
Emerging	Follows rules with support.
Developing	Makes choices and takes responsibility.
Mastering	Explains rights, responsibilities, and consequences.
Innovating	Acts thoughtfully and shows growing agency.

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Phase C (Ages 5–7)

Understanding Systems, Relationships, and Change

Theme 1: Identity, Belonging & Perspective

Focus: *Identity within wider social and cultural contexts.*

Concept Capsule	I CAN
Understanding identity as shaped by experiences	I can understand identity as shaped by experiences.
Recognising multiple group memberships	I can recognise multiple group memberships.
Understanding that people have different perspectives	I can understand that people have different perspectives.
Exploring values, beliefs, and viewpoints	I can explore values, beliefs, and viewpoints.
Expressing opinions respectfully	I can express opinions respectfully.

Rubric — Identity, Belonging & Perspective (applies across this Theme)	
Emerging	Describes identity with support.
Developing	Explains group belonging and viewpoints.
Mastering	Understands perspectives and expresses opinions respectfully.
Innovating	Reflects thoughtfully on identity and empathy.

Theme 2: Community, Society & Organisation

Focus: *How communities function and organise themselves.*

Concept Capsule	I CAN
Understanding roles within communities	I can understand roles within communities.
Exploring leadership and decision-making	I can explore leadership and decision-making.
Recognising rules, laws, and fairness	I can recognise rules, laws, and fairness.
Understanding cooperation and conflict	I can understand cooperation and conflict.
Exploring how communities solve problems	I can explore how communities solve problems.
Participating in shared responsibility	I can participate in shared responsibility.

Rubric — Community, Society & Organisation (applies across this Theme)	
Emerging	Recognises community roles with support.
Developing	Explains rules, roles, and cooperation.
Mastering	Explains how communities organise and function.
Innovating	Evaluates fairness and decision-making.

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Theme 3: Place, Geography & Environment

Focus: *Understanding places through physical and human geography.*

Concept Capsule	I CAN
Using maps, symbols, and keys	I can use maps, symbols, and keys.
Understanding physical features (rivers, hills, coastlines)	I can understand physical features (rivers, hills, coastlines).
Exploring human features (settlements, roads, land use)	I can explore human features (settlements, roads, land use).
Comparing different regions	I can compare different regions.
Understanding how environment influences life	I can understand how environment influences life.
Recognising environmental challenges	I can recognise environmental challenges.

Rubric — Place, Geography & Environment (applies across this Theme)	
Emerging	Identifies features with support.
Developing	Uses maps and describes features accurately.
Mastering	Explains relationships between people and place.
Innovating	Analyses environmental impact and challenges.

Theme 4: Time, Chronology & Change

Focus: *Understanding historical sequence and cause.*

Concept Capsule	I CAN
Using timelines to order events	I can use timelines to order events.
Understanding duration and overlap	I can understand duration and overlap.
Recognising continuity and change	I can recognise continuity and change.
Identifying causes and consequences	I can identify causes and consequences.
Comparing different time periods	I can compare different time periods.
Using historical language accurately	I can use historical language accurately.

Rubric — Time, Chronology & Change (applies across this Theme)	
Emerging	Orders events with support.
Developing	Uses timelines and explains change.
Mastering	Explains cause and consequence clearly.
Innovating	Analyses patterns of change over time.

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Theme 5: Historical Inquiry & Sources

Focus: *Understanding how we know about the past.*

Concept Capsule	I CAN
Exploring different historical sources	I can explore different historical sources.
Understanding that sources give evidence	I can understand that sources give evidence.
Comparing sources	I can compare sources.
Asking questions about reliability	I can ask questions about reliability.
Using sources to answer questions	I can use sources to answer questions.
Creating simple historical explanations	I can create simple historical explanations.

Rubric — Historical Inquiry & Sources (applies across this Theme)	
Emerging	Uses sources with support.
Developing	Describes information from sources.
Mastering	Uses evidence from sources to explain history.
Innovating	Questions reliability and compares evidence.

Theme 6: Culture, Diversity & Global Awareness

Focus: *Understanding the wider world and shared humanity.*

Concept Capsule	I CAN
Exploring cultures beyond the local area	I can explore cultures beyond the local area.
Understanding similarities and differences	I can understand similarities and differences.
Exploring migration and movement	I can explore migration and movement.
Recognising global connections	I can recognise global connections.
Respecting cultural diversity	I can respect cultural diversity.

Rubric — Culture, Diversity & Global Awareness (applies across this Theme)	
Emerging	Recognises cultural difference with support.
Developing	Describes global similarities and differences.
Mastering	Explains connections and cultural diversity respectfully.
Innovating	Reflects on global interdependence.

Theme 7: Citizenship, Responsibility & Agency

Focus: *Rights, responsibilities, and participation.*

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Concept Capsule	I CAN
Understanding rights and responsibilities	I can understand rights and responsibilities.
Exploring democratic ideas informally	I can explore democratic ideas informally.
Participating in decision-making	I can participate in decision-making.
Understanding consequences of actions	I can understand consequences of actions.
Contributing to positive change	I can contribute to positive change.

Rubric — Citizenship, Responsibility & Agency (applies across this Theme)	
Emerging	Participates with guidance.
Developing	Makes responsible choices and contributions.
Mastering	Explains civic ideas and acts responsibly.
Innovating	Shows leadership and thoughtful agency.

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Phase D (Ages 7–9)

Understanding Systems, Power, Change, and Responsibility

Theme 1: Identity, Belonging & Perspective

Focus: *Identity shaped by culture, experience, and viewpoint.*

Concept Capsule	I CAN
Understanding identity as shaped by culture, history, and experience	I can understand identity as shaped by culture, history, and experience.
Recognising that people hold different perspectives	I can recognise that people hold different perspectives.
Exploring beliefs, values, and viewpoints	I can explore beliefs, values, and viewpoints.
Comparing perspectives respectfully	I can compare perspectives respectfully.
Reflecting on personal identity and choices	I can reflect on personal identity and choices.

Rubric — Identity, Belonging & Perspective (applies across this Theme)	
Emerging	Describes identity with support.
Developing	Explains perspectives and values clearly.
Mastering	Compares perspectives thoughtfully.
Innovating	Analyses identity and viewpoint with depth and empath

Theme 2: Society, Power & Organisation

Focus: *How societies are structured, governed, and changed.*

Concept Capsule	I CAN
Understanding how societies organise themselves	I can understand how societies organise themselves.
Exploring leadership, power, and authority	I can explore leadership, power, and authority.
Understanding rules, laws, and governance	I can understand rules, laws, and governance.
Exploring fairness, justice, and equality	I can explore fairness, justice, and equality.
Understanding how decisions affect different groups	I can understand how decisions affect different groups.
Reflecting on responsibility within society	I can reflect on responsibility within society.

Rubric — Society, Power & Organisation (applies across this Theme)	
Emerging	Describes rules and roles with support.
Developing	Explains organisation and fairness.
Mastering	Analyses decision-making and impact.
Innovating	Evaluates systems and social responsibility.

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Theme 3: Place, Geography & Human–Environment Interaction

Focus: *Interdependence between people and place.*

Concept Capsule	I CAN
Using maps, scale, symbols, and coordinates	I can use maps, scale, symbols, and coordinates.
Understanding physical and human geography	I can understand physical and human geography.
Exploring how environments influence human activity	I can explore how environments influence human activity.
Understanding how humans modify environments	I can understand how humans modify environments.
Investigating environmental challenges	I can investigate environmental challenges.
Exploring sustainability and stewardship	I can explore sustainability and stewardship.

Rubric — Place, Geography & Human–Environment Interaction (applies across this Theme)	
Emerging	Identifies geographical features with support.
Developing	Explains relationships between people and place.
Mastering	Analyses human–environment interaction.
Innovating	Evaluates impact and proposes sustainable solutions.

Theme 4: Time, Chronology & Historical Change

Focus: *Cause, consequence, and patterns across time.*

Concept Capsule	I CAN
Using timelines to order and compare events	I can use timelines to order and compare events.
Understanding cause and consequence	I can understand cause and consequence.
Identifying continuity and change	I can identify continuity and change.
Comparing historical periods	I can compare historical periods.
Understanding significance of events	I can understand significance of events.
Using historical language and concepts	I can use historical language and concepts.

Rubric — Time, Chronology & Historical Change (applies across this Theme)	
Emerging	Orders events with guidance.
Developing	Explains change and cause accurately.
Mastering	Analyses patterns and significance.
Innovating	Evaluates historical change across periods.

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Theme 5: Historical Inquiry, Evidence & Interpretation

Focus: *How history is constructed and interpreted.*

Concept Capsule	I CAN
Using different historical sources as evidence	I can use different historical sources as evidence.
Comparing sources and viewpoints	I can compare sources and viewpoints.
Understanding bias and reliability	I can understand bias and reliability.
Interpreting evidence	I can interpret evidence.
Constructing explanations using evidence	I can construct explanations using evidence.
Recognising multiple interpretations of the past	I can recognise multiple interpretations of the past.

Rubric — Historical Inquiry, Evidence & Interpretation (applies across this Theme)	
Emerging	Uses sources with support.
Developing	Explains evidence and viewpoint.
Mastering	Uses evidence critically to justify explanations.
Innovating	Evaluates interpretation and reliability.

Theme 6: Culture, Global Connections & Interdependence

Focus: *Global awareness and shared responsibility.*

Concept Capsule	I CAN
Exploring cultural similarities and differences	I can explore cultural similarities and differences.
Understanding migration and global movement	I can understand migration and global movement.
Recognising economic and cultural interdependence	I can recognise economic and cultural interdependence.
Exploring global connections and systems	I can explore global connections and systems.
Respecting cultural diversity	I can respect cultural diversity.
Reflecting on global responsibility	I can reflect on global responsibility.

Rubric — Culture, Global Connections & Interdependence (applies across this Theme)	
Emerging	Describes global difference with support.
Developing	Explains cultural and global connections.
Mastering	Analyses interdependence respectfully.
Innovating	Evaluates global responsibility thoughtfully.

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Theme 7: Citizenship, Ethics & Agency

Focus: *Participation, responsibility, and impact.*

Concept Capsule	I CAN
Understanding rights, responsibilities, and freedoms	I can understand rights, responsibilities, and freedoms.
Exploring democratic participation	I can explore democratic participation.
Examining ethical choices and dilemmas	I can examine ethical choices and dilemmas.
Understanding consequences of actions	I can understand consequences of actions.
Challenging unfairness appropriately	I can challenge unfairness appropriately.
Acting to create positive change	I can act to create positive change.

Rubric — Citizenship, Ethics & Agency (applies across this Theme)	
Emerging	Participates with guidance.
Developing	Makes responsible choices and contributions.
Mastering	Explains civic ideas and ethical reasoning.
Innovating	Acts with leadership, agency, and reflection.

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CREATIVE EXPRESSION

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Creative Expression across the Foundation and Formation phases treats creativity as a way of thinking and making, not a talent or a product. The curriculum follows a consistent creative journey — Explore → Experiment → Express → Refine → Communicate → Reflect — as learners move from open-ended sensory exploration in Phase A, with no expectation of polish or realism, through purposeful experimentation and technique in Phases B and C, to deliberate voice, style and creative intent in Phase D.

Seven themes run through all four Phases, spanning the four core creative domains — Visual Expression; Music, Sound & Composition; Drama, Movement & Performance; and Design, Making & Creative Problem-Solving — alongside Materials & Technique, Storytelling & Creative Meaning, and Creative Habits of Mind as connective threads. These domains are never taught in isolation; they constantly overlap and inform one another.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Exploration, Sensory Experience, and Early Expression

Theme 1: Sensory Exploration & Materials

Focus: *Discovering how materials feel, behave, and respond.*

Concept Capsule	I CAN
Exploring a wide range of materials	I can explore a wide range of materials.
Using senses to investigate texture, colour, sound, and movement	I can use senses to investigate texture, colour, sound, and movement.
Discovering how materials change when used	I can discover how materials change when used.
Combining materials freely	I can combine materials freely.
Exploring tools safely	I can explore tools safely.
Enjoying open-ended exploration	I can enjoy open-ended exploration.

Rubric — Sensory Exploration & Materials (applies across this Theme)	
Emerging	Explores materials briefly with support.
Developing	Explores materials independently and with curiosity.
Mastering	Chooses materials and explores them purposefully.
Innovating	Explains material choices and experiments creatively.

Theme 2: Mark-Making & Visual Expression

Focus: *Using marks, shapes, and colour to express ideas.*

Concept Capsule	I CAN
Making marks using different tools	I can make marks using different tools.
Exploring line, shape, and colour	I can explore line, shape, and colour.
Drawing freely without expectation of realism	I can draw freely without expectation of realism.
Experimenting with scale and space	I can experiment with scale and space.
Combining drawing, painting, and collage	I can combine drawing, painting, and collage.
Giving meaning to marks	I can give meaning to marks.

Rubric — Mark-Making & Visual Expression (applies across this Theme)	
Emerging	Makes marks with encouragement.
Developing	Uses marks, colour, and space intentionally.

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Rubric — Mark-Making & Visual Expression (applies across this Theme)	
Mastering	Combines visual elements to express ideas.
Innovating	Explains choices and explores visual ideas creatively.

Theme 3: Sound, Rhythm & Musical Exploration

Focus: *Exploring sound, rhythm, and musical patterns.*

Concept Capsule	I CAN
Exploring sound using voice, body, and objects	I can explore sound using voice, body, and objects.
Experimenting with loud, soft, fast, and slow	I can experiment with loud, soft, fast, and slow.
Exploring rhythm through movement and music	I can explore rhythm through movement and music.
Repeating simple rhythmic patterns	I can repeat simple rhythmic patterns.
Responding to music physically and emotionally	I can respond to music physically and emotionally.
Enjoying musical play	I can enjoy musical play.

Rubric — Sound, Rhythm & Musical Exploration (applies across this Theme)	
Emerging	Explores sound with support.
Developing	Experiments with rhythm and sound independently.
Mastering	Repeats rhythms and responds to musical changes.
Innovating	Creates sound patterns and explains musical choices.

Theme 4: Movement, Drama & Imaginative Play

Focus: *Using the body and imagination to express ideas and stories.*

Concept Capsule	I CAN
Using movement to express feelings	I can use movement to express feelings.
Engaging in role play and pretend scenarios	I can engage in role play and pretend scenarios.
Exploring gesture, facial expression, and posture	I can explore gesture, facial expression, and posture.
Acting out stories and experiences	I can act out stories and experiences.
Using space creatively	I can use space creatively.
Responding imaginatively to prompts	I can respond imaginatively to prompts.

Rubric — Movement, Drama & Imaginative Play (applies across this Theme)	
Emerging	Participates in imaginative play with support.

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Rubric — Movement, Drama & Imaginative Play (applies across this Theme)	
Developing	Uses movement and role play independently.
Mastering	Expresses ideas clearly through movement and drama.
Innovating	Creates imaginative scenarios and leads play.

Theme 5: Making, Building & Design Play

Focus: *Creating, constructing, and inventing through play.*

Concept Capsule	I CAN
Building with blocks and loose parts	I can build with blocks and loose parts.
Exploring balance and structure	I can explore balance and structure.
Joining and stacking materials	I can join and stack materials.
Making simple models	I can make simple models.
Solving problems during construction	I can solve problems during construction.
Exploring trial and error	I can explore trial and error.

Rubric — Making, Building & Design Play (applies across this Theme)	
Emerging	Builds with guidance.
Developing	Builds independently and explores structure.
Mastering	Plans and explains simple constructions.
Innovating	Improves designs through trial and reflection.

Theme 6: Storytelling, Symbol & Meaning

Focus: *Communicating ideas through symbols, stories, and creation.*

Concept Capsule	I CAN
Using drawings, movement, or sound to tell stories	I can use drawings, movement, or sound to tell stories.
Creating characters and scenarios	I can create characters and scenarios.
Using symbols to represent ideas	I can use symbols to represent ideas.
Linking creative work to experiences	I can link creative work to experiences.
Explaining meaning in creations	I can explain meaning in creations.
Sharing stories with others	I can share stories with others.

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Rubric — Storytelling, Symbol & Meaning (applies across this Theme)	
Emerging	Shares ideas with support.
Developing	Represents stories and ideas clearly.
Mastering	Uses symbols and narrative intentionally.
Innovating	Reflects on meaning and communicates stories creatively.

Theme 7: Creative Habits of Mind

Focus: *Developing confidence, persistence, and joy in creativity.*

Concept Capsule	I CAN
Showing curiosity and willingness to explore	I can show curiosity and willingness to explore.
Taking creative risks	I can take creative risks.
Persisting with challenges	I can persist with challenges.
Responding positively to feedback	I can respond positively to feedback.
Enjoying the creative process	I can enjoy the creative process.
Reflecting on creative experiences	I can reflect on creative experiences.

Rubric — Creative Habits of Mind (applies across this Theme)	
Emerging	Engages with creativity with encouragement.
Developing	Persists and explores creatively.
Mastering	Shows confidence and reflects on creative work.
Innovating	Takes creative risks and inspires others.

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Phase B (Ages 4–6)

Experimentation, Representation, and Emerging Control

Theme 1: Materials, Tools & Techniques

Focus: *Exploring and selecting materials with growing intention.*

Concept Capsule	I CAN
Exploring a wider range of materials and tools	I can explore a wider range of materials and tools.
Learning basic techniques (cutting, joining, shaping, layering)	I can learn basic techniques (cutting, joining, shaping, layering).
Using tools with increasing control	I can use tools with increasing control.
Understanding how materials behave	I can understand how materials behave.
Selecting materials for a purpose	I can select materials for a purpose.
Caring for tools and materials	I can care for tools and materials.

Rubric — Materials, Tools & Techniques (applies across this Theme)	
Emerging	Explores materials and tools with support.
Developing	Uses tools and techniques independently.
Mastering	Selects materials purposefully and controls techniques.
Innovating	Experiments creatively and explains material choices.

Theme 2: Visual Expression & Representation

Focus: *Representing ideas visually with intention.*

Concept Capsule	I CAN
Using line, shape, colour, and texture intentionally	I can use line, shape, colour, and texture intentionally.
Representing people, places, and experiences	I can represent people, places, and experiences.
Exploring scale and composition	I can explore scale and composition.
Combining media (drawing, paint, collage, print)	I can combine media (drawing, paint, collage, print).
Making choices to communicate meaning	I can make choices to communicate meaning.
Talking about visual work	I can talk about visual work.

Rubric — Visual Expression & Representation (applies across this Theme)	
Emerging	Represents ideas visually with support.
Developing	Uses visual elements intentionally.

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Rubric — Visual Expression & Representation (applies across this Theme)	
Mastering	Communicates ideas clearly through visual choices.
Innovating	Explains and refines visual representation thoughtfully.

Theme 3: Sound, Rhythm & Musical Patterns

Focus: *Exploring musical elements and simple composition.*

Concept Capsule	I CAN
Exploring rhythm and beat	I can explore rhythm and beat.
Creating and copying rhythmic patterns	I can create and copy rhythmic patterns.
Exploring pitch and tempo	I can explore pitch and tempo.
Using voice, body, and instruments	I can use voice, body, and instruments.
Responding to music through movement	I can respond to music through movement.
Making simple musical choices	I can make simple musical choices.

Rubric — Sound, Rhythm & Musical Patterns (applies across this Theme)	
Emerging	Responds to rhythm and sound with support.
Developing	Creates and repeats simple patterns.
Mastering	Uses rhythm and sound choices intentionally.
Innovating	Combines musical elements creatively and explains choices.

Theme 4: Drama, Role Play & Performance

Focus: *Using drama and movement to communicate stories and ideas.*

Concept Capsule	I CAN
Using movement, gesture, and voice	I can use movement, gesture, and voice.
Acting out stories and scenarios	I can act out stories and scenarios.
Exploring beginning, middle, and end	I can explore beginning, middle, and end.
Responding to an audience	I can respond to an audience.
Collaborating in performance	I can collaborate in performance.

Rubric — Drama, Role Play & Performance (applies across this Theme)	
Emerging	Participates in role play with support.
Developing	Uses role, movement, and voice independently.

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Rubric — Drama, Role Play & Performance (applies across this Theme)	
Mastering	Communicates ideas clearly through performance.
Innovating	Leads performances and reflects on impact.

Theme 5: Making, Building & Design Thinking

Focus: *Planning, building, and solving problems creatively.*

Concept Capsule	I CAN
Planning what to make before starting	I can plan what to make before starting.
Building structures with purpose	I can build structures with purpose.
Exploring balance, stability, and strength	I can explore balance, stability, and strength.
Testing and improving designs	I can test and improve designs.
Solving problems creatively	I can solve problems creatively.
Explaining design choices	I can explain design choices.

Rubric — Making, Building & Design Thinking (applies across this Theme)	
Emerging	Builds with guidance.
Developing	Builds and tests designs independently.
Mastering	Improves designs and explains choices.
Innovating	Designs creatively and adapts ideas strategically.

Theme 6: Storytelling, Genre & Meaning

Focus: *Using creative forms to tell stories and convey meaning.*

Concept Capsule	I CAN
Creating stories through images, movement, or sound	I can create stories through images, movement, or sound.
Exploring narrative structure	I can explore narrative structure.
Using symbols and signs intentionally	I can use symbols and signs intentionally.
Expressing feelings and experiences creatively	I can express feelings and experiences creatively.
Linking creative work to real experiences	I can link creative work to real experiences.
Sharing stories with an audience	I can share stories with an audience.

Rubric — Storytelling, Genre & Meaning (applies across this Theme)	
Emerging	Shares simple creative ideas with support.

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Rubric — Storytelling, Genre & Meaning (applies across this Theme)	
Developing	Represents stories and feelings clearly.
Mastering	Uses narrative and symbols intentionally.
Innovating	Reflects on meaning and audience response.

Theme 7: Creative Habits, Confidence & Collaboration

Focus: *Building creative confidence and collaborative skills.*

Concept Capsule	I CAN
Trying new creative ideas	I can try new creative ideas.
Taking creative risks	I can take creative risks.
Persisting with challenges	I can persist with challenges.
Giving and receiving feedback	I can give and receive feedback.
Working collaboratively	I can work collaboratively.
Reflecting on creative processes	I can reflect on creative processes.

Rubric — Creative Habits, Confidence & Collaboration (applies across this Theme)	
Emerging	Engages creatively with encouragement.
Developing	Persists and collaborates with support.
Mastering	Shows confidence, collaboration, and reflection.
Innovating	Takes creative leadership and inspires others

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Phase C (Ages 5–7)

Technique, Genre Awareness, and Creative Communication

Theme 1: Materials, Tools & Technique

Focus: *Developing control, technique, and intentional use of materials.*

Concept Capsule	I CAN
Using tools and materials with increasing precision	I can use tools and materials with increasing precision.
Applying specific techniques (cutting, joining, layering, shaping, mixing)	I can apply specific techniques (cutting, joining, layering, shaping, mixing).
Choosing materials based on desired effect	I can choose materials based on desired effect.
Combining materials for different outcomes	I can combine materials for different outcomes.
Working safely and responsibly	I can work safely and responsibly.
Refining work through repeated practice	I can refine work through repeated practice.

Rubric — Materials, Tools & Technique (applies across this Theme)	
Emerging	Uses tools and materials with support.
Developing	Applies techniques independently with growing control.
Mastering	Selects and uses techniques purposefully.
Innovating	Refines techniques strategically to achieve effects.

Theme 2: Visual Expression, Composition & Genre

Focus: *Communicating ideas visually using structure and genre.*

Concept Capsule	I CAN
Using line, shape, colour, texture, and form intentionally	I can use line, shape, colour, texture, and form intentionally.
Understanding composition and layout	I can understand composition and layout.
Exploring visual genres (story illustration, pattern, design, abstraction)	I can explore visual genres (story illustration, pattern, design, abstraction).
Representing ideas, emotions, and narratives visually	I can represent ideas, emotions, and narratives visually.
Making choices to guide the viewer	I can make choices to guide the viewer.
Reflecting on visual outcomes	I can reflect on visual outcomes.

Rubric — Visual Expression, Composition & Genre (applies across this Theme)	
Emerging	Represents ideas visually with support.

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Rubric — Visual Expression, Composition & Genre (applies across this Theme)	
Developing	Uses composition and elements purposefully.
Mastering	Communicates meaning clearly through visual choices.
Innovating	Manipulates genre and composition creatively and thoughtfully.

Theme 3: Music, Sound & Simple Composition

Focus: *Creating and organising sound intentionally.*

Concept Capsule	I CAN
Using rhythm, pitch, tempo, and dynamics	I can use rhythm, pitch, tempo, and dynamics.
Creating and notating simple musical patterns	I can create and notate simple musical patterns.
Combining sound sources (voice, body, instruments)	I can combine sound sources (voice, body, instruments).
Responding to and analysing music	I can respond to and analyse music.
Making choices in musical composition	I can make choices in musical composition.
Performing musical ideas	I can perform musical ideas.

Rubric — Music, Sound & Simple Composition (applies across this Theme)	
Emerging	Explores sound patterns with support.
Developing	Creates and repeats musical patterns accurately.
Mastering	Composes and performs music with intention.
Innovating	Experiments creatively and explains musical choices.

Theme 4: Drama, Movement & Performance Structure

Focus: *Using performance to communicate story, character, and meaning.*

Concept Capsule	I CAN
Using voice, movement, and gesture intentionally	I can use voice, movement, and gesture intentionally.
Structuring performances (beginning, middle, end)	I can structure performances (beginning, middle, end).
Exploring mood and atmosphere	I can explore mood and atmosphere.
Responding to audience	I can respond to audience.
Reflecting on performance	I can reflect on performance.

Rubric — Drama, Movement & Performance Structure (applies across this Theme)	
Emerging	Performs with support and guidance.

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Rubric — Drama, Movement & Performance Structure (applies across this Theme)	
Developing	Uses role, movement, and structure independently.
Mastering	Communicates meaning clearly through performance.
Innovating	Refines performance based on audience and intent.

Theme 5: Making, Design & Creative Problem-Solving

Focus: *Designing, testing, and improving creative solutions.*

Concept Capsule	I CAN
Planning designs before making	I can plan designs before making.
Using sketches or models	I can use sketches or models.
Testing ideas and structures	I can test ideas and structures.
Identifying problems and adapting solutions	I can identify problems and adapt solutions.
Improving designs through feedback	I can improve designs through feedback.
Explaining design decisions	I can explain design decisions.

Rubric — Making, Design & Creative Problem-Solving (applies across this Theme)	
Emerging	Builds and designs with guidance.
Developing	Tests and improves designs independently.
Mastering	Solves problems creatively and explains decisions.
Innovating	Designs strategically and adapts solutions thoughtfully.

Theme 6: Storytelling, Genre & Creative Meaning

Focus: *Communicating narrative and meaning through creative forms.*

Concept Capsule	I CAN
Creating stories using visual, musical, or performance forms	I can create stories using visual, musical, or performance forms.
Understanding narrative structure	I can understand narrative structure.
Using symbols and motifs	I can use symbols and motifs.
Linking creative work to themes or ideas	I can link creative work to themes or ideas.
Considering audience and purpose	I can consider audience and purpose.
Reflecting on meaning	I can reflect on meaning.

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Rubric — Storytelling, Genre & Creative Meaning (applies across this Theme)	
Emerging	Shares simple narratives with support.
Developing	Communicates stories clearly using structure.
Mastering	Uses genre and symbolism intentionally.
Innovating	Reflects deeply on meaning and audience impact.

Theme 7: Creative Habits, Reflection & Collaboration

Focus: *Building resilience, reflection, and shared creativity.*

Concept Capsule	I CAN
Persisting with creative challenges	I can persist with creative challenges.
Taking creative risks	I can take creative risks.
Giving and receiving feedback	I can give and receive feedback.
Collaborating on shared projects	I can collaborate on shared projects.
Reflecting on creative processes	I can reflect on creative processes.
Identifying strengths and next steps	I can identify strengths and next steps.

Rubric — Creative Habits, Reflection & Collaboration (applies across this Theme)	
Emerging	Engages creatively with encouragement.
Developing	Persists, collaborates, and reflects with support.
Mastering	Shows confidence, reflection, and collaboration.
Innovating	Leads creatively and reflects strategically.

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Phase D (Ages 7–9)

Voice, Style, Intent, and Creative Discipline

Theme 1: Materials, Tools & Technical Control

Focus: *Precision, mastery, and intentional technique.*

Concept Capsule	I CAN
Selecting tools and materials strategically	I can select tools and materials strategically.
Applying techniques with control and accuracy	I can apply techniques with control and accuracy.
Combining materials to achieve specific effects	I can combine materials to achieve specific effects.
Refining work through repetition and revision	I can refine work through repetition and revision.
Working safely and independently	I can work safely and independently.
Evaluating technical outcomes	I can evaluate technical outcomes.

Rubric — Materials, Tools & Technical Control (applies across this Theme)	
Emerging	Uses tools and techniques with support.
Developing	Applies techniques independently with growing accuracy.
Mastering	Controls techniques purposefully to achieve intent.
Innovating	Refines technique strategically and evaluates outcomes critically.

Theme 2: Visual Expression, Composition & Style

Focus: *Visual communication, style, and genre awareness.*

Concept Capsule	I CAN
Using composition intentionally (balance, focus, contrast)	I can use composition intentionally (balance, focus, contrast).
Applying visual elements to communicate meaning	I can apply visual elements to communicate meaning.
Exploring and applying visual genres	I can explore and apply visual genres.
Making stylistic choices consciously	I can make stylistic choices consciously.
Reflecting on visual impact	I can reflect on visual impact.

Rubric — Visual Expression, Composition & Style (applies across this Theme)	
Emerging	Uses visual elements with guidance.
Developing	Applies composition and style intentionally.
Mastering	Communicates meaning clearly through visual choices.
Innovating	Manipulates genre and style creatively and critically.

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Theme 3: Music, Sound & Composition

Focus: *Structure, intention, and expressive sound.*

Concept Capsule	I CAN
Using rhythm, pitch, tempo, and dynamics deliberately	I can use rhythm, pitch, tempo, and dynamics deliberately.
Structuring musical compositions	I can structure musical compositions.
Combining sound sources intentionally	I can combine sound sources intentionally.
Refining musical ideas	I can refine musical ideas.
Performing with confidence	I can perform with confidence.
Reflecting on musical effect	I can reflect on musical effect.

Rubric — Music, Sound & Composition (applies across this Theme)	
Emerging	Creates musical ideas with support.
Developing	Structures and performs musical pieces accurately.
Mastering	Uses musical elements intentionally to express meaning.
Innovating	Refines compositions creatively and evaluates impact.

Theme 4: Drama, Movement & Performance Craft

Focus: *Intentional performance, character, and audience.*

Concept Capsule	I CAN
Using voice, movement, and gesture with control	I can use voice, movement, and gesture with control.
Structuring performances for impact	I can structure performances for impact.
Creating mood, tension, and atmosphere	I can create mood, tension, and atmosphere.
Responding to audience feedback	I can respond to audience feedback.
Refining performance through reflection	I can refine performance through reflection.

Rubric — Drama, Movement & Performance Craft (applies across this Theme)	
Emerging	Performs roles with guidance.
Developing	Uses performance skills independently.
Mastering	Communicates meaning clearly through performance.
Innovating	Adapts performance strategically for audience and intent.

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Theme 5: Design, Making & Creative Problem-Solving

Focus: *Design thinking, iteration, and purposeful making.*

Concept Capsule	I CAN
Defining a creative brief or purpose	I can define a creative brief or purpose.
Planning and modelling designs	I can plan and model designs.
Testing and evaluating ideas	I can test and evaluate ideas.
Iterating designs based on feedback	I can iterate designs based on feedback.
Solving complex creative problems	I can solve complex creative problems.
Explaining design decisions clearly	I can explain design decisions clearly.

Rubric — Design, Making & Creative Problem-Solving (applies across this Theme)	
Emerging	Designs with guidance.
Developing	Plans, tests, and improves designs independently.
Mastering	Solves problems creatively and explains decisions clearly.
Innovating	Designs strategically and adapts solutions innovatively.

Theme 6: Storytelling, Genre & Creative Intent

Focus: *Meaning, narrative, and purposeful communication.*

Concept Capsule	I CAN
Using genre conventions intentionally	I can use genre conventions intentionally.
Structuring narratives for clarity and impact	I can structure narratives for clarity and impact.
Using symbolism and metaphor	I can use symbolism and metaphor.
Linking creative work to themes and ideas	I can link creative work to themes and ideas.
Considering audience and purpose	I can consider audience and purpose.
Reflecting on creative intent	I can reflect on creative intent.

Rubric — Storytelling, Genre & Creative Intent (applies across this Theme)	
Emerging	Communicates ideas with support.
Developing	Uses narrative and genre effectively.
Mastering	Communicates meaning clearly and intentionally.
Innovating	Reflects deeply on intent, audience, and impact.

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Theme 7: Creative Habits, Reflection & Creative Identity

Focus: *Ownership, resilience, and creative voice.*

Concept Capsule	I CAN
Persisting through creative challenge	I can persist through creative challenge.
Taking informed creative risks	I can take informed creative risks.
Giving and using constructive feedback	I can give and use constructive feedback.
Collaborating creatively	I can collaborate creatively.
Reflecting on strengths and growth	I can reflect on strengths and growth.

Rubric — Creative Habits, Reflection & Creative Identity (applies across this Theme)	
Emerging	Engages creatively with encouragement.
Developing	Shows resilience and reflection.
Mastering	Demonstrates confidence, collaboration, and self-awareness.
Innovating	Leads creatively and articulates a strong creative identity.

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PHYSICAL DEVELOPMENT & WELLBEING

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Physical Development & Wellbeing across the Foundation and Formation phases builds strength, stamina, coordination, discipline and health literacy — fitness leads, wellbeing supports, and nutrition enhances performance understanding. Progression runs Awareness → Control → Capacity → Strategy, as learners move from body awareness and safe movement in Phase A, through coordination and energy control in Phase B, to strength, endurance and performance habits in Phase C, and training principles and health literacy in Phase D. Children do not simply play games — they build physical capacity, understand how their body works, and develop performance habits that last for life.

Seven themes run through all four Phases: Movement & Coordination; Strength & Stability; Endurance & Energy Systems; Recovery & Body Regulation; Fuel & Nutrition Literacy; Body Awareness & Health Signals; and Sportsmanship, Effort & Reflection. The two connective themes — Body Awareness & Health Signals and Sportsmanship, Effort & Reflection — draw out threads of practical body literacy and character that ran through the whole subject but did not previously have a home of their own.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Body Awareness & Safe Movement

Theme 1: Movement & Coordination

Focus: *Building movement confidence and moving safely in shared space.*

Concept Capsule	I CAN
Jumping, hopping, crawling, and rolling safely	I can jump, hop, crawl, and roll safely.
Following simple movement pathways	I can follow simple movement pathways.
Stopping and starting on a signal	I can stop and start on a signal.
Moving safely in a shared space	I can move safely in a shared space.
Exploring balance while moving	I can explore balance while moving.
Copying simple movement patterns	I can copy simple movement patterns.

Rubric — Movement & Coordination (applies across this Theme)	
Emerging	Moves with support and needs reminders about space.
Developing	Moves safely and follows simple signals independently.
Mastering	Combines movements confidently and copies patterns accurately.
Innovating	Adapts movement creatively and helps others move safely.

Theme 2: Strength & Stability

Focus: *Building core strength and stability through play.*

Concept Capsule	I CAN
Balancing on one foot	I can balance on one foot.
Holding a simple plank pose briefly	I can hold a simple plank pose briefly.
Climbing safely	I can climb safely.
Building core strength through play	I can build core strength through play.
Carrying and lifting safely	I can carry and lift safely.

Rubric — Strength & Stability (applies across this Theme)	
Emerging	Attempts balance and strength activities with support.
Developing	Balances and climbs safely with growing confidence.
Mastering	Holds poses steadily and carries objects safely and independently.
Innovating	Builds strength through varied play and helps others stay safe.

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Theme 3: Endurance & Energy Systems

Focus: *Building stamina and recognising tiredness through short bursts of activity.*

Concept Capsule	I CAN
Participating in continuous movement for short bursts	I can participate in continuous movement for short bursts.
Recognising when my body feels tired	I can recognise when my body feels tired.
Enjoying active play for short periods	I can enjoy active play for short periods.
Resting when needed during activity	I can rest when needed during activity.

Rubric — Endurance & Energy Systems (applies across this Theme)	
Emerging	Participates in short activity bursts with support.
Developing	Recognises tiredness and rests when needed.
Mastering	Sustains short bursts of continuous movement confidently.
Innovating	Enjoys extended active play and paces themself sensibly.

Theme 4: Recovery & Body Regulation

Focus: *Learning to move from active play to calm, and noticing when rest is needed.*

Concept Capsule	I CAN
Practising simple breathing to feel calm	I can practise simple breathing to feel calm.
Transitioning from active play to calm	I can transition from active play to calm.
Recognising when my body needs rest	I can recognise when my body needs rest.
Resting quietly after activity	I can rest quietly after activity.

Rubric — Recovery & Body Regulation (applies across this Theme)	
Emerging	Transitions to calm with adult support.
Developing	Practises simple breathing and rests when reminded.
Mastering	Recognises the need for rest and settles independently.
Innovating	Uses breathing to self-regulate and helps calm a group.

Theme 5: Fuel & Nutrition Literacy

Focus: *Understanding that food and water fuel our bodies for movement.*

Concept Capsule	I CAN
Understanding that food gives us energy to move	I can understand that food gives us energy to move.

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Concept Capsule	I CAN
Drinking water after activity	I can drink water after activity.
Recognising that different foods help our body in different ways	I can recognise that different foods help our body in different ways.
Enjoying trying new healthy foods	I can enjoy trying new healthy foods.

Rubric — Fuel & Nutrition Literacy (applies across this Theme)	
Emerging	Drinks water after activity with reminders.
Developing	Understands that food gives energy and drinks water independently.
Mastering	Recognises that different foods help the body in different ways.
Innovating	Shows curiosity about healthy foods and explains why fuel matters.

Theme 6: Body Awareness & Health Signals

Focus: *Noticing how the body feels and responds during movement.*

Concept Capsule	I CAN
Noticing how my body feels during and after movement	I can notice how my body feels during and after movement.
Recognising that my body needs rest sometimes	I can recognise that my body needs rest sometimes.
Noticing my breathing changes when I am active	I can notice my breathing changes when I am active.
Naming simple body parts I use when I move	I can name simple body parts I use when I move.

Rubric — Body Awareness & Health Signals (applies across this Theme)	
Emerging	Notices body feelings with adult prompting.
Developing	Recognises tiredness and names body parts used in movement.
Mastering	Notices breathing changes and describes how their body feels.
Innovating	Talks confidently about how their body responds to activity.

Theme 7: Sportsmanship, Effort & Reflection

Focus: *Playing fairly, trying again, and talking about how activity feels.*

Concept Capsule	I CAN
Taking turns and playing fairly with others	I can take turns and play fairly with others.
Trying again after finding something difficult	I can try again after finding something difficult.
Showing happiness for a friend's success	I can show happiness for a friend's success.

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Concept Capsule	I CAN
Talking about how an activity made me feel	I can talk about how an activity made me feel.

Rubric — Sportsmanship, Effort & Reflection (applies across this Theme)	
Emerging	Takes turns with adult support.
Developing	Plays fairly and tries again after a difficulty.
Mastering	Shows happiness for others' success and talks about their own feelings.
Innovating	Encourages friends and reflects thoughtfully on an activity.

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Phase B (Ages 4–6)

Coordination & Energy Control

Theme 1: Movement & Coordination

Focus: *Developing control and combining movements with growing confidence.*

Concept Capsule	I CAN
Changing direction smoothly while moving	I can change direction smoothly while moving.
Throwing and catching with growing control	I can throw and catch with growing control.
Following multi-step movement routines	I can follow multi-step movement routines.
Combining locomotor movements such as running, hopping, and skipping	I can combine locomotor movements such as running, hopping, and skipping.
Moving with control at different speeds	I can move with control at different speeds.
Coordinating movement with a partner	I can coordinate movement with a partner.

Rubric — Movement & Coordination (applies across this Theme)	
Emerging	Follows short movement routines with support.
Developing	Changes direction and controls speed independently.
Mastering	Combines movements fluently and coordinates with a partner.
Innovating	Adapts movement routines and supports others in a group.

Theme 2: Strength & Stability

Focus: *Developing correct form and understanding why strength matters.*

Concept Capsule	I CAN
Holding core poses with correct form	I can hold core poses with correct form.
Demonstrating correct body alignment	I can demonstrate correct body alignment.
Building strength through structured play	I can build strength through structured play.
Balancing on different body parts	I can balance on different body parts.
Understanding why strong muscles help us move	I can understand why strong muscles help us move.

Rubric — Strength & Stability (applies across this Theme)	
Emerging	Holds poses with reminders about form.
Developing	Demonstrates correct alignment independently.
Mastering	Balances confidently and explains why strength matters.
Innovating	Builds strength purposefully and models correct form for others.

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Theme 3: Endurance & Energy Systems

Focus: *Sustaining activity for longer periods and noticing the body working harder.*

Concept Capsule	I CAN
Sustaining activity for longer periods	I can sustain activity for longer periods.
Noticing that my heart beats faster during exercise	I can notice that my heart beats faster during exercise.
Building stamina through repeated practice	I can build stamina through repeated practice.
Pacing myself during physical activity	I can pace myself during physical activity.

Rubric — Endurance & Energy Systems (applies across this Theme)	
Emerging	Sustains activity briefly with encouragement.
Developing	Notices their heart working harder and paces themself with support.
Mastering	Builds stamina through practice and paces activity independently.
Innovating	Sustains longer activity confidently and encourages others to pace themselves.

Theme 4: Recovery & Body Regulation

Focus: *Leading simple cool-downs and understanding why stretching matters.*

Concept Capsule	I CAN
Leading a simple cool-down routine	I can lead a simple cool-down routine.
Explaining why we stretch after activity	I can explain why we stretch after activity.
Practising calming breathing after exercise	I can practise calming breathing after exercise.
Understanding that rest helps the body recover	I can understand that rest helps the body recover.

Rubric — Recovery & Body Regulation (applies across this Theme)	
Emerging	Follows a cool-down routine with support.
Developing	Explains why stretching matters and practises calming breathing.
Mastering	Leads a simple cool-down routine independently.
Innovating	Explains how rest supports recovery and helps lead others through it.

Theme 5: Fuel & Nutrition Literacy

Focus: *Identifying healthy foods and understanding why hydration matters.*

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Concept Capsule	I CAN
Identifying healthy foods versus everyday treat foods	I can identify healthy foods versus everyday treat foods.
Explaining why drinking water matters	I can explain why drinking water matters.
Understanding that eating well helps us feel good	I can understand that eating well helps us feel good.
Recognising hunger and thirst signals	I can recognise hunger and thirst signals.

Rubric — Fuel & Nutrition Literacy (applies across this Theme)	
Emerging	Identifies healthy foods with support.
Developing	Explains why water matters and recognises hunger and thirst.
Mastering	Distinguishes healthy and treat foods confidently.
Innovating	Explains how eating well affects how they feel and perform.

Theme 6: Body Awareness & Health Signals

Focus: *Understanding that muscles and the heart work harder during activity.*

Concept Capsule	I CAN
Understanding that muscles help my body move	I can understand that muscles help my body move.
Noticing that my heart beats faster when I am active	I can notice that my heart beats faster when I am active.
Recognising signs that my body is working hard	I can recognise signs that my body is working hard.
Understanding that my body needs water and rest to work well	I can understand that my body needs water and rest to work well.

Rubric — Body Awareness & Health Signals (applies across this Theme)	
Emerging	Notices signs of effort with support.
Developing	Understands that muscles help movement and the heart works harder.
Mastering	Recognises signs of hard work and explains why water and rest matter.
Innovating	Explains how their body responds to activity in their own words.

Theme 7: Sportsmanship, Effort & Reflection

Focus: *Following rules fairly and beginning to reflect on effort.*

Concept Capsule	I CAN
Following simple rules fairly during games	I can follow simple rules fairly during games.
Persisting when a physical challenge feels hard	I can persist when a physical challenge feels hard.

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Concept Capsule	I CAN
Celebrating my own and others' effort	I can celebrate my own and others' effort.
Reflecting simply on what I enjoyed in an activity	I can reflect simply on what I enjoyed in an activity.

Rubric — Sportsmanship, Effort & Reflection (applies across this Theme)	
Emerging	Follows rules with reminders.
Developing	Persists through a challenge and celebrates effort.
Mastering	Follows rules fairly and reflects simply on an activity.
Innovating	Encourages others' effort and reflects thoughtfully on their own.

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Phase C (Ages 5–7)

Strength, Endurance & Performance Habits

Theme 1: Movement & Coordination

Focus: *Refining technique and applying movement skills in games.*

Concept Capsule	I CAN
Demonstrating sport-specific skill drills	I can demonstrate sport-specific skill drills.
Combining movement patterns fluently	I can combine movement patterns fluently.
Applying movement skills in small games	I can apply movement skills in small games.
Adjusting movement to changing space or obstacles	I can adjust movement to changing space or obstacles.
Refining throwing, catching, and kicking technique	I can refine my throwing, catching, and kicking technique.
Coordinating movement in a team context	I can coordinate movement in a team context.

Rubric — Movement & Coordination (applies across this Theme)	
Emerging	Demonstrates skill drills with support.
Developing	Applies movement skills in small games independently.
Mastering	Refines technique and adjusts movement to changing conditions.
Innovating	Coordinates fluently within a team and helps others improve technique.

Theme 2: Strength & Stability

Focus: *Building structured strength with attention to form and progress.*

Concept Capsule	I CAN
Performing structured bodyweight exercises	I can perform structured bodyweight exercises.
Maintaining correct exercise form	I can maintain correct exercise form.
Tracking repetition and strength growth	I can track my repetition and strength growth.
Building stability through balance challenges	I can build stability through balance challenges.
Understanding the importance of a strong core	I can understand the importance of a strong core.

Rubric — Strength & Stability (applies across this Theme)	
Emerging	Performs exercises with reminders about form.
Developing	Maintains correct form and tracks progress with support.
Mastering	Tracks strength growth independently and explains core stability.
Innovating	Sets and pursues strength goals and helps others maintain good form.

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Theme 3: Endurance & Energy Systems

Focus: *Monitoring stamina progress and developing heart rate awareness.*

Concept Capsule	I CAN
Monitoring my own stamina progress	I can monitor my own stamina progress.
Understanding basic heart rate awareness	I can understand basic heart rate awareness.
Sustaining effort across a full activity session	I can sustain effort across a full activity session.
Comparing stamina before and after practice	I can compare my stamina before and after practice.

Rubric — Endurance & Energy Systems (applies across this Theme)	
Emerging	Monitors stamina with support.
Developing	Understands basic heart rate awareness and sustains effort with reminders.
Mastering	Sustains effort across a full session and compares progress over time.
Innovating	Tracks stamina progress independently and explains how practice improves it.

Theme 4: Recovery & Body Regulation

Focus: *Designing cool-downs and understanding why muscles need rest.*

Concept Capsule	I CAN
Designing a simple cool-down routine	I can design a simple cool-down routine.
Explaining why muscles need rest to grow stronger	I can explain why muscles need rest to grow stronger.
Using breathing to manage effort during activity	I can use breathing to manage effort during activity.
Recognising signs that my body needs a break	I can recognise signs that my body needs a break.

Rubric — Recovery & Body Regulation (applies across this Theme)	
Emerging	Designs a cool-down with support.
Developing	Explains why muscles need rest and uses breathing to manage effort.
Mastering	Designs an effective cool-down and recognises signs of needing a break.
Innovating	Applies recovery strategies flexibly and explains their purpose to others.

Theme 5: Fuel & Nutrition Literacy

Focus: *Understanding macronutrients simply and how fuel supports activity.*

Concept Capsule	I CAN
Understanding macronutrients in simple language	I can understand macronutrients in simple language.

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Concept Capsule	I CAN
Explaining why hydration supports performance	I can explain why hydration supports performance.
Making simple healthy food choices	I can make simple healthy food choices.
Understanding the link between fuel and energy for activity	I can understand the link between fuel and energy for activity.

Rubric — Fuel & Nutrition Literacy (applies across this Theme)	
Emerging	Understands macronutrients with support.
Developing	Explains why hydration supports performance.
Mastering	Makes healthy food choices and links fuel to energy for activity.
Innovating	Explains macronutrients confidently and applies this to their own choices.

Theme 6: Body Awareness & Health Signals

Focus: *Explaining simply how the heart and lungs support movement.*

Concept Capsule	I CAN
Explaining simply how oxygen and the heart support movement	I can explain simply how oxygen and the heart support movement.
Noticing patterns in how my body responds to different activities	I can notice patterns in how my body responds to different activities.
Recognising the difference between feeling tired and feeling unwell	I can recognise the difference between feeling tired and feeling unwell.
Understanding how muscles work together during exercise	I can understand how muscles work together during exercise.

Rubric — Body Awareness & Health Signals (applies across this Theme)	
Emerging	Explains oxygen and heart function with support.
Developing	Notices patterns in how their body responds to activity.
Mastering	Distinguishes tiredness from feeling unwell and explains why.
Innovating	Explains how muscles, heart, and breathing work together during exercise.

Theme 7: Sportsmanship, Effort & Reflection

Focus: *Showing resilience, supporting teammates, and reflecting on improvement.*

Concept Capsule	I CAN
Playing fairly and following rules in competitive activities	I can play fairly and follow rules in competitive activities.

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Concept Capsule	I CAN
Showing resilience when a challenge does not go as planned	I can show resilience when a challenge does not go as planned.
Encouraging and supporting teammates	I can encourage and support teammates.
Reflecting on personal effort and improvement over time	I can reflect on personal effort and improvement over time.
Leading a simple warm-up activity for others	I can lead a simple warm-up activity for others.

Rubric — Sportsmanship, Effort & Reflection (applies across this Theme)	
Emerging	Plays fairly with reminders about rules.
Developing	Shows resilience and encourages teammates.
Mastering	Reflects on effort and improvement and leads a simple warm-up.
Innovating	Models fair play and resilience and supports the wider group.

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Phase D (Ages 7–9)

Training Principles & Health Literacy

Theme 1: Movement & Coordination

Focus: *Applying tactical and adaptive movement with growing independence.*

Concept Capsule	I CAN
Demonstrating tactical movement in game play	I can demonstrate tactical movement in game play.
Adapting movement under pressure or changing conditions	I can adapt movement under pressure or changing conditions.
Combining complex movement sequences with control	I can combine complex movement sequences with control.
Applying movement skills across different sports	I can apply movement skills across different sports.
Evaluating and refining my own technique	I can evaluate and refine my own technique.
Leading a movement activity for others	I can lead a movement activity for others.

Rubric — Movement & Coordination (applies across this Theme)	
Emerging	Applies tactical movement with support.
Developing	Adapts movement under pressure independently.
Mastering	Combines complex sequences and evaluates own technique.
Innovating	Applies skills flexibly across sports and leads activities for others.

Theme 2: Strength & Stability

Focus: *Building progressive strength and understanding muscle groups.*

Concept Capsule	I CAN
Building a progressive strength routine	I can build a progressive strength routine.
Understanding major muscle groups	I can understand major muscle groups.
Improving measurable strength over time	I can improve measurable strength over time.
Applying correct form under increasing challenge	I can apply correct form under increasing challenge.
Explaining how strength training builds capacity	I can explain how strength training builds capacity.
Setting a personal strength goal	I can set a personal strength goal.

Rubric — Strength & Stability (applies across this Theme)	
Emerging	Builds a strength routine with support.
Developing	Applies correct form under challenge and understands muscle groups.

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Rubric — Strength & Stability (applies across this Theme)	
Mastering	Improves measurable strength and explains training principles.
Innovating	Sets and works toward a personal strength goal, tracking progress independently.

Theme 3: Endurance & Energy Systems

Focus: *Tracking performance and understanding how the body sustains effort.*

Concept Capsule	I CAN
Tracking timed performance over a period of weeks	I can track timed performance over a period of weeks.
Explaining the basic difference between aerobic and anaerobic activity	I can explain the basic difference between aerobic and anaerobic activity.
Setting and working toward a stamina goal	I can set and work toward a stamina goal.
Understanding how endurance training changes the body	I can understand how endurance training changes the body.
Pacing effort strategically across an activity	I can pace effort strategically across an activity.

Rubric — Endurance & Energy Systems (applies across this Theme)	
Emerging	Tracks performance with support.
Developing	Sets a stamina goal and explains aerobic versus anaerobic simply.
Mastering	Paces effort strategically and tracks progress toward a goal.
Innovating	Explains how endurance training changes the body and adapts pacing independently.

Theme 4: Recovery & Body Regulation

Focus: *Recognising overtraining and building a balanced approach to training and rest.*

Concept Capsule	I CAN
Identifying signs of overtraining or fatigue	I can identify signs of overtraining or fatigue.
Building a balanced weekly training plan	I can build a balanced weekly training plan.
Explaining how rest and recovery support performance	I can explain how rest and recovery support performance.
Using recovery strategies appropriately after intense activity	I can use recovery strategies appropriately after intense activity.
Understanding the link between sleep and physical recovery	I can understand the link between sleep and physical recovery.

Rubric — Recovery & Body Regulation (applies across this Theme)	
Emerging	Identifies signs of fatigue with support.

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Rubric — Recovery & Body Regulation (applies across this Theme)	
Developing	Uses recovery strategies and understands the sleep-recovery link.
Mastering	Builds a balanced training plan and explains how recovery supports performance.
Innovating	Recognises early signs of overtraining and adjusts their own plan accordingly.

Theme 5: Fuel & Nutrition Literacy

Focus: *Understanding protein, carbohydrates, and hydration balance for performance.*

Concept Capsule	I CAN
Explaining the role of protein and carbohydrates in simple terms	I can explain the role of protein and carbohydrates in simple terms.
Understanding hydration balance during activity	I can understand hydration balance during activity.
Recognising risks of too much sedentary screen time	I can recognise risks of too much sedentary screen time.
Planning simple balanced meals or snacks to support activity	I can plan simple balanced meals or snacks to support activity.
Understanding energy balance between fuel and activity	I can understand energy balance between fuel and activity.

Rubric — Fuel & Nutrition Literacy (applies across this Theme)	
Emerging	Explains protein and carbohydrates with support.
Developing	Understands hydration balance and screen time risks.
Mastering	Plans balanced meals or snacks to support activity.
Innovating	Explains energy balance and applies it thoughtfully to their own choices.

Theme 6: Body Awareness & Health Signals

Focus: *Understanding how the body's systems work together during exercise and rest.*

Concept Capsule	I CAN
Explaining how the heart, lungs, and muscles work together during exercise	I can explain how the heart, lungs, and muscles work together during exercise.
Recognising early signs that my body needs a break	I can recognise early signs that my body needs a break.
Understanding how regular activity changes what my body can do	I can understand how regular activity changes what my body can do.
Monitoring how my body responds to different types of training	I can monitor how my body responds to different types of training.
Explaining simply what happens in my body during exercise versus rest	I can explain simply what happens in my body during exercise versus rest.

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Rubric — Body Awareness & Health Signals (applies across this Theme)	
Emerging	Explains how body systems work together with support.
Developing	Recognises early signs of needing a break and monitors their own responses.
Mastering	Explains how regular activity changes the body over time.
Innovating	Monitors and adapts to their own body's responses across different training types.

Theme 7: Sportsmanship, Effort & Reflection

Focus: *Demonstrating integrity, leadership, and critical reflection on performance.*

Concept Capsule	I CAN
Demonstrating fair play and integrity in competitive situations	I can demonstrate fair play and integrity in competitive situations.
Showing resilience and determination through setbacks	I can show resilience and determination through setbacks.
Leading a warm-up or activity for a group	I can lead a warm-up or activity for a group.
Reflecting critically on effort, growth, and areas to improve	I can reflect critically on effort, growth, and areas to improve.
Supporting and encouraging teammates' performance	I can support and encourage teammates' performance.
Setting a personal goal based on reflection	I can set a personal goal based on reflection.

Rubric — Sportsmanship, Effort & Reflection (applies across this Theme)	
Emerging	Shows fair play with reminders.
Developing	Shows resilience through setbacks and supports teammates.
Mastering	Leads a group activity and reflects critically on their own growth.
Innovating	Sets and pursues a personal goal based on honest reflection and models integrity for others.

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LITERACY, LANGUAGE & COMMUNICATION

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Literacy, Language & Communication across the Foundation and Formation phases treats oracy as the foundation for literacy, not a separate strand. Learners move from rich spoken language, listening and storytelling in Phase A, through systematic phonics and early reading and writing in Phases B and C, to fluent, independent reading, writing and reasoned discussion in Phase D — always with talk leading the way into text.

Nine themes stay constant across all four Phases: five oracy themes — Listening, Attention & Understanding; Spoken Language & Vocabulary Development; Conversation, Dialogue & Interaction; Narrative, Storytelling & Meaning-Making; and Reasoning, Explanation & Oracy — and four literacy themes — Phonological Awareness & Phonics; Reading & Comprehension; Writing & Transcription; and Composition, Purpose & Audience. Progression happens through depth, precision, independence and abstraction — not by changing the topics themselves.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Theme 1: Listening, Attention & Understanding

Focus: *Building the neurological foundations for language and learning.*

Concept Capsule	I CAN
Sustaining attention during shared activities	I can sustain attention during shared activities.
Responding to sounds, voices, and instructions	I can respond to sounds, voices, and instructions.
Following simple spoken instructions	I can follow simple spoken instructions.
Listening for meaning in stories and play	I can listen for meaning in stories and play.
Noticing environmental and spoken sounds	I can notice environmental and spoken sounds.
Understanding simple questions	I can understand simple questions.

Rubric — Listening, Attention & Understanding (applies across this Theme)	
Emerging	Brief attention; responds inconsistently
Developing	Listens with support; follows simple instructions
Mastering	Listens attentively and responds appropriately
Innovating	Sustains attention and responds thoughtfully

Theme 2: Spoken Language & Vocabulary Development

Focus: *Expanding expressive language through experience and play.*

Concept Capsule	I CAN
Naming familiar objects, people, and actions	I can name familiar objects, people, and actions.
Learning and using new vocabulary in context	I can learn and use new vocabulary in context.
Using descriptive language	I can use descriptive language.
Combining words into phrases and sentences	I can combine words into phrases and sentences.
Talking about experiences and ideas	I can talk about experiences and ideas.
Using language to express needs and emotions	I can use language to express needs and emotions.
Beginning to use topic-specific vocabulary	I can begin to use topic-specific vocabulary.

Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Emerging	Uses single words or gestures
Developing	Uses short phrases and familiar vocabulary
Mastering	Uses full sentences and new vocabulary

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Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Innovating	Uses descriptive and varied language confidently

Theme 3: Conversation, Dialogue & Interaction

Focus: *Learning how language works socially.*

Concept Capsule	I CAN
Taking turns in conversation	I can take turns in conversation.
Listening and responding to others	I can listen and respond to others.
Using language in role play and imaginative contexts	I can use language in role play and imaginative contexts.
Asking simple questions	I can ask simple questions.
Responding appropriately to questions	I can respond appropriately to questions.
Using eye contact, gesture, and tone	I can use eye contact, gesture, and tone.
Beginning to adjust language for different situations	I can begin to adjust language for different situations.

Rubric — Conversation, Dialogue & Interaction (applies across this Theme)	
Emerging	Engages briefly in interaction
Developing	Takes turns with support
Mastering	Participates in simple conversations
Innovating	Sustains interaction and responds thoughtfully

Theme 4: Narrative, Storytelling & Meaning-Making

Focus: *Developing understanding of story, sequence, and meaning.*

Concept Capsule	I CAN
Enjoying stories, rhymes, and songs	I can enjoy stories, rhymes, and songs.
Recognising familiar stories and characters	I can recognise familiar stories and characters.
Retelling simple stories through play	I can retell simple stories through play.
Understanding beginning, middle, and end	I can understand beginning, middle, and end.
Sequencing events from stories or experiences	I can sequence events from stories or experiences.
Creating own stories orally	I can create own stories orally.
Using story language (“once upon a time”, “then”)	I can use story language (“once upon a time”, “then”).

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Rubric — Narrative, Storytelling & Meaning-Making (applies across this Theme)	
Emerging	Shows interest in stories
Developing	Retells parts of familiar stories
Mastering	Retells stories in sequence
Innovating	Creates original stories with structure

Theme 5: Reasoning, Explanation & Oracy

Focus: *Using language to think, explain, and reason.*

Concept Capsule	I CAN
Explaining choices and actions	I can explain choices and actions.
Using “because” in talk	I can use “because” in talk.
Making simple predictions	I can make simple predictions.
Answering “why” and “how” questions	I can answer “why” and “how” questions.
Talking through problem-solving	I can talk through problem-solving.
Reflecting verbally on what happened	I can reflect verbally on what happened.
Beginning to justify ideas	I can begin to justify ideas.

Rubric — Reasoning, Explanation & Oracy (applies across this Theme)	
Emerging	Gives simple responses
Developing	Explains ideas with prompts
Mastering	Explains ideas clearly
Innovating	Uses reasons, predictions, and reflection

Theme 6: Phonological Awareness & Phonics

Focus: *Building sound awareness and early letter knowledge without pressure.*

Concept Capsule	I CAN
Listening to and identifying environmental sounds	I can listen to and identify environmental sounds.
Hearing and recognising rhyme	I can hear and recognise rhyme.
Clapping and tapping syllables	I can clap and tap syllables.
Identifying initial sounds in words	I can identify initial sounds in words.
Exploring letter shapes through play	I can explore letter shapes through play.
Recognising some letters (especially from own name)	I can recognise some letters (especially from own name).

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Concept Capsule	I CAN
Beginning awareness that letters represent sounds	I can begin awareness that letters represent sounds.

Rubric — Phonological Awareness & Phonics (applies across this Theme)	
Emerging	Notices sounds and letters
Developing	Identifies some sounds and letters
Mastering	Matches sounds to letters confidently
Innovating	Plays with sounds and letters independently

Theme 7: Reading & Comprehension

Focus: *Understanding print as meaning, not decoding performance.*

Concept Capsule	I CAN
Handling books appropriately	I can handle books appropriately.
Understanding that print carries meaning	I can understand that print carries meaning.
Recognising logos, signs, and familiar words	I can recognise logos, signs, and familiar words.
Predicting what might happen in a story	I can predict what might happen in a story.
Talking about characters and events	I can talk about characters and events.
Answering simple questions about texts	I can answer simple questions about texts.
Connecting stories to own experiences	I can connect stories to own experiences.

Rubric — Reading & Comprehension (applies across this Theme)	
Emerging	Engages with books and pictures
Developing	Talks about stories with support
Mastering	Understands main events and ideas
Innovating	Makes predictions and connections

Theme 8: Writing & Transcription

Focus: *Developing mark-making as purposeful communication.*

Concept Capsule	I CAN
Mark-making through play	I can mark-making through play.
Exploring writing tools and materials	I can explore writing tools and materials.
Giving meaning to marks	I can give meaning to marks.

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Concept Capsule	I CAN
Drawing to represent ideas	I can draw to represent ideas.
Beginning to form letter-like shapes	I can begin to form letter-like shapes.
Copying or attempting letters (especially own name)	I can copy or attempt letters (especially own name).
Understanding that writing communicates meaning	I can understand that writing communicates meaning.

Rubric — Writing & Transcription (applies across this Theme)	
Emerging	Explores mark-making
Developing	Gives meaning to marks
Mastering	Forms recognisable letters or symbols
Innovating	Attempts purposeful writing

Theme 9: Composition, Purpose & Audience

Focus: *Understanding why we communicate.*

Concept Capsule	I CAN
Using drawings and marks to tell stories	I can use drawings and marks to tell stories.
Dictating ideas to adults	I can dictate ideas to adults.
Creating signs, labels, and messages in play	I can create signs, labels, and messages in play.
Sharing ideas with others	I can share ideas with others.
Beginning awareness of audience (“for someone else”)	I can begin awareness of audience (“for someone else”).
Talking about what they have created	I can talk about what they have created.
Valuing their own voice and ideas	I can value their own voice and ideas.

Rubric — Composition, Purpose & Audience (applies across this Theme)	
Emerging	Creates with adult support
Developing	Shares meaning verbally
Mastering	Communicates ideas purposefully
Innovating	Adapts creations for an audience

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Phase B (Ages 4–6)

Theme 1: Listening, Attention & Understanding

Focus: *Strengthening listening stamina and comprehension.*

Concept Capsule	I CAN
Sustaining attention in group and shared activities	I can sustain attention in group and shared activities.
Listening for key information	I can listen for key information.
Following multi-step spoken instructions	I can follow multi-step spoken instructions.
Responding appropriately to questions and prompts	I can respond appropriately to questions and prompts.
Listening to stories with increasing focus	I can listen to stories with increasing focus.
Identifying important details in spoken language	I can identify important details in spoken language.
Distinguishing between different sounds and voices	I can distinguish between different sounds and voices.

Rubric — Listening, Attention & Understanding (applies across this Theme)	
Emerging	Listening for key information
Developing	Listens with increasing focus; follows instructions and responds to questions with support.
Mastering	Listening to stories with increasing focus
Innovating	Sustains attention independently; identifies key information and responds thoughtfully or selectively.

Theme 2: Spoken Language & Vocabulary Development

Focus: *Expanding vocabulary and sentence structure.*

Concept Capsule	I CAN
Learning and using new vocabulary across contexts	I can learn and use new vocabulary across contexts.
Using descriptive and comparative language	I can use descriptive and comparative language.
Speaking in full sentences	I can speak in full sentences.
Recounting experiences in sequence	I can recount experiences in sequence.
Using topic-specific language	I can use topic-specific language.
Expressing ideas, thoughts, and feelings clearly	I can express ideas, thoughts, and feelings clearly.
Beginning to adapt language for purpose	I can begin to adapt language for purpose.

Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Emerging	Uses familiar vocabulary and simple sentences to communicate ideas.

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Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Developing	Recounting experiences in sequence
Mastering	Uses varied vocabulary and complete sentences confidently across contexts.
Innovating	Beginning to adapt language for purpose

Theme 3: Conversation, Dialogue & Interaction

Focus: *Developing purposeful, reciprocal communication.*

Concept Capsule	I CAN
Taking turns and maintaining a conversation	I can take turns and maintain a conversation.
Listening and responding appropriately to peers	I can listen and respond appropriately to peers.
Asking relevant questions	I can ask relevant questions.
Using language in role play and collaborative play	I can use language in role play and collaborative play.
Adjusting tone and language for different audiences	I can adjust tone and language for different audiences.
Resolving simple disagreements through talk	I can resolve simple disagreements through talk.
Using non-verbal communication intentionally	I can use non-verbal communication intentionally.

Rubric — Conversation, Dialogue & Interaction (applies across this Theme)	
Emerging	Participates briefly in interaction; requires support to take turns.
Developing	Using language in role play and collaborative play
Mastering	Participates confidently in conversations; asks and responds appropriately.
Innovating	Using non-verbal communication intentionally

Theme 4: Narrative, Storytelling & Meaning-Making

Focus: *Deepening understanding of story structure and meaning.*

Concept Capsule	I CAN
Retelling familiar stories with detail	I can retell familiar stories with detail.
Sequencing events accurately	I can sequence events accurately.
Understanding characters, settings, and events	I can understand characters, settings, and events.
Predicting what might happen next	I can predict what might happen next.
Creating original stories orally	I can create original stories orally.
Using story language and structures	I can use story language and structures.
Connecting stories to personal experiences	I can connect stories to personal experiences.

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Rubric — Narrative, Storytelling & Meaning-Making (applies across this Theme)	
Emerging	Shows interest in stories; recalls isolated events or characters.
Developing	Understanding characters, settings, and events
Mastering	Retells stories clearly; uses story language and identifies characters and events.
Innovating	Using story language and structures

Theme 5: Reasoning, Explanation & Oracy

Focus: *Using language to think, explain, and justify.*

Concept Capsule	I CAN
Explaining ideas and choices clearly	I can explain ideas and choices clearly.
Answering “why” and “how” questions	I can answer “why” and “how” questions.
Making predictions and explaining reasoning	I can make predictions and explain reasoning.
Talking through problem-solving	I can talk through problem-solving.
Using “because”, “if”, and “then” in talk	I can use “because”, “if”, and “then” in talk.
Reflecting verbally on learning experiences	I can reflect verbally on learning experiences.
Beginning to justify viewpoints	I can begin to justify viewpoints.

Rubric — Reasoning, Explanation & Oracy (applies across this Theme)	
Emerging	Gives simple explanations or responses to questions.
Developing	Talking through problem-solving
Mastering	Explains thinking clearly; answers “why” and “how” questions independently.
Innovating	Beginning to justify viewpoints

Theme 6: Phonological Awareness & Phonics

Focus: *Making sound–symbol relationships explicit without over-formalisation.*

Concept Capsule	I CAN
Identifying and manipulating sounds in words	I can identify and manipulate sounds in words.
Recognising and producing rhymes	I can recognise and produce rhymes.
Segmenting words into syllables	I can segment words into syllables.
Identifying initial and final sounds	I can identify initial and final sounds.
Matching sounds to letters (s–a–t–p and beyond)	I can match sounds to letters (s–a–t–p and beyond).

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Concept Capsule	I CAN
Recognising and naming letters confidently	I can recognise and name letters confidently.
Understanding that words are made of sounds	I can understand that words are made of sounds.

Rubric — Phonological Awareness & Phonics (applies across this Theme)	
Emerging	Notices sounds and letters; participates in sound-based activities.
Developing	Identifying initial and final sounds
Mastering	Matches sounds to letters confidently; uses phonics to read and write simple words.
Innovating	Understanding that words are made of sounds

Theme 7: Reading & Comprehension

Focus: *Moving from meaning-making to early decoding.*

Concept Capsule	I CAN
Recognising familiar words and signs	I can recognise familiar words and signs.
Using pictures to support understanding	I can use pictures to support understanding.
Beginning to blend sounds to read simple words	I can begin to blend sounds to read simple words.
Understanding left-to-right orientation	I can understand left-to-right orientation.
Talking about characters and events	I can talk about characters and events.
Answering literal and inferential questions	I can answer literal and inferential questions.
Re-reading familiar texts for confidence	I can re-reading familiar texts for confidence.

Rubric — Reading & Comprehension (applies across this Theme)	
Emerging	Engages with books; relies on pictures and adult support.
Developing	Understanding left-to-right orientation
Mastering	Reads simple texts with confidence; understands characters and events.
Innovating	Re-reading familiar texts for confidence

Theme 8: Writing & Transcription

Focus: *Transitioning from mark-making to early writing.*

Concept Capsule	I CAN
Writing own name and familiar words	I can write own name and familiar words.
Forming letters with increasing control	I can form letters with increasing control.

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Concept Capsule	I CAN
Using phonics knowledge to write sounds	I can use phonics knowledge to write sounds.
Writing labels, captions, and short phrases	I can write labels, captions, and short phrases.
Holding writing tools appropriately	I can hold writing tools appropriately.
Writing for a purpose in play	I can write for a purpose in play.
Attempting spelling independently	I can attempt spelling independently.

Rubric — Writing & Transcription (applies across this Theme)	
Emerging	Writes familiar letters or words with support.
Developing	Writing labels, captions, and short phrases
Mastering	Writes clearly for a purpose; forms letters correctly and spells many words accurately.
Innovating	Attempting spelling independently

Theme 9: Composition, Purpose & Audience

Focus: *Understanding writing as communication.*

Concept Capsule	I CAN
Creating simple written messages	I can create simple written messages.
Telling stories through drawings and writing	I can tell stories through drawings and writing.
Dictating longer ideas for adults to write	I can dictate longer ideas for adults to write.
Sharing writing with others	I can share writing with others.
Talking about what has been written	I can talk about what has been written.
Beginning awareness of audience	I can begin awareness of audience.
Choosing how to present ideas	I can choose how to present ideas.

Rubric — Composition, Purpose & Audience (applies across this Theme)	
Emerging	Creates messages with adult support; explains ideas verbally.
Developing	Sharing writing with others
Mastering	Writes purposefully; considers what the reader needs to know.
Innovating	Choosing how to present ideas

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Phase C (Ages 5–7)

Theme 1: Listening, Attention & Understanding

Focus: *Sustaining attention and extracting meaning from increasingly complex language.*

Concept Capsule	I CAN
Sustaining attention during longer discussions and shared texts	I can sustain attention during longer discussions and shared texts.
Listening for key ideas and details	I can listen for key ideas and details.
Following multi-step spoken instructions independently	I can follow multi-step spoken instructions independently.
Responding thoughtfully to questions and prompts	I can respond thoughtfully to questions and prompts.
Identifying main ideas in spoken language	I can identify main ideas in spoken language.
Noticing differences between literal and implied meaning	I can notice differences between literal and implied meaning.
Listening respectfully to others' viewpoints	I can listen respectfully to others' viewpoints.

Rubric — Listening, Attention & Understanding (applies across this Theme)	
Emerging	Listens with support; recalls some details.
Developing	Listens with focus; follows instructions and responds accurately.
Mastering	Identifies key ideas and responds thoughtfully.
Innovating	Evaluates what is heard and responds selectively or critically.

Theme 2: Spoken Language & Vocabulary Development

Focus: *Expanding vocabulary and using language with precision.*

Concept Capsule	I CAN
Learning and using ambitious vocabulary in context	I can learn and use ambitious vocabulary in context.
Using descriptive, comparative, and precise language	I can use descriptive, comparative, and precise language.
Speaking in well-structured sentences	I can speak in well-structured sentences.
Recounting experiences clearly and logically	I can recount experiences clearly and logically.
Using subject-specific vocabulary	I can use subject-specific vocabulary.
Adjusting language for different purposes	I can adjust language for different purposes.
Exploring word meanings and relationships	I can explore word meanings and relationships.

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Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Emerging	Uses familiar vocabulary and simple sentence structures.
Developing	Uses new vocabulary and clear sentences in context.
Mastering	Uses varied and precise vocabulary confidently.
Innovating	Selects language deliberately and explains word choices.

Theme 3: Conversation, Dialogue & Interaction

Focus: *Participating confidently in purposeful dialogue.*

Concept Capsule	I CAN
Maintaining a conversation over several turns	I can maintain a conversation over several turns.
Listening and responding appropriately to peers	I can listen and respond appropriately to peers.
Asking relevant and clarifying questions	I can ask relevant and clarifying questions.
Building on others' ideas in discussion	I can build on others' ideas in discussion.
Using talk to collaborate and solve problems	I can use talk to collaborate and solve problems.
Managing disagreement respectfully	I can manage disagreement respectfully.
Using tone, pace, and volume intentionally	I can use tone, pace, and volume intentionally.

Rubric — Conversation, Dialogue & Interaction (applies across this Theme)	
Emerging	Participates in conversation with support.
Developing	Maintains conversations and responds appropriately.
Mastering	Contributes confidently and builds on others' ideas.
Innovating	Leads discussion and uses dialogue to solve problems.

Theme 4: Narrative, Storytelling & Meaning-Making

Focus: *Understanding and creating structured narratives.*

Concept Capsule	I CAN
Retelling stories with key details and sequence	I can retell stories with key details and sequence.
Identifying characters, setting, and plot	I can identify characters, setting, and plot.
Exploring different story types and structures	I can explore different story types and structures.
Predicting outcomes using evidence from the text	I can predict outcomes using evidence from the text.
Creating original stories orally with clear structure	I can create original stories orally with clear structure.
Using story language intentionally	I can use story language intentionally.

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Concept Capsule	I CAN
Making connections between texts and experiences	I can make connections between texts and experiences.

Rubric — Narrative, Storytelling & Meaning-Making (applies across this Theme)	
Emerging	Retells parts of stories with support.
Developing	Retells stories clearly and in sequence.
Mastering	Explains story structure and meaning.
Innovating	Creates and analyses stories with depth and originality.

Theme 5: Reasoning, Explanation & Oracy

Focus: *Using language to reason, explain, and justify.*

Concept Capsule	I CAN
Explaining ideas and processes clearly	I can explain ideas and processes clearly.
Answering “how” and “why” questions in detail	I can answer “how” and “why” questions in detail.
Using language to reason through problems	I can use language to reason through problems.
Justifying opinions with evidence	I can justify opinions with evidence.
Making predictions and explaining thinking	I can make predictions and explain thinking.
Reflecting verbally on learning	I can reflect verbally on learning.
Adapting explanations for an audience	I can adapt explanations for an audience.

Rubric — Reasoning, Explanation & Oracy (applies across this Theme)	
Emerging	Gives simple explanations with support.
Developing	Explains ideas and reasoning clearly.
Mastering	Justifies thinking using evidence and examples.
Innovating	Explains, persuades, and reflects strategically.

Theme 6: Phonological Awareness & Phonics

Focus: *Securing sound–symbol knowledge and decoding fluency.*

Concept Capsule	I CAN
Recognising and manipulating phonemes in words	I can recognise and manipulate phonemes in words.
Blending sounds to read unfamiliar words	I can blend sounds to read unfamiliar words.
Segmenting words for spelling	I can segment words for spelling.

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Concept Capsule	I CAN
Recognising common grapheme–phoneme correspondences	I can recognise common grapheme–phoneme correspondences.
Reading and spelling common irregular words	I can read and spell common irregular words.
Applying phonics knowledge confidently in reading and writing	I can apply phonics knowledge confidently in reading and writing.
Self-correcting when reading does not make sense	I can self-correct when reading does not make sense.

Rubric — Phonological Awareness & Phonics (applies across this Theme)	
Emerging	Uses phonics with support.
Developing	Applies phonics accurately in familiar contexts.
Mastering	Uses phonics confidently in reading and writing.
Innovating	Applies phonics strategically and self-corrects independently.

Theme 7: Reading & Comprehension

Focus: *Reading for meaning, enjoyment, and understanding.*

Concept Capsule	I CAN
Reading familiar texts fluently	I can read familiar texts fluently.
Using decoding and context together to make meaning	I can use decoding and context together to make meaning.
Answering questions about texts (literal and inferential)	I can answer questions about texts (literal and inferential).
Identifying key events and ideas	I can identify key events and ideas.
Talking about characters' feelings and motivations	I can talk about characters' feelings and motivations.
Making predictions and connections	I can make predictions and connections.
Re-reading texts to deepen understanding	I can re-reading texts to deepen understanding.

Rubric — Reading & Comprehension (applies across this Theme)	
Emerging	Understands texts with adult support.
Developing	Reads with growing fluency and understanding.
Mastering	Reads confidently and explains meaning.
Innovating	Interprets texts and supports ideas with evidence.

Theme 8: Writing & Transcription

Focus: *Increasing control and confidence in writing.*

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Concept Capsule	I CAN
Writing sentences with clear meaning	I can write sentences with clear meaning.
Using phonics to spell most words accurately	I can use phonics to spell most words accurately.
Spelling common words correctly	I can spell common words correctly.
Using basic punctuation (capital letters, full stops)	I can use basic punctuation (capital letters, full stops).
Writing legibly with appropriate letter formation	I can write legibly with appropriate letter formation.
Writing independently for short periods	I can write independently for short periods.
Editing writing with support	I can edit writing with support.

Rubric — Writing & Transcription (applies across this Theme)	
Emerging	Writes simple sentences with support.
Developing	Writes independently with increasing accuracy.
Mastering	Writes clearly with accurate spelling and punctuation.
Innovating	Writes fluently and edits independently.

Theme 9: Composition, Purpose & Audience

Focus: *Writing for different purposes and readers.*

Concept Capsule	I CAN
Writing short narratives and recounts	I can write short narratives and recounts.
Writing simple explanations and descriptions	I can write simple explanations and descriptions.
Organising ideas logically	I can organise ideas logically.
Writing for real purposes (messages, instructions, stories)	I can write for real purposes (messages, instructions, stories).
Considering who the writing is for	I can consider who the writing is for.
Reading writing aloud to check meaning	I can read writing aloud to check meaning.
Making simple improvements to writing	I can make simple improvements to writing.

Rubric — Composition, Purpose & Audience (applies across this Theme)	
Emerging	Writes with adult guidance.
Developing	Writes for a purpose independently.
Mastering	Organises writing clearly for the reader.
Innovating	Adapts writing style for different audiences and purposes.

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Phase D (Ages 7–9)

Theme 1: Listening, Attention & Understanding

Focus: *Sustaining attention, evaluating meaning, and responding thoughtfully.*

Concept Capsule	I CAN
Sustaining attention during extended discussions and presentations	I can sustain attention during extended discussions and presentations.
Listening for key ideas, details, and viewpoints	I can listen for key ideas, details, and viewpoints.
Following complex spoken instructions independently	I can follow complex spoken instructions independently.
Identifying main ideas and supporting details in spoken language	I can identify main ideas and supporting details in spoken language.
Distinguishing fact from opinion in oral contexts	I can distinguish fact from opinion in oral contexts.
Responding critically and respectfully to others' ideas	I can respond critically and respectfully to others' ideas.
Summarising spoken information accurately	I can summarise spoken information accurately.

Rubric — Listening, Attention & Understanding (applies across this Theme)	
Emerging	Listens with support; recalls limited information.
Developing	Listens attentively; identifies main ideas.
Mastering	Identifies key ideas and supporting details accurately.
Innovating	Evaluates spoken information and responds critically.

Theme 2: Spoken Language & Vocabulary Development

Focus: *Using language precisely and flexibly across contexts.*

Concept Capsule	I CAN
Using ambitious and subject-specific vocabulary accurately	I can use ambitious and subject-specific vocabulary accurately.
Exploring shades of meaning and word choice	I can explore shades of meaning and word choice.
Adapting vocabulary for purpose and audience	I can adapt vocabulary for purpose and audience.
Speaking fluently in extended contributions	I can speak fluently in extended contributions.
Using figurative language in speech	I can use figurative language in speech.
Clarifying and refining spoken ideas	I can clarify and refine spoken ideas.
Exploring word origins and relationships	I can explore word origins and relationships.

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Rubric — Spoken Language & Vocabulary Development (applies across this Theme)	
Emerging	Uses familiar vocabulary in speech.
Developing	Uses new vocabulary accurately in context.
Mastering	Uses precise and varied vocabulary confidently.
Innovating	Selects language deliberately and explains choices.

Theme 3: Conversation, Dialogue & Interaction

Focus: *Participating confidently in structured and unstructured dialogue.*

Concept Capsule	I CAN
Leading and sustaining group discussions	I can lead and sustain group discussions.
Building on and challenging others' ideas respectfully	I can build on and challenge others' ideas respectfully.
Asking probing and clarifying questions	I can ask probing and clarifying questions.
Using dialogue to collaborate and problem-solve	I can use dialogue to collaborate and problem-solve.
Managing disagreement constructively	I can manage disagreement constructively.
Using formal and informal registers appropriately	I can use formal and informal registers appropriately.
Reflecting on the effectiveness of communication	I can reflect on the effectiveness of communication.

Rubric — Conversation, Dialogue & Interaction (applies across this Theme)	
Emerging	Participates in discussion with support.
Developing	Contributes appropriately and listens to others.
Mastering	Builds on ideas and collaborates effectively.
Innovating	Leads dialogue and facilitates productive discussion.

Theme 4: Narrative, Storytelling & Meaning-Making

Focus: *Understanding and creating complex narratives and texts.*

Concept Capsule	I CAN
Analysing narrative structure and plot development	I can analyse narrative structure and plot development.
Exploring character motivation and perspective	I can explore character motivation and perspective.
Identifying themes and messages in texts	I can identify themes and messages in texts.
Comparing stories from different cultures or traditions	I can compare stories from different cultures or traditions.
Creating original narratives with clear structure and voice	I can create original narratives with clear structure and voice.
Experimenting with narrative techniques	I can experiment with narrative techniques.

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Concept Capsule	I CAN
Interpreting meaning beyond the literal	I can interpret meaning beyond the literal.

Rubric — Narrative, Storytelling & Meaning-Making (applies across this Theme)	
Emerging	Understands basic story elements.
Developing	Explains structure and characters clearly.
Mastering	Analyses themes and meaning using evidence.
Innovating	Interprets and creates narratives with depth and originality.

Theme 5: Reasoning, Explanation & Oracy

Focus: *Using spoken language to reason, explain, and persuade.*

Concept Capsule	I CAN
Explaining complex ideas clearly and logically	I can explain complex ideas clearly and logically.
Justifying viewpoints using evidence	I can justify viewpoints using evidence.
Presenting arguments and counterarguments	I can present arguments and counterarguments.
Using language to reason through multi-step problems	I can use language to reason through multi-step problems.
Persuading others using structured talk	I can persuade others using structured talk.
Reflecting critically on spoken contributions	I can reflect critically on spoken contributions.
Adapting explanations for different audiences	I can adapt explanations for different audiences.

Rubric — Reasoning, Explanation & Oracy (applies across this Theme)	
Emerging	Gives simple explanations with support.
Developing	Explains and justifies ideas clearly.
Mastering	Presents structured arguments using evidence.
Innovating	Persuades, evaluates, and reflects strategically.

Theme 6: Phonological Awareness & Phonics

Focus: *Securing spelling knowledge and applying phonics strategically.*

Concept Capsule	I CAN
Applying phonics knowledge to unfamiliar words	I can apply phonics knowledge to unfamiliar words.
Recognising spelling patterns and conventions	I can recognise spelling patterns and conventions.

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Concept Capsule	I CAN
Using morphology (prefixes, suffixes, roots) to decode and spell	I can use morphology (prefixes, suffixes, roots) to decode and spell.
Identifying and correcting spelling errors independently	I can identify and correct spelling errors independently.
Using reference tools to support spelling	I can use reference tools to support spelling.
Understanding when phonics rules apply and when they don't	I can understand when phonics rules apply and when they don't.

Rubric — Phonological Awareness & Phonics (applies across this Theme)	
Emerging	Uses phonics strategies with support.
Developing	Applies spelling patterns accurately.
Mastering	Spells confidently using multiple strategies.
Innovating	Analyses spelling choices and explains reasoning.

Theme 7: Reading & Comprehension

Focus: *Reading fluently and critically across text types.*

Concept Capsule	I CAN
Reading a range of texts fluently and independently	I can read a range of texts fluently and independently.
Using evidence from texts to justify interpretations	I can use evidence from texts to justify interpretations.
Identifying main ideas, themes, and key details	I can identify main ideas, themes, and key details.
Making inferences and deductions	I can make inferences and deductions.
Comparing texts across genres and subjects	I can compare texts across genres and subjects.
Evaluating language choice and author intent	I can evaluate language choice and author intent.
Reading to learn across the curriculum	I can read to learn across the curriculum.

Rubric — Reading & Comprehension (applies across this Theme)	
Emerging	Understands texts with support.
Developing	Reads fluently and explains meaning.
Mastering	Interprets texts using evidence.
Innovating	Analyses texts critically and independently.

Theme 8: Writing & Transcription

Focus: *Writing with control, accuracy, and stamina.*

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Concept Capsule	I CAN
Writing clearly structured sentences and paragraphs	I can write clearly structured sentences and paragraphs.
Using accurate spelling, punctuation, and grammar	I can use accurate spelling, punctuation, and grammar.
Writing legibly and fluently	I can write legibly and fluently.
Editing and revising writing independently	I can edit and revise writing independently.
Maintaining writing over extended periods	I can maintain writing over extended periods.
Using transcription skills automatically	I can use transcription skills automatically.
Applying conventions consistently	I can apply conventions consistently.

Rubric — Writing & Transcription (applies across this Theme)	
Emerging	Writes with support and variable accuracy.
Developing	Writes clearly with increasing control.
Mastering	Writes accurately, fluently, and independently.
Innovating	Writes with control, stamina, and precision.

Theme 9: Composition, Purpose & Audience

Focus: *Writing thoughtfully for different purposes and audiences.*

Concept Capsule	I CAN
Planning and structuring longer pieces of writing	I can plan and structure longer pieces of writing.
Writing narratives, explanations, reports, and persuasive texts	I can write narratives, explanations, reports, and persuasive texts.
Adapting tone and style for audience and purpose	I can adapt tone and style for audience and purpose.
Using evidence and examples to support ideas	I can use evidence and examples to support ideas.
Reflecting on and improving writing	I can reflect on and improve writing.
Sharing writing with others for feedback	I can share writing with others for feedback.
Using writing as a tool for learning and thinking	I can use writing as a tool for learning and thinking.

Rubric — Composition, Purpose & Audience (applies across this Theme)	
Emerging	Writes with guidance for a clear purpose.
Developing	Writes independently for familiar purposes.
Mastering	Adapts writing effectively for audience and purpose.
Innovating	Writes strategically, reflectively, and creatively.

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MATHEMATICS

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Mathematics across the Foundation and Formation phases builds number sense, structure and reasoning through direct experience before formal abstraction. Learners move from noticing and comparing quantity in Phase A, through fluency and structure in Phases B and C, to flexible, multi-step reasoning in Phase D — always through hands-on exploration, purposeful play and real contexts rather than isolated drill.

Eight themes stay constant across all four Phases: Number Sense & Quantity; Counting & Cardinality; Operations & Relationships; Patterns & Algebraic Thinking; Shape & Spatial Awareness; Measures & Comparison; Data, Sorting & Representation; and Mathematical Reasoning & Habits of Mind. Progression happens through depth, precision, independence and abstraction — not by changing the topics themselves.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Theme 1: Number Sense & Quantity

Focus: *Developing an intuitive understanding of quantity before formal number.*

Concept Capsule	I CAN
Recognising “how many” through real objects	I can recognise “how many” through real objects.
Understanding quantity as something that can be compared	I can understand quantity as something that can be compared.
Matching objects one-to-one	I can match objects one-to-one.
Noticing when quantities change	I can notice when quantities change.
Understanding “some,” “many,” “few,” “none”	I can understand “some,” “many,” “few,” “none”.
Experiencing zero as “nothing there”	I can experience zero as “nothing there”.

Rubric — Number Sense & Quantity (applies across this Theme)	
Emerging	Notices quantity with support; explores amounts informally.
Developing	Matches and compares small quantities reliably.
Mastering	Compares quantities confidently and notices change.
Innovating	Explains differences in quantity and uses comparative language independently.

Theme 2: Counting & Cardinality

Focus: *Linking number words to quantities meaningfully.*

Concept Capsule	I CAN
Rote counting through songs and play	I can say number words through songs and play.
Counting objects with one-to-one correspondence	I can count objects with one-to-one correspondence.
Knowing the last number counted represents the total	I can know the last number counted represents the total.
Counting small sets accurately (up to 5, then 10)	I can count small sets accurately (up to 5, then 10).
Counting objects arranged in different ways	I can count objects arranged in different ways.
Counting actions, sounds, and movements	I can count actions, sounds, and movements.
Beginning to count backwards informally	I can begin to count backwards informally.

Rubric — Counting & Cardinality (applies across this Theme)	
Emerging	Joins in with counting and attempts to count objects.
Developing	Counts small sets accurately with one-to-one matching.

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Rubric — Counting & Cardinality (applies across this Theme)	
Mastering	Counts confidently and understands that the final number is the total.
Innovating	Uses counting flexibly across objects, actions, and situations.

Theme 3: Operations & Relationships (Informal)

Focus: *Experiencing addition and subtraction through play, not symbols.*

Concept Capsule	I CAN
Combining two groups of objects	I can combine two groups of objects.
Separating objects from a group	I can separate objects from a group.
Noticing “more” and “less” after change	I can notice “more” and “less” after change.
Understanding “same amount” through comparison	I can understand “same amount” through comparison.
Sharing objects between people or toys	I can share objects between people or toys.
Exploring doubling informally (two of the same)	I can explore doubling informally (two of the same).
Experiencing simple problem situations (“We need one more…”)	I can experience simple problem situations (“We need one more…”).

Rubric — Operations & Relationships (Informal) (applies across this Theme)	
Emerging	Notices change when objects are added or removed.
Developing	Combines, separates, and shares objects with support.
Mastering	Explains what happened to the group and why.
Innovating	Predicts outcomes and solves simple number problems independently.

Theme 4: Patterns & Algebraic Thinking

Focus: *Laying foundations for algebra through noticing structure.*

Concept Capsule	I CAN
Noticing repeating patterns (AB, AAB)	I can notice repeating patterns (AB, AAB).
Copying simple patterns	I can copy simple patterns.
Continuing a given pattern	I can continue a given pattern.
Creating own patterns with objects	I can create own patterns with objects.
Creating patterns using sound and movement	I can create patterns using sound and movement.
Describing patterns verbally	I can describe patterns verbally.
Noticing patterns in the environment and stories	I can notice patterns in the environment and stories.

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Rubric — Patterns & Algebraic Thinking (applies across this Theme)	
Emerging	Notices pattern elements during play.
Developing	Copies and continues simple patterns.
Mastering	Creates patterns and explains how they repeat.
Innovating	Describes pattern rules and applies them in new contexts.

Theme 5: Shape & Spatial Awareness

Focus: *Understanding space, shape, and position through physical interaction.*

Concept Capsule	I CAN
Recognising basic 2D shapes (circle, square, triangle, rectangle)	I can recognise basic 2D shapes (circle, square, triangle, rectangle).
Finding shapes in the environment	I can find shapes in the environment.
Exploring shapes through building and play	I can explore shapes through building and play.
Understanding positional language (in, on, under, next to, between)	I can understand positional language (in, on, under, next to, between).
Exploring direction and movement	I can explore direction and movement.
Combining shapes to make pictures or structures	I can combine shapes to make pictures or structures.
Beginning awareness of 3D shapes through objects	I can begin awareness of 3D shapes through objects.

Rubric — Shape & Spatial Awareness (applies across this Theme)	
Emerging	Recognises shapes visually and explores space.
Developing	Names shapes and uses positional language.
Mastering	Describes shapes and spatial relationships accurately.
Innovating	Combines shapes purposefully and explains spatial thinking.

Theme 6: Measures & Comparison

Focus: *Comparing attributes through direct experience.*

Concept Capsule	I CAN
Comparing size (big/small, long/short)	I can compare size (big/small, long/short).
Comparing weight (heavy/light)	I can compare weight (heavy/light).
Comparing capacity (full/empty, more/less)	I can compare capacity (full/empty, more/less).
Comparing height and length informally	I can compare height and length informally.
Exploring time through routines and sequences	I can explore time through routines and sequences.

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Concept Capsule	I CAN
Using everyday language to describe change	I can use everyday language to describe change.
Ordering objects by size or length (simple sequences)	I can order objects by size or length (simple sequences).

Rubric — Measures & Comparison (applies across this Theme)	
Emerging	Explores measurement language during play.
Developing	Compares objects using everyday terms.
Mastering	Orders objects correctly and explains comparisons.
Innovating	Chooses comparison strategies independently and justifies choices.

Theme 7: Data, Sorting & Representation

Focus: *Organising information meaningfully.*

Concept Capsule	I CAN
Sorting objects by one attribute (colour, shape, size)	I can sort objects by one attribute (colour, shape, size).
Re-sorting the same objects in a different way	I can re-sort the same objects in a different way.
Grouping objects and naming categories	I can group objects and name categories.
Counting how many are in each group	I can count how many are in each group.
Representing ideas using objects or marks	I can represent ideas using objects or marks.
Talking about results (“most,” “least”)	I can talk about results (“most,” “least”).
Answering simple questions about grouped objects	I can answer simple questions about grouped objects.

Rubric — Data, Sorting & Representation (applies across this Theme)	
Emerging	Sorts and groups objects with support.
Developing	Sorts independently and counts groups.
Mastering	Explains groupings and results clearly.
Innovating	Re-sorts strategically and answers questions confidently.

Theme 8: Mathematical Reasoning & Habits of Mind

Focus: *Developing mathematical thinking behaviours.*

Concept Capsule	I CAN
Noticing and explaining choices	I can notice and explain choices.
Making predictions (“What might happen?”)	I can make predictions (“What might happen?”).

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Concept Capsule	I CAN
Checking and adjusting ideas	I can check and adjust ideas.
Persisting with a challenge	I can persist with a challenge.
Using mathematical language in play	I can use mathematical language in play.
Representing thinking through drawing, building, or gesture	I can represent thinking through drawing, building, or gesture.
Reflecting verbally on what was done	I can reflect verbally on what was done.

Rubric — Mathematical Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts explanations and tries with encouragement.
Developing	Explains thinking with prompts and persists with support.
Mastering	Explains reasoning clearly and checks ideas independently.
Innovating	Reflects on strategies and adapts thinking confidently.

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Phase B (Ages 4–6)

Theme 1: Number Sense & Quantity

Focus: *Deepening understanding of quantity and number relationships beyond immediate perception.*

Concept Capsule	I CAN
Recognising quantities up to 10 reliably	I can recognise quantities up to 10 reliably.
Estimating small quantities before counting	I can estimate small quantities before counting.
Matching quantities to numerals (0–10, extending to 20 where appropriate)	I can match quantities to numerals (0–10, extending to 20 where appropriate).
Understanding that quantity remains the same when rearranged	I can understand that quantity remains the same when rearranged.
Comparing quantities using language (more, fewer, same)	I can compare quantities using language (more, fewer, same).
Understanding zero as a quantity	I can understand zero as a quantity.
Beginning awareness of "ten" as a meaningful group	I can begin awareness of "ten" as a meaningful group.

Rubric — Number Sense & Quantity (applies across this Theme)	
Emerging	Counts with support and joins in with number sequences.
Developing	Counts accurately and understands totals.
Mastering	Counts flexibly across contexts and arrangements.
Innovating	Selects efficient counting strategies independently.

Theme 2: Counting & Cardinality

Focus: *Moving from counting actions to understanding number structure.*

Concept Capsule	I CAN
Counting forwards to at least 20	I can count forwards to at least 20.
Counting backwards from small numbers	I can count backwards from small numbers.
Counting objects accurately in different arrangements	I can count objects accurately in different arrangements.
Counting out a given number from a larger set	I can count out a given number from a larger set.
Understanding that the last number counted represents the total	I can understand that the last number counted represents the total.
Counting beyond ten with confidence (where developmentally appropriate)	I can count beyond ten with confidence (where developmentally appropriate).
Counting in everyday contexts (steps, jumps, turns, items)	I can count in everyday contexts (steps, jumps, turns, items).

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Rubric — Counting & Cardinality (applies across this Theme)	
Emerging	Notices changes when groups are combined or separated.
Developing	Solves simple addition and subtraction problems with support.
Mastering	Explains relationships between numbers and operations.
Innovating	Solves problems independently and predicts outcomes.

Theme 3: Operations & Relationships

Focus: *Making sense of addition and subtraction through meaningful situations.*

Concept Capsule	I CAN
Combining two groups and describing the result	I can combine two groups and describe the result.
Separating a group and noticing what changes	I can separate a group and notice what changes.
Understanding addition as “putting together”	I can understand addition as “putting together”.
Understanding subtraction as “taking away” or “finding the difference”	I can understand subtraction as “taking away” or “finding the difference”.
Solving simple practical problems involving change	I can solve simple practical problems involving change.
Recognising number bonds within 5, then 10	I can recognise number bonds within 5, then 10.
Exploring equal groups through sharing and grouping	I can explore equal groups through sharing and grouping.

Rubric — Operations & Relationships (applies across this Theme)	
Emerging	Notices changes when groups are combined or separated.
Developing	Solves simple addition and subtraction problems with support.
Mastering	Explains relationships between numbers and operations.
Innovating	Solves problems independently and predicts outcomes.

Theme 4: Patterns & Algebraic Thinking

Focus: *Identifying structure, regularity, and relationships.*

Concept Capsule	I CAN
Extending repeating patterns (AB, AAB, ABB)	I can extend repeating patterns (AB, AAB, ABB).
Creating increasingly complex patterns	I can create increasingly complex patterns.
Identifying errors in patterns	I can identify errors in patterns.
Describing patterns using mathematical language	I can describe patterns using mathematical language.
Recognising patterns in number sequences	I can recognise patterns in number sequences.
Beginning awareness of growth patterns	I can begin awareness of growth patterns.

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Concept Capsule	I CAN
Making general statements about patterns (“It always…”)	I can make general statements about patterns (“It always…”).

Rubric — Patterns & Algebraic Thinking (applies across this Theme)	
Emerging	Recognises and copies simple patterns.
Developing	Continues and describes patterns accurately.
Mastering	Creates patterns and explains pattern rules.
Innovating	Generalises patterns and applies rules in new situations.

Theme 5: Shape & Spatial Awareness

Focus: *Strengthening geometric understanding through exploration and representation.*

Concept Capsule	I CAN
Recognising and naming common 2D shapes confidently	I can recognise and name common 2D shapes confidently.
Describing shapes using simple properties (sides, corners)	I can describe shapes using simple properties (sides, corners).
Comparing and sorting shapes by attributes	I can compare and sort shapes by attributes.
Exploring common 3D shapes through objects	I can explore common 3D shapes through objects.
Using positional and directional language accurately	I can use positional and directional language accurately.
Visualising and recreating shapes from models or pictures	I can visualise and recreate shapes from models or pictures.
Combining and decomposing shapes to create new forms	I can combine and decompose shapes to create new forms.

Rubric — Shape & Spatial Awareness (applies across this Theme)	
Emerging	Recognises shapes and explores them through play.
Developing	Describes and sorts shapes using simple properties.
Mastering	Uses spatial language and shape properties confidently.
Innovating	Visualises, recreates, and combines shapes strategically.

Theme 6: Measures & Comparison

Focus: *Developing informal measurement concepts and language.*

Concept Capsule	I CAN
Comparing and ordering objects by length, height, or size	I can compare and order objects by length, height, or size.

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Concept Capsule	I CAN
Exploring weight using balance and comparison	I can explore weight using balance and comparison.
Exploring capacity using standard and non-standard containers	I can explore capacity using standard and non-standard containers.
Understanding time through sequencing and routines	I can understand time through sequencing and routines.
Using everyday language to describe duration	I can use everyday language to describe duration.
Beginning to use non-standard units (e.g. blocks, steps)	I can begin to use non-standard units (e.g. blocks, steps).
Making predictions about measurement outcomes	I can make predictions about measurement outcomes.

Rubric — Measures & Comparison (applies across this Theme)	
Emerging	Explores measurement ideas during play.
Developing	Compares and orders objects accurately.
Mastering	Uses measurement language and strategies confidently.
Innovating	Predicts outcomes and explains measurement reasoning.

Theme 7: Data, Sorting & Representation

Focus: *Collecting, organising, and interpreting simple data.*

Concept Capsule	I CAN
Sorting objects by more than one attribute	I can sort objects by more than one attribute.
Creating simple groups and categories	I can create simple groups and categories.
Counting items in each group	I can count items in each group.
Recording results using objects, marks, or pictures	I can record results using objects, marks, or pictures.
Comparing groups using “most,” “least,” “same”	I can compare groups using “most,” “least,” “same”.
Answering simple questions about collected data	I can answer simple questions about collected data.
Interpreting simple visual representations	I can interpret simple visual representations.

Rubric — Data, Sorting & Representation (applies across this Theme)	
Emerging	Sorts and counts data with support.
Developing	Records and compares data accurately.
Mastering	Explains results using correct language.
Innovating	Interprets data and answers questions independently.

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Theme 8: Mathematical Reasoning & Habits of Mind

Focus: *Developing thinking behaviours that underpin mathematical learning.*

Concept Capsule	I CAN
Explaining thinking using mathematical language	I can explain thinking using mathematical language.
Justifying choices (“because…”)	I can justify choices (“because…”).
Predicting outcomes before acting	I can predict outcomes before acting.
Checking and revising solutions	I can check and revise solutions.
Persisting with increasing challenge	I can persist with increasing challenge.
Representing thinking in multiple ways	I can represent thinking in multiple ways.
Reflecting on what worked and why	I can reflect on what worked and why.

Rubric — Mathematical Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts explanations and persists with encouragement.
Developing	Explains thinking and checks work with support.
Mastering	Uses reasoning confidently and reflects on strategies.
Innovating	Adapts strategies independently and justifies decisions.

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Phase C (Ages 5–7)

Theme 1: Number Sense & Quantity

Focus: *Understanding number as a structured system, not just a count.*

Concept Capsule	I CAN
Recognising quantities confidently up to 20 and beyond	I can recognise quantities confidently up to 20 and beyond.
Understanding place value informally (ones and tens)	I can understand place value informally (ones and tens).
Representing numbers in multiple ways (objects, drawings, numerals)	I can represent numbers in multiple ways (objects, drawings, numerals).
Comparing numbers using greater than, less than, equal to	I can compare numbers using greater than, less than, equal to.
Understanding that numbers can be decomposed and recomposed	I can understand that numbers can be decomposed and recomposed.
Estimating quantities and checking accuracy	I can estimate quantities and check accuracy.
Recognising benchmark numbers (5, 10, 20)	I can recognise benchmark numbers (5, 10, 20).
Recognising and finding halves and quarters of shapes, objects, and quantities	I can recognise and find halves and quarters of shapes, objects, and quantities.
Understanding that sharing a whole equally creates equal parts	I can understand that sharing a whole equally creates equal parts.

Rubric — Number Sense & Quantity (applies across this Theme)	
Emerging	Recognises numbers and quantities with support.
Developing	Uses tens and ones and compares numbers accurately.
Mastering	Represents, compares, and explains numbers confidently.
Innovating	Applies number understanding flexibly across contexts.

Theme 2: Counting & Cardinality

Focus: *Developing fluency and flexibility with counting.*

Concept Capsule	I CAN
Counting forwards and backwards within 50	I can count forwards and backwards within 50.
Counting in steps (2s, 5s, 10s) through movement and pattern	I can count in steps (2s, 5s, 10s) through movement and pattern.
Counting from any starting number	I can count from any starting number.
Counting sets efficiently using grouping strategies	I can count sets efficiently using grouping strategies.
Understanding the role of zero in counting	I can understand the role of zero in counting.
Using counting to solve practical problems	I can use counting to solve practical problems.

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Concept Capsule	I CAN
Checking counting strategies for accuracy	I can check counting strategies for accuracy.

Rubric — Counting & Cardinality (applies across this Theme)	
Emerging	Counts reliably within familiar ranges.
Developing	Uses skip counting and grouping with support.
Mastering	Selects efficient counting strategies independently.
Innovating	Applies counting flexibly to complex situations.

Theme 3: Operations & Relationships

Focus: *Building secure understanding of addition and subtraction, preparing for multiplication.*

Concept Capsule	I CAN
Understanding addition and subtraction as inverse operations	I can understand addition and subtraction as inverse operations.
Solving addition and subtraction problems within 20, extending beyond	I can solve addition and subtraction problems within 20, extending beyond.
Using concrete and pictorial representations to support calculation	I can use concrete and pictorial representations to support calculation.
Exploring number bonds to 10 and 20	I can explore number bonds to 10 and 20.
Understanding difference as a comparison	I can understand difference as a comparison.
Sharing and grouping as foundations for multiplication	I can share and group as foundations for multiplication.
Beginning to record calculations informally	I can begin to record calculations informally.

Rubric — Operations & Relationships (applies across this Theme)	
Emerging	Solves problems using concrete support.
Developing	Uses known facts and strategies accurately.
Mastering	Explains relationships between operations confidently.
Innovating	Solves multi-step problems and justifies methods.

Theme 4: Patterns & Algebraic Thinking

Focus: *Moving from noticing patterns to reasoning about them.*

Concept Capsule	I CAN
Identifying and extending numerical patterns	I can identify and extend numerical patterns.

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Concept Capsule	I CAN
Describing rules for patterns	I can describe rules for patterns.
Recognising repeating vs growing patterns	I can recognise repeating vs growing patterns.
Exploring relationships between numbers	I can explore relationships between numbers.
Using symbols or marks to represent patterns	I can use symbols or marks to represent patterns.
Making generalisations (“If this happens, then…”)	I can make generalisations (“If this happens, then…”).
Spotting errors and inconsistencies in patterns	I can spot errors and inconsistencies in patterns.

Rubric — Patterns & Algebraic Thinking (applies across this Theme)	
Emerging	Identifies simple patterns.
Developing	Describes and continues patterns accurately.
Mastering	Generalises pattern rules and relationships.
Innovating	Applies algebraic thinking across contexts.

Theme 5: Shape & Spatial Awareness

Focus: *Developing geometric reasoning and spatial visualisation.*

Concept Capsule	I CAN
Naming and describing 2D shapes using properties	I can name and describe 2D shapes using properties.
Comparing shapes based on sides, corners, symmetry	I can compare shapes based on sides, corners, symmetry.
Recognising and describing common 3D shapes	I can recognise and describe common 3D shapes.
Exploring rotation, reflection, and translation informally	I can explore rotation, reflection, and translation informally.
Visualising shapes from different viewpoints	I can visualise shapes from different viewpoints.
Composing and decomposing shapes in problem-solving	I can compose and decompose shapes in problem-solving.
Using spatial language with precision	I can use spatial language with precision.

Rubric — Shape & Spatial Awareness (applies across this Theme)	
Emerging	Recognises basic shape features.
Developing	Describes and compares shapes accurately.
Mastering	Uses spatial reasoning confidently.
Innovating	Applies geometry to solve problems.

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Theme 6: Measures & Comparison

Focus: *Transitioning from informal to semi-formal measurement.*

Concept Capsule	I CAN
Measuring length and height using non-standard units	I can measure length and height using non-standard units.
Comparing and ordering measurements	I can compare and order measurements.
Measuring mass and capacity using simple tools	I can measure mass and capacity using simple tools.
Understanding time in terms of sequence, duration, and clocks (hours, half-hours)	I can understand time in terms of sequence, duration, and clocks (hours, half-hours).
Exploring money through role play and problem situations	I can explore money through role play and problem situations.
Estimating and checking measurements	I can estimate and check measurements.
Choosing appropriate measurement tools	I can choose appropriate measurement tools.

Rubric — Measures & Comparison (applies across this Theme)	
Emerging	Measures with support using informal units.
Developing	Measures and compares independently.
Mastering	Chooses tools and explains measurements.
Innovating	Solves measurement problems confidently.

Theme 7: Data, Sorting & Representation

Focus: *Representing and interpreting information meaningfully.*

Concept Capsule	I CAN
Collecting data from real contexts	I can collect data from real contexts.
Organising data into tables or simple charts	I can organise data into tables or simple charts.
Representing data using pictures, tallies, or blocks	I can represent data using pictures, tallies, or blocks.
Comparing data sets and identifying trends	I can compare data sets and identify trends.
Answering questions based on data	I can answer questions based on data.
Interpreting simple graphs	I can interpret simple graphs.
Creating own questions from data	I can create own questions from data.

Rubric — Data, Sorting & Representation (applies across this Theme)	
Emerging	Collects and records data with support.
Developing	Represents and compares data accurately.

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Rubric — Data, Sorting & Representation (applies across this Theme)	
Mastering	Interprets data and explains findings.
Innovating	Draws conclusions and asks deeper questions.

Theme 8: Mathematical Reasoning & Habits of Mind

Focus: *Strengthening reasoning, communication, and problem-solving behaviours.*

Concept Capsule	I CAN
Explaining strategies clearly	I can explain strategies clearly.
Justifying answers with evidence	I can justify answers with evidence.
Choosing efficient methods	I can choose efficient methods.
Checking and improving solutions	I can check and improve solutions.
Persevering with multi-step problems	I can persevere with multi-step problems.
Representing thinking symbolically and visually	I can represent thinking symbolically and visually.
Reflecting on successes and challenges	I can reflect on successes and challenges.

Rubric — Mathematical Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts reasoning with prompts.
Developing	Explains thinking and checks work.
Mastering	Uses reasoning confidently and reflects independently.
Innovating	Adapts strategies and justifies decisions clearly.

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Phase D (Ages 7–9)

Theme 1: Number Sense & Quantity

Focus: *Developing flexible, fluent understanding of number structure and magnitude.*

Concept Capsule	I CAN
Understanding place value in two- and three-digit numbers	I can understand place value in two- and three-digit numbers.
Representing numbers in multiple forms (standard, expanded, visual)	I can represent numbers in multiple forms (standard, expanded, visual).
Comparing and ordering numbers up to at least 1,000	I can compare and order numbers up to at least 1,000.
Understanding the role of zero as a placeholder	I can understand the role of zero as a placeholder.
Estimating quantities using benchmark numbers	I can estimate quantities using benchmark numbers.
Understanding equivalence and magnitude	I can understand equivalence and magnitude.
Recognising patterns in number size and scale	I can recognise patterns in number size and scale.

Rubric — Number Sense & Quantity (applies across this Theme)	
Emerging	Understands numbers with support and relies on models.
Developing	Represents and compares numbers accurately.
Mastering	Uses place value flexibly and explains equivalence.
Innovating	Applies number sense confidently across unfamiliar contexts.

Theme 2: Counting & Cardinality

Focus: *Using counting strategically and efficiently.*

Concept Capsule	I CAN
Counting forwards and backwards within 1,000	I can count forwards and backwards within 1,000.
Counting in steps (2s, 3s, 5s, 10s, 100s)	I can count in steps (2s, 3s, 5s, 10s, 100s).
Using skip counting to support multiplication and division	I can use skip counting to support multiplication and division.
Counting efficiently using grouping strategies	I can count efficiently using grouping strategies.
Understanding the relationship between counting and place value	I can understand the relationship between counting and place value.
Applying counting strategies in problem contexts	I can apply counting strategies in problem contexts.
Checking and refining counting methods	I can check and refine counting methods.

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Rubric — Counting & Cardinality (applies across this Theme)	
Emerging	Counts accurately with support.
Developing	Uses skip counting and grouping strategies.
Mastering	Selects efficient counting strategies independently.
Innovating	Applies counting flexibly to complex problems.

Theme 3: Operations & Relationships

Focus: *Achieving fluency in the four operations and understanding their relationships.*

Concept Capsule	I CAN
Fluent addition and subtraction within 1,000	I can add and subtract fluently within 1,000.
Understanding multiplication as repeated addition and arrays	I can understand multiplication as repeated addition and arrays.
Understanding division as sharing and grouping	I can understand division as sharing and grouping.
Exploring inverse relationships between operations	I can explore inverse relationships between operations.
Solving multi-step problems involving the four operations	I can solve multi-step problems involving the four operations.
Using written and mental strategies flexibly	I can use written and mental strategies flexibly.
Estimating and checking calculation results	I can estimate and check calculation results.

Rubric — Operations & Relationships (applies across this Theme)	
Emerging	Solves single-step problems with support.
Developing	Solves multi-step problems accurately.
Mastering	Selects and explains efficient strategies.
Innovating	Evaluates methods and improves solutions independently.

Theme 4: Patterns & Algebraic Thinking

Focus: *Reasoning about structure, relationships, and change.*

Concept Capsule	I CAN
Identifying and describing numerical patterns	I can identify and describe numerical patterns.
Representing patterns using symbols and diagrams	I can represent patterns using symbols and diagrams.
Exploring relationships between operations	I can explore relationships between operations.
Understanding equality and equivalence	I can understand equality and equivalence.
Using simple algebraic statements informally	I can use simple algebraic statements informally.

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Concept Capsule	I CAN
Making and testing generalisations	I can make and test generalisations.
Explaining patterns using precise mathematical language	I can explain patterns using precise mathematical language.
Solving simple missing-number equations (using a symbol or letter)	I can solve simple missing-number equations using a symbol or letter.
Using simple formulas to work out an unknown value	I can use a simple formula to work out an unknown value.
Expressing a pattern rule using symbols or letters	I can express a pattern rule using symbols or letters.

Rubric — Patterns & Algebraic Thinking (applies across this Theme)	
Emerging	Identifies relationships with support.
Developing	Describes and extends patterns accurately.
Mastering	Generalises rules and explains relationships.
Innovating	Applies algebraic thinking across contexts.

Theme 5: Shape & Spatial Awareness

Focus: *Applying geometric reasoning and spatial thinking.*

Concept Capsule	I CAN
Classifying 2D shapes by properties	I can classify 2D shapes by properties.
Identifying angles and symmetry in shapes	I can identify angles and symmetry in shapes.
Understanding perimeter and area informally	I can understand perimeter and area informally.
Describing and constructing 3D shapes	I can describe and construct 3D shapes.
Visualising and manipulating shapes mentally	I can visualise and manipulate shapes mentally.
Using coordinates and grids (introductory)	I can use coordinates and grids (introductory).
Applying spatial reasoning in problem-solving contexts	I can apply spatial reasoning in problem-solving contexts.

Rubric — Shape & Spatial Awareness (applies across this Theme)	
Emerging	Recognises geometric features with support.
Developing	Applies shape properties accurately.
Mastering	Solves spatial problems confidently.
Innovating	Visualises and reasons about complex structures.

Theme 6: Measures & Comparison

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Focus: *Using formal measurement tools and units with understanding.*

Concept Capsule	I CAN
Measuring length, mass, and capacity using standard units	I can measure length, mass, and capacity using standard units.
Converting between related units (informally)	I can convert between related units (informally).
Reading and interpreting scales accurately	I can read and interpret scales accurately.
Understanding time using clocks, calendars, and timelines	I can understand time using clocks, calendars, and timelines.
Solving problems involving money and measurement	I can solve problems involving money and measurement.
Estimating, measuring, and checking accuracy	I can estimate, measure, and check accuracy.
Choosing appropriate units and tools	I can choose appropriate units and tools.

Rubric — Measures & Comparison (applies across this Theme)	
Emerging	Measures with guidance.
Developing	Measures accurately using standard units.
Mastering	Chooses units and explains measurement strategies.
Innovating	Applies measurement confidently in complex problems.

Theme 7: Data, Sorting & Representation

Focus: *Interpreting and presenting data to support reasoning.*

Concept Capsule	I CAN
Collecting data systematically	I can collect data systematically.
Representing data using tables, bar charts, and pictograms	I can represent data using tables, bar charts, and pictograms.
Interpreting data and identifying patterns	I can interpret data and identify patterns.
Comparing multiple data sets	I can compare multiple data sets.
Drawing conclusions from data	I can draw conclusions from data.
Generating questions and predictions from data	I can generate questions and predictions from data.
Evaluating the effectiveness of data representations	I can evaluate the effectiveness of data representations.
Describing likelihood using everyday language (impossible, unlikely, even chance, likely, certain)	I can describe likelihood using words like impossible, unlikely, even chance, likely, and certain.
Carrying out simple probability experiments and recording outcomes	I can carry out a simple probability experiment and record what happens.
Expressing simple probability using fractions	I can express simple probability using a fraction.

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Rubric — Data, Sorting & Representation (applies across this Theme)	
Emerging	Reads data with support.
Developing	Interprets and compares data accurately.
Mastering	Analyses data and draws conclusions.
Innovating	Evaluates data and makes informed predictions.

Theme 8: Mathematical Reasoning & Habits of Mind

Focus: *Applying mathematics purposefully and reflectively.*

Concept Capsule	I CAN
Selecting and justifying strategies	I can select and justify strategies.
Communicating reasoning clearly and logically	I can communicate reasoning clearly and logically.
Applying mathematics across subjects and projects	I can apply mathematics across subjects and projects.
Persisting through complex or unfamiliar problems	I can persist through complex or unfamiliar problems.
Evaluating solutions for efficiency and accuracy	I can evaluate solutions for efficiency and accuracy.
Representing reasoning using symbols, diagrams, and language	I can represent reasoning using symbols, diagrams, and language.
Reflecting on learning and identifying next steps	I can reflect on learning and identify next steps.

Rubric — Mathematical Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts reasoning with prompts.
Developing	Explains thinking and checks solutions.
Mastering	Justifies strategies and reflects independently.
Innovating	Adapts strategies and reasons critically.

EXTENSION THEME — Phase D Stretch Content

The theme below extends beyond typical Phase D expectations into content more usually associated with the first years of secondary school. It is intended for learners who are ready to progress further, not as a requirement for every child in this Phase.

Theme 9: Fractions, Decimals & Percentages

Focus: *Understanding fractions, decimals and percentages as ways of representing parts of a whole.*

Concept Capsule	I CAN
Understanding fractions as equal parts of a whole	I can understand fractions as equal parts of a whole.
Recognising and naming unit and non-unit fractions	I can recognise and name unit and non-unit fractions.

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Concept Capsule	I CAN
Finding equivalent fractions	I can find equivalent fractions.
Comparing and ordering simple fractions	I can compare and order simple fractions.
Understanding decimals as tenths and hundredths	I can understand decimals as tenths and hundredths.
Relating fractions, decimals and simple percentages	I can relate fractions, decimals and simple percentages.
Using fractions and decimals to solve real-life problems	I can use fractions and decimals to solve real-life problems.

Rubric — Fractions, Decimals & Percentages (applies across this Theme)	
Emerging	Recognises simple fractions (half, quarter) with support.
Developing	Names and represents unit fractions and simple decimals.
Mastering	Compares fractions and decimals and finds equivalent fractions.
Innovating	Relates fractions, decimals and percentages flexibly to solve real problems.

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SCIENCE & INQUIRY

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Science & Inquiry across the Foundation and Formation phases teaches children how science works, not just science facts. The same nine themes stay constant across all four Phases — progression happens through depth, precision, independence and abstraction, not by introducing new topics. Learners move from sensory exploration and wondering in Phase A, through purposeful observation and simple investigation in Phases B and C, to systematic, evidence-based reasoning in Phase D.

The nine themes are: Observing & Noticing; Asking Questions & Curiosity; Materials & Properties; Living Things & Environments; Forces, Movement & Energy; Change, Cause & Effect; Investigating & Exploring; Recording, Representing & Communicating Findings; and Scientific Reasoning & Habits of Mind. This deliberately avoids the artificial early split into biology, chemistry and physics, aligning instead with phenomenon-based and inquiry-led approaches.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Wonder, Exploration, and Early Sense-Making

Theme 1: Observing & Noticing

Focus: *Using senses to explore and notice similarities, differences, and change.*

Concept Capsule	I CAN
Using the senses to explore objects and materials	I can use the senses to explore objects and materials.
Noticing similarities and differences	I can notice similarities and differences.
Observing changes over time	I can observe changes over time.
Paying attention to detail	I can pay attention to detail.
Exploring objects closely	I can explore objects closely.
Describing what is noticed	I can describe what is noticed.

Rubric — Observing & Noticing (applies across this Theme)	
Emerging	Explores with senses; notices features with support.
Developing	Notices differences and changes independently.
Mastering	Describes observations clearly using appropriate language.
Innovating	Notices subtle changes and explains observations thoughtfully.

Theme 2: Asking Questions & Curiosity

Focus: *Developing curiosity and questioning about the world.*

Concept Capsule	I CAN
Showing curiosity about objects and events	I can show curiosity about objects and events.
Asking simple questions (“What is it?”, “Why?”)	I can ask simple questions (“What is it?”, “Why?”).
Wondering what might happen next	I can wonder what might happen next.
Showing interest in how things work	I can show interest in how things work.
Responding to new experiences with curiosity	I can respond to new experiences with curiosity.
Enjoying exploration and discovery	I can enjoy exploration and discovery.

Rubric — Asking Questions & Curiosity (applies across this Theme)	
Emerging	Shows curiosity with adult prompting.
Developing	Asks simple questions during exploration.
Mastering	Asks questions independently and shows sustained curiosity.

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Rubric — Asking Questions & Curiosity (applies across this Theme)	
Innovating	Generates questions and ideas to guide exploration.

Theme 3: Materials & Properties

Focus: *Exploring what things are made of and how they behave.*

Concept Capsule	I CAN
Exploring different materials	I can explore different materials.
Noticing properties (hard/soft, wet/dry, smooth/rough)	I can notice properties (hard/soft, wet/dry, smooth/rough).
Comparing materials by how they feel or look	I can compare materials by how they feel or look.
Exploring how materials change when used	I can explore how materials change when used.
Using everyday words to describe materials	I can use everyday words to describe materials.
Sorting materials informally	I can sort materials informally.

Rubric — Materials & Properties (applies across this Theme)	
Emerging	Explores materials through touch and play.
Developing	Describes and compares materials using everyday language.
Mastering	Explains material properties and simple changes.
Innovating	Chooses materials purposefully and explains why.

Theme 4: Living Things & Environments

Focus: *Understanding living things and their surroundings.*

Concept Capsule	I CAN
Recognising plants and animals	I can recognise plants and animals.
Noticing differences between living and non-living things	I can notice differences between living and non-living things.
Exploring growth and change	I can explore growth and change.
Caring for living things	I can care for living things.
Noticing environments and habitats	I can notice environments and habitats.
Talking about humans and the body	I can talk about humans and the body.

Rubric — Living Things & Environments (applies across this Theme)	
Emerging	Recognises living things with support.

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Rubric — Living Things & Environments (applies across this Theme)	
Developing	Describes growth, change, and basic needs.
Mastering	Explains differences between living and non-living things.
Innovating	Shows responsibility and explains care and environments.

Theme 5: Forces, Movement & Energy (Informal)

Focus: *Experiencing movement, force, light, and sound through play.*

Concept Capsule	I CAN
Exploring pushing and pulling	I can explore pushing and pulling.
Noticing movement and speed	I can notice movement and speed.
Exploring rolling, sliding, and falling	I can explore rolling, sliding, and falling.
Experiencing light and shadow	I can experience light and shadow.
Exploring sounds and vibrations	I can explore sounds and vibrations.
Noticing cause and effect in movement	I can notice cause and effect in movement.

Rubric — Forces, Movement & Energy (Informal) (applies across this Theme)	
Emerging	Explores movement and force through play.
Developing	Describes how things move and change.
Mastering	Explains simple causes of movement and sound.
Innovating	Predicts movement outcomes and explains observations.

Theme 6: Change, Cause & Effect

Focus: *Noticing change and linking actions to outcomes.*

Concept Capsule	I CAN
Noticing changes in objects or materials	I can notice changes in objects or materials.
Linking actions to results	I can link actions to results.
Exploring simple cause-and-effect situations	I can explore simple cause-and-effect situations.
Predicting what might happen	I can predict what might happen.
Talking about changes observed	I can talk about changes observed.
Exploring sequences of events	I can explore sequences of events.

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Rubric — Change, Cause & Effect (applies across this Theme)	
Emerging	Notices changes with support.
Developing	Links actions to outcomes.
Mastering	Explains simple cause-and-effect relationships.
Innovating	Predicts outcomes and reflects on results.

Theme 7: Investigating & Exploring

Focus: *Learning how to explore and find things out.*

Concept Capsule	I CAN
Trying things out through play	I can try things out through play.
Exploring with different tools or materials	I can explore with different tools or materials.
Repeating actions to see what happens	I can repeat actions to see what happens.
Comparing results informally	I can compare results informally.
Exploring "what happens if…"	I can explore "what happens if…".
Learning from trial and error	I can learn from trial and error.

Rubric — Investigating & Exploring (applies across this Theme)	
Emerging	Explores with adult guidance.
Developing	Tries ideas independently and repeats actions.
Mastering	Explores systematically and notices results.
Innovating	Adjusts exploration based on outcomes

Theme 8: Recording, Representing & Communicating Findings

Focus: *Making thinking visible through talk and representation.*

Concept Capsule	I CAN
Talking about what was observed	I can talk about what was observed.
Drawing or building to show ideas	I can draw or build to show ideas.
Using marks or objects to represent findings	I can use marks or objects to represent findings.
Sharing discoveries with others	I can share discoveries with others.
Responding to questions about exploration	I can respond to questions about exploration.
Using simple language to explain findings	I can use simple language to explain findings.

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Rubric — Recording, Representing & Communicating Findings (applies across this Theme)	
Emerging	Shares observations with support.
Developing	Represents ideas through talk, drawing, or building.
Mastering	Explains findings clearly in familiar ways.
Innovating	Chooses effective ways to represent and explain ideas.

Theme 9: Scientific Reasoning & Habits of Mind

Focus: *Developing thinking behaviours that underpin science.*

Concept Capsule	I CAN
Making predictions	I can make predictions.
Explaining thinking	I can explain thinking.
Checking ideas	I can check ideas.
Persisting with challenges	I can persist with challenges.
Using evidence from experience	I can use evidence from experience.
Reflecting on learning	I can reflect on learning.

Rubric — Scientific Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts explanations with encouragement.
Developing	Explains ideas and checks thinking with support.
Mastering	Uses evidence from experience to explain ideas.
Innovating	Reflects on learning and adapts thinking independently.

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Phase B (Ages 4–6)

Curiosity, Exploration, and Early Investigation

Theme 1: Observing & Noticing

Focus: *Developing careful observation and attention to detail.*

Concept Capsule	I CAN
Using senses purposefully to observe	I can use senses purposefully to observe.
Noticing similarities and differences in more detail	I can notice similarities and differences in more detail.
Observing changes over time	I can observe changes over time.
Paying attention to detail	I can pay attention to detail.
Comparing objects and events	I can compare objects and events.
Describing observations clearly	I can describe observations clearly.

Rubric — Observing & Noticing (applies across this Theme)	
Emerging	Observes with support; notices obvious features.
Developing	Observes independently and compares features.
Mastering	Describes observations clearly and accurately.
Innovating	Notices subtle detail and change and explains observations thoughtfully.

Theme 2: Asking Questions & Curiosity

Focus: *Turning curiosity into purposeful questioning.*

Concept Capsule	I CAN
Asking “why” and “how” questions	I can ask “why” and “how” questions.
Generating questions from experiences	I can generate questions from experiences.
Showing curiosity about cause and effect	I can show curiosity about cause and effect.
Wondering what might happen if something changes	I can wonder what might happen if something changes.
Using questions to guide exploration	I can use questions to guide exploration.
Showing sustained interest in inquiry	I can show sustained interest in inquiry.

Rubric — Asking Questions & Curiosity (applies across this Theme)	
Emerging	Asks questions with prompting.
Developing	Asks simple questions during exploration.
Mastering	Generates questions independently to guide inquiry.

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Rubric — Asking Questions & Curiosity (applies across this Theme)	
Innovating	Uses questions strategically to deepen exploration.

Theme 3: Materials & Properties

Focus: *Understanding materials through comparison and use.*

Concept Capsule	I CAN
Exploring a wider range of materials	I can explore a wider range of materials.
Comparing materials by properties	I can compare materials by properties.
Testing how materials behave	I can test how materials behave.
Noticing changes when materials are used	I can notice changes when materials are used.
Sorting materials by properties	I can sort materials by properties.
Choosing materials for a purpose	I can choose materials for a purpose.

Rubric — Materials & Properties (applies across this Theme)	
Emerging	Explores materials through play.
Developing	Describes and compares materials using properties.
Mastering	Explains how materials behave and why they are useful.
Innovating	Selects materials purposefully and justifies choices.

Theme 4: Living Things & Environments

Focus: *Understanding living things, growth, and habitats.*

Concept Capsule	I CAN
Identifying plants and animals	I can identify plants and animals.
Understanding basic needs of living things	I can understand basic needs of living things.
Observing growth and change	I can observe growth and change.
Comparing different living things	I can compare different living things.
Exploring habitats and environments	I can explore habitats and environments.
Understanding how humans care for living things	I can understand how humans care for living things.

Rubric — Living Things & Environments (applies across this Theme)	
Emerging	Recognises living things with support.
Developing	Describes needs, growth, and environments.

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Rubric — Living Things & Environments (applies across this Theme)	
Mastering	Explains differences and relationships between living things.
Innovating	Explains care, habitats, and impact on environments.

Theme 5: Forces, Movement & Energy

Focus: *Exploring how and why things move.*

Concept Capsule	I CAN
Exploring pushing and pulling in different ways	I can explore pushing and pulling in different ways.
Investigating movement and speed	I can investigate movement and speed.
Exploring friction and surfaces informally	I can explore friction and surfaces informally.
Exploring light and shadow	I can explore light and shadow.
Exploring sound and vibration	I can explore sound and vibration.
Linking force to movement	I can link force to movement.

Rubric — Forces, Movement & Energy (applies across this Theme)	
Emerging	Explores movement and forces through play.
Developing	Describes movement and effects of forces.
Mastering	Explains simple links between force and movement.
Innovating	Predicts movement outcomes and explains why.

Theme 6: Change, Cause & Effect

Focus: *Understanding that actions lead to outcomes.*

Concept Capsule	I CAN
Observing changes caused by actions	I can observe changes caused by actions.
Linking cause and effect	I can link cause and effect.
Predicting outcomes before acting	I can predict outcomes before acting.
Describing sequences of events	I can describe sequences of events.
Comparing before-and-after situations	I can compare before-and-after situations.
Explaining why changes happen	I can explain why changes happen.

Rubric — Change, Cause & Effect (applies across this Theme)	
Emerging	Notices change with support.

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Rubric — Change, Cause & Effect (applies across this Theme)	
Developing	Links actions to outcomes accurately.
Mastering	Explains cause-and-effect relationships clearly.
Innovating	Predicts and explains outcomes confidently.

Theme 7: Investigating & Exploring

Focus: *Developing early investigation skills.*

Concept Capsule	I CAN
Trying different approaches	I can try different approaches.
Using simple tools appropriately	I can use simple tools appropriately.
Repeating tests to check results	I can repeat tests to check results.
Comparing results informally	I can compare results informally.
Exploring fair ways to test	I can explore fair ways to test.
Learning from mistakes	I can learn from mistakes.

Rubric — Investigating & Exploring (applies across this Theme)	
Emerging	Explores with adult guidance.
Developing	Investigates independently using simple methods.
Mastering	Repeats and compares investigations accurately.
Innovating	Adjusts investigations based on results.

Theme 8: Recording, Representing & Communicating Findings

Focus: *Making learning visible.*

Concept Capsule	I CAN
Recording observations through drawing or marks	I can record observations through drawing or marks.
Using simple charts or symbols	I can use simple charts or symbols.
Talking about what was found	I can talk about what was found.
Sharing results with others	I can share results with others.
Answering questions about investigations	I can answer questions about investigations.
Choosing ways to show learning	I can choose ways to show learning.

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Rubric — Recording, Representing & Communicating Findings (applies across this Theme)	
Emerging	Shares observations with support.
Developing	Represents and explains findings clearly.
Mastering	Chooses appropriate ways to record and communicate.
Innovating	Explains findings confidently and clearly to others.

Theme 9: Scientific Reasoning & Habits of Mind

Focus: *Thinking like a scientist.*

Concept Capsule	I CAN
Explaining thinking using evidence	I can explain thinking using evidence.
Justifying ideas	I can justify ideas.
Checking and revising explanations	I can check and revise explanations.
Persisting with challenges	I can persist with challenges.
Reflecting on what worked	I can reflect on what worked.
Using scientific language in context	I can use scientific language in context.

Rubric — Scientific Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts explanations with prompting.
Developing	Explains ideas and revises thinking with support.
Mastering	Uses evidence to justify explanations.
Innovating	Reflects critically and adapts explanations independently.

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Phase C (Ages 5–7)

Systematic Observation, Early Investigation, and Evidence-Based Thinking

Theme 1: Observing & Noticing

Focus: *Accurate, purposeful observation and comparison.*

Concept Capsule	I CAN
Observing carefully using multiple senses	I can observe carefully using multiple senses.
Noticing similarities and differences precisely	I can notice similarities and differences precisely.
Observing gradual and sudden change	I can observe gradual and sudden change.
Comparing objects and events systematically	I can compare objects and events systematically.
Paying attention to patterns and detail	I can pay attention to patterns and detail.
Describing observations using appropriate language	I can describe observations using appropriate language.

Rubric — Observing & Noticing (applies across this Theme)	
Emerging	Observes with guidance; notices obvious features.
Developing	Observes independently and compares accurately.
Mastering	Describes observations clearly using appropriate language.
Innovating	Identifies subtle detail and patterns and explains significance.

Theme 2: Asking Questions & Curiosity

Focus: *Generating purposeful, investigable questions.*

Concept Capsule	I CAN
Asking questions that can be explored	I can ask questions that can be explored.
Refining questions through discussion	I can refine questions through discussion.
Linking questions to prior knowledge	I can link questions to prior knowledge.
Wondering about causes and explanations	I can wonder about causes and explanations.
Predicting outcomes based on experience	I can predict outcomes based on experience.
Using curiosity to guide investigation	I can use curiosity to guide investigation.

Rubric — Asking Questions & Curiosity (applies across this Theme)	
Emerging	Asks questions with support.
Developing	Asks relevant questions independently.
Mastering	Refines questions to guide investigation.

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Rubric — Asking Questions & Curiosity (applies across this Theme)	
Innovating	Generates thoughtful questions that deepen inquiry.

Theme 3: Materials & Properties

Focus: *Understanding material properties and suitability.*

Concept Capsule	I CAN
Identifying and naming common materials	I can identify and name common materials.
Describing properties using scientific language	I can describe properties using scientific language.
Comparing materials for different uses	I can compare materials for different uses.
Investigating how materials change	I can investigate how materials change.
Exploring reversible and irreversible change (informal)	I can explore reversible and irreversible change (informal).
Selecting materials based on properties	I can select materials based on properties.

Rubric — Materials & Properties (applies across this Theme)	
Emerging	Identifies materials and basic properties.
Developing	Describes and compares materials accurately.
Mastering	Explains how properties affect use and change.
Innovating	Applies material knowledge to solve problems.

Theme 4: Living Things & Environments

Focus: *Understanding life processes and relationships.*

Concept Capsule	I CAN
Classifying plants and animals	I can classify plants and animals.
Understanding basic life processes	I can understand basic life processes.
Observing life cycles	I can observe life cycles.
Comparing habitats and environments	I can compare habitats and environments.
Exploring food chains informally	I can explore food chains informally.
Understanding human impact on environments	I can understand human impact on environments.

Rubric — Living Things & Environments (applies across this Theme)	
Emerging	Identifies living things with support.
Developing	Describes life processes and habitats accurately.

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Rubric — Living Things & Environments (applies across this Theme)	
Mastering	Explains relationships between living things and environments.
Innovating	Evaluates impact and suggests ways to care for environments.

Theme 5: Forces, Movement & Energy

Focus: *Explaining motion and interaction.*

Concept Capsule	I CAN
Investigating pushes and pulls	I can investigate pushes and pulls.
Exploring speed and direction	I can explore speed and direction.
Comparing effects of different forces	I can compare effects of different forces.
Exploring friction and resistance	I can explore friction and resistance.
Investigating light and shadow changes	I can investigate light and shadow changes.
Investigating sound and vibration	I can investigate sound and vibration.

Rubric — Forces, Movement & Energy (applies across this Theme)	
Emerging	Describes movement and forces with support.
Developing	Explains effects of forces accurately.
Mastering	Links forces to motion using evidence.
Innovating	Predicts outcomes and explains interactions clearly.

Theme 6: Change, Cause & Effect

Focus: *Explaining why things happen.*

Concept Capsule	I CAN
Identifying causes of change	I can identify causes of change.
Linking multiple causes to outcomes	I can link multiple causes to outcomes.
Predicting outcomes based on patterns	I can predict outcomes based on patterns.
Explaining sequences of events	I can explain sequences of events.
Comparing changes under different conditions	I can compare changes under different conditions.
Using evidence to explain change	I can use evidence to explain change.

Rubric — Change, Cause & Effect (applies across this Theme)	
Emerging	Identifies cause-and-effect with support.

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Rubric — Change, Cause & Effect (applies across this Theme)	
Developing	Explains simple cause-and-effect accurately.
Mastering	Uses evidence to explain change.
Innovating	Analyses causes and predicts outcomes confidently.

Theme 7: Investigating & Exploring

Focus: *Conducting simple, fair investigations.*

Concept Capsule	I CAN
Planning simple investigations	I can plan simple investigations.
Choosing appropriate tools	I can choose appropriate tools.
Keeping parts of a test the same	I can keep parts of a test the same.
Observing and comparing results	I can observe and compare results.
Repeating investigations for reliability	I can repeat investigations for reliability.
Improving investigations based on results	I can improve investigations based on results.

Rubric — Investigating & Exploring (applies across this Theme)	
Emerging	Investigates with guidance.
Developing	Carries out simple investigations independently.
Mastering	Plans and improves investigations using evidence.
Innovating	Designs fair tests and refines methods thoughtfully.

Theme 8: Recording, Representing & Communicating Findings

Focus: *Using representation to support explanation.*

Concept Capsule	I CAN
Recording results using tables, charts, or diagrams	I can record results using tables, charts, or diagrams.
Using labels and captions	I can use labels and captions.
Explaining findings verbally and in writing	I can explain findings verbally and in writing.
Comparing findings with others	I can compare findings with others.
Answering questions using recorded evidence	I can answer questions using recorded evidence.
Choosing appropriate ways to represent data	I can choose appropriate ways to represent data.

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Rubric — Recording, Representing & Communicating Findings (applies across this Theme)	
Emerging	Records findings with support.
Developing	Records and explains findings clearly.
Mastering	Uses records to support explanations confidently.
Innovating	Selects and adapts representations strategically.

Theme 9: Scientific Reasoning & Habits of Mind

Focus: *Thinking, reflecting, and reasoning scientifically.*

Concept Capsule	I CAN
Using evidence to justify ideas	I can use evidence to justify ideas.
Revising explanations	I can revise explanations.
Evaluating results	I can evaluate results.
Persisting through challenge	I can persist through challenge.
Reflecting on learning	I can reflect on learning.
Using scientific language accurately	I can use scientific language accurately.

Rubric — Scientific Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts reasoning with support.
Developing	Uses evidence and revises thinking.
Mastering	Justifies explanations and reflects independently.
Innovating	Thinks critically and adapts reasoning strategically.

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Phase D (Ages 7–9)

Evidence, Explanation, and Transfer

Theme 1: Observing & Noticing

Focus: *Precision, comparison, and pattern recognition.*

Concept Capsule	I CAN
Observing accurately using appropriate senses and tools	I can observe accurately using appropriate senses and tools.
Identifying patterns and trends	I can identify patterns and trends.
Comparing observations across time and conditions	I can compare observations across time and conditions.
Distinguishing observation from opinion	I can distinguish observation from opinion.
Recording precise details	I can record precise details.
Using observations to support explanations	I can use observations to support explanations.

Rubric — Observing & Noticing (applies across this Theme)	
Emerging	Observes with guidance; records basic detail.
Developing	Observes accurately and compares findings.
Mastering	Identifies patterns and uses observations as evidence.
Innovating	Draws meaningful conclusions from precise observation.

Theme 2: Asking Questions & Curiosity

Focus: *Testable, purposeful scientific questioning.*

Concept Capsule	I CAN
Asking questions that can be investigated scientifically	I can ask questions that can be investigated scientifically.
Refining questions to be specific and focused	I can refine questions to be specific and focused.
Linking questions to prior knowledge	I can link questions to prior knowledge.
Predicting outcomes using reasoning	I can predict outcomes using reasoning.
Considering variables informally	I can consider variables informally.
Using curiosity to drive investigation	I can use curiosity to drive investigation.

Rubric — Asking Questions & Curiosity (applies across this Theme)	
Emerging	Asks investigable questions with support.
Developing	Asks relevant questions and makes predictions.

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Rubric — Asking Questions & Curiosity (applies across this Theme)	
Mastering	Refines questions and considers variables independently.
Innovating	Designs thoughtful questions that deepen inquiry.

Theme 3: Materials & Properties

Focus: *Using properties to explain behaviour and change.*

Concept Capsule	I CAN
Classifying materials by properties	I can classify materials by properties.
Investigating states and changes of materials	I can investigate states and changes of materials.
Distinguishing reversible and irreversible changes	I can distinguish reversible and irreversible changes.
Exploring conductivity, magnetism, and strength (informal)	I can explore conductivity, magnetism, and strength (informal).
Selecting materials for function	I can select materials for function.
Explaining why materials behave as they do	I can explain why materials behave as they do.

Rubric — Materials & Properties (applies across this Theme)	
Emerging	Describes material properties with support.
Developing	Explains material behaviour and change accurately.
Mastering	Uses properties to justify material choice.
Innovating	Applies material knowledge to solve complex problems.

Theme 4: Living Things & Environments

Focus: *Systems, relationships, and impact.*

Concept Capsule	I CAN
Classifying living things using characteristics	I can classify living things using characteristics.
Understanding life cycles in detail	I can understand life cycles in detail.
Exploring ecosystems and interdependence	I can explore ecosystems and interdependence.
Investigating adaptation	I can investigate adaptation.
Understanding human impact on environments	I can understand human impact on environments.
Considering sustainability and care	I can consider sustainability and care.

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Rubric — Living Things & Environments (applies across this Theme)	
Emerging	Describes living things with support.
Developing	Explains relationships and life processes accurately.
Mastering	Uses evidence to explain interdependence and impact.
Innovating	Evaluates environmental impact and proposes solutions.

Theme 5: Forces, Movement & Energy

Focus: *Explaining interactions and effects.*

Concept Capsule	I CAN
Investigating balanced and unbalanced forces	I can investigate balanced and unbalanced forces.
Exploring gravity and resistance	I can explore gravity and resistance.
Investigating motion and speed	I can investigate motion and speed.
Exploring energy transfer (light, sound, movement)	I can explore energy transfer (light, sound, movement).
Using evidence to explain motion	I can use evidence to explain motion.
Applying force concepts to real situations	I can apply force concepts to real situations.

Rubric — Forces, Movement & Energy (applies across this Theme)	
Emerging	Describes forces with support.
Developing	Explains movement and energy changes accurately.
Mastering	Uses evidence to explain force interactions.
Innovating	Applies force concepts to unfamiliar problems.

Theme 6: Change, Cause & Effect

Focus: *Multi-causal reasoning and explanation.*

Concept Capsule	I CAN
Identifying multiple causes of change	I can identify multiple causes of change.
Analysing chains of cause and effect	I can analyse chains of cause and effect.
Predicting outcomes using evidence	I can predict outcomes using evidence.
Comparing outcomes under different conditions	I can compare outcomes under different conditions.
Explaining change using scientific ideas	I can explain change using scientific ideas.
Evaluating explanations	I can evaluate explanations.

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Rubric — Change, Cause & Effect (applies across this Theme)	
Emerging	Identifies causes with support.
Developing	Explains cause-and-effect accurately.
Mastering	Uses evidence to explain and predict change.
Innovating	Analyses complex cause-and-effect relationships.

Theme 7: Investigating & Exploring

Focus: *Planning and carrying out fair investigations.*

Concept Capsule	I CAN
Planning fair tests	I can plan fair tests.
Identifying variables informally	I can identify variables informally.
Selecting tools and methods	I can select tools and methods.
Collecting reliable results	I can collect reliable results.
Repeating investigations for accuracy	I can repeat investigations for accuracy.
Improving investigations	I can improve investigations.

Rubric — Investigating & Exploring (applies across this Theme)	
Emerging	Investigates with guidance.
Developing	Plans and carries out fair tests.
Mastering	Improves investigations using evidence.
Innovating	Designs robust investigations independently.

Theme 8: Recording, Representing & Communicating Findings

Focus: *Using data and representation to support explanation.*

Concept Capsule	I CAN
Recording results using tables, charts, and diagrams	I can record results using tables, charts, and diagrams.
Using labels, units, and keys	I can use labels, units, and keys.
Communicating findings clearly	I can communicate findings clearly.
Comparing results with predictions	I can compare results with predictions.
Answering questions using evidence	I can answer questions using evidence.
Selecting effective representations	I can select effective representations.

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Rubric — Recording, Representing & Communicating Findings (applies across this Theme)	
Emerging	Records findings with support.
Developing	Records and explains findings accurately.
Mastering	Uses data to support explanations confidently.
Innovating	Selects and adapts representations strategically.

Theme 9: Scientific Reasoning & Habits of Mind

Focus: *Critical thinking, reflection, and justification.*

Concept Capsule	I CAN
Using evidence to justify explanations	I can use evidence to justify explanations.
Revising ideas in light of new evidence	I can revise ideas in light of new evidence.
Evaluating investigations and outcomes	I can evaluate investigations and outcomes.
Persisting through complex challenges	I can persist through complex challenges.
Reflecting on learning and next steps	I can reflect on learning and next steps.
Using scientific language precisely	I can use scientific language precisely.

Rubric — Scientific Reasoning & Habits of Mind (applies across this Theme)	
Emerging	Attempts reasoning with support.
Developing	Justifies ideas and revises thinking.
Mastering	Evaluates evidence and reflects independently.
Innovating	Thinks critically and reasons strategically.

EXTENSION THEMES — Phase D Stretch Content

The three themes below extend beyond the inquiry-skills spine into factual biology, chemistry and physics content more usually associated with the first years of secondary school. They are intended for learners who are ready to progress further, not as a requirement for every child in this Phase.

Theme 10: Human Body & Life Processes

Focus: *Understanding how the human body works and what living things need to survive.*

Concept Capsule	I CAN
Understanding the main organs and their functions (heart, lungs, stomach, brain)	I can understand the main organs and their functions.
Explaining how the digestive system breaks down food	I can explain how the digestive system breaks down food.
Explaining how the circulatory system moves blood around the body	I can explain how the circulatory system moves blood around the body.

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Concept Capsule	I CAN
Explaining how the respiratory system takes in oxygen	I can explain how the respiratory system takes in oxygen.
Understanding how the skeleton and muscles work together	I can understand how the skeleton and muscles work together.
Identifying the basic needs of living things (nutrition, water, air, shelter)	I can identify the basic needs of living things.
Explaining life processes common to living things (growth, reproduction, respiration)	I can explain life processes common to living things.

Rubric — Human Body & Life Processes (applies across this Theme)	
Emerging	Names some body parts and their general purpose with support.
Developing	Describes the function of major organs and systems.
Mastering	Explains how body systems work together to keep us alive.
Innovating	Applies understanding of life processes to explain health and wellbeing.

Theme 11: States of Matter & Materials Science

Focus: *Understanding what materials are made of and how they change.*

Concept Capsule	I CAN
Classifying materials as solid, liquid, or gas	I can classify materials as solid, liquid, or gas.
Explaining how materials change state (melting, freezing, evaporating, condensing)	I can explain how materials change state.
Investigating dissolving and separating mixtures	I can investigate dissolving and separating mixtures.
Distinguishing reversible from irreversible changes (burning, cooking, rusting)	I can distinguish reversible from irreversible changes.
Exploring evidence of a chemical change (e.g. bicarbonate and vinegar)	I can explore evidence of a chemical change.
Understanding that some materials conduct heat or electricity better than others	I can understand that some materials conduct heat or electricity better than others.

Rubric — States of Matter & Materials Science (applies across this Theme)	
Emerging	Identifies solids, liquids and gases with support.
Developing	Describes how materials change state and mix.
Mastering	Distinguishes reversible and irreversible changes using evidence.
Innovating	Explains chemical and physical changes using scientific reasoning.

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Theme 12: Forces, Energy & Electricity

Focus: *Understanding forces, energy and simple electrical circuits.*

Concept Capsule	I CAN
Understanding that forces are pushes or pulls that change motion	I can understand that forces are pushes or pulls that change motion.
Explaining how friction, gravity, and air resistance affect movement	I can explain how friction, gravity, and air resistance affect movement.
Building and explaining a simple electrical circuit	I can build and explain a simple electrical circuit.
Identifying conductors and insulators	I can identify conductors and insulators.
Understanding that light travels in straight lines and can be reflected	I can understand that light travels in straight lines and can be reflected.
Understanding that sound is caused by vibrations and travels through materials	I can understand that sound is caused by vibrations and travels through materials.
Identifying different sources and uses of energy	I can identify different sources and uses of energy.

Rubric — Forces, Energy & Electricity (applies across this Theme)	
Emerging	Recognises forces and simple circuits with support.
Developing	Describes how forces and circuits work.
Mastering	Explains how light, sound and electricity behave using evidence.
Innovating	Applies understanding of forces and energy to real-world situations.

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DIGITAL & TECH FOUNDATIONS

Early Years & Primary Curriculum

Foundation & Formation Phases · Ages 3–10

ExelAcademy International Curriculum (EIC)

Phases A–D · Concept Capsules, I CAN Statements and the Emerging / Developing / Mastering / Innovating Rubric

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Subject Positioning

Digital & Tech Foundations across the Foundation and Formation phases builds cognitive depth, not device skill. Progression runs Awareness → Control → Creation → Agency, as learners move from safe, guided exploration in Phase A, through logical thinking and guided creation in Phase B, computational thinking and digital responsibility in Phase C, to AI literacy, systems thinking and digital agency in Phase D. Throughout, technology is positioned as a tool that amplifies human thinking — never a replacement for it.

Nine themes run through all four Phases: Digital Awareness & Device Literacy; Computational Thinking & Logic; Digital Creation & Communication; Digital Systems & Data; Online Safety & Digital Wellbeing; Digital Citizenship & Ethics; and three dedicated AI themes — AI Awareness & Systems Literacy, AI Fluency & Prompt Literacy, and AI Ethics & Responsible Agency. AI is given deliberately greater weight than the other themes, reflecting its centrality to ExelAcademy's wider educational model — but every AI capsule in this book is pitched at a genuinely age-appropriate level for 3–10 year olds and delivered under adult supervision throughout, in line with UNESCO's Guidance for Generative AI in Education and Research (2023). Deeper, more sophisticated AI ethics and systems work is a natural continuation into secondary-phase learning, not a requirement of this Phase.

Each Concept Capsule below is paired with a matching I CAN statement and assessed against the house four-tier rubric: Emerging, Developing, Mastering, Innovating.

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Phase A (Ages 3–5)

Digital Awareness & Safe Exploration

Theme 1: Digital Awareness & Device Literacy

Focus: *Understanding that devices are tools with a purpose, and using them safely.*

Concept Capsule	I CAN
Recognising that devices are tools with a purpose	I can recognise that devices are tools with a purpose.
Understanding that pressing or touching produces a result	I can understand that pressing or touching produces a result.
Handling devices safely and carefully	I can handle devices safely and carefully.
Taking turns when using shared technology	I can take turns when using shared technology.
Following simple safety rules with adult guidance	I can follow simple safety rules with adult guidance.
Recognising familiar devices in daily life	I can recognise familiar devices in daily life.

Rubric — Digital Awareness & Device Literacy (applies across this Theme)	
Emerging	Recognises a device with adult support.
Developing	Uses a device safely with occasional reminders.
Mastering	Handles familiar devices safely and independently.
Innovating	Explains why safe handling matters and models it for others.

Theme 2: Computational Thinking & Logic

Focus: *Following and giving simple step-by-step instructions.*

Concept Capsule	I CAN
Following simple step-by-step instructions in order	I can follow simple step-by-step instructions in order.
Giving simple instructions to move a toy or robot	I can give simple instructions to move a toy or robot.
Noticing when something goes wrong and trying again	I can notice when something goes wrong and try again.
Using directional language such as forward, back, and turn	I can use directional language such as forward, back, and turn.
Sequencing a simple daily routine	I can sequence a simple daily routine.
Predicting what might happen next in a simple sequence	I can predict what might happen next in a simple sequence.

Rubric — Computational Thinking & Logic (applies across this Theme)	
Emerging	Follows a one-step instruction with support.
Developing	Follows and gives short instruction sequences.

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Rubric — Computational Thinking & Logic (applies across this Theme)	
Mastering	Sequences instructions accurately and fixes simple mistakes.
Innovating	Predicts outcomes and adapts a sequence when it goes wrong.

Theme 3: Digital Creation & Communication

Focus: *Using digital tools to make and share simple creations.*

Concept Capsule	I CAN
Using a mouse, touchscreen, or trackpad carefully	I can use a mouse, touchscreen, or trackpad carefully.
Creating a simple picture using a digital tool	I can create a simple picture using a digital tool.
Exploring simple digital drawing or paint tools	I can explore simple digital drawing or paint tools.
Sharing a digital creation with an adult or friend	I can share a digital creation with an adult or friend.
Recognising that digital tools can help me make things	I can recognise that digital tools can help me make things.
Combining pictures and simple marks to tell an idea	I can combine pictures and simple marks to tell an idea.

Rubric — Digital Creation & Communication (applies across this Theme)	
Emerging	Explores a digital tool with support.
Developing	Creates a simple picture or mark independently.
Mastering	Combines pictures and marks to express an idea.
Innovating	Shares digital creations confidently and talks about them.

Theme 4: Digital Systems & Data

Focus: *Noticing how devices work and how information is kept.*

Concept Capsule	I CAN
Recognising that devices need power to work	I can recognise that devices need power to work.
Noticing that some devices connect to others	I can notice that some devices connect to others.
Understanding that information can be saved and looked at again	I can understand that information can be saved and looked at again.
Recognising familiar icons and symbols on a screen	I can recognise familiar icons and symbols on a screen.
Exploring simple cause and effect within an app	I can explore simple cause and effect within an app.

Rubric — Digital Systems & Data (applies across this Theme)	
Emerging	Notices that a device needs power with support.

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Rubric — Digital Systems & Data (applies across this Theme)	
Developing	Recognises familiar icons and saved information.
Mastering	Explains that devices connect and store information.
Innovating	Explores cause and effect within an app and predicts outcomes.

Theme 5: Online Safety & Digital Wellbeing

Focus: *Understanding that screens need adult guidance and knowing who to ask for help.*

Concept Capsule	I CAN
Understanding that screens need adult guidance	I can understand that screens need adult guidance.
Recognising the importance of taking breaks from screens	I can recognise the importance of taking breaks from screens.
Knowing to ask before using a device	I can know to ask before using a device.
Telling a trusted adult if something feels confusing or wrong	I can tell a trusted adult if something feels confusing or wrong.
Understanding that some things are for grown-ups to decide	I can understand that some things are for grown-ups to decide.

Rubric — Online Safety & Digital Wellbeing (applies across this Theme)	
Emerging	Asks before using a device with reminders.
Developing	Takes breaks and asks before using a device independently.
Mastering	Tells a trusted adult when something feels wrong.
Innovating	Explains why screen guidance and breaks matter.

Theme 6: Digital Citizenship & Ethics

Focus: *Being kind and fair when using technology with others.*

Concept Capsule	I CAN
Being kind when using technology with others	I can be kind when using technology with others.
Taking turns and sharing devices fairly	I can take turns and share devices fairly.
Using technology calmly rather than roughly	I can use technology calmly rather than roughly.
Recognising that not everyone uses technology in the same way	I can recognise that not everyone uses technology in the same way.

Rubric — Digital Citizenship & Ethics (applies across this Theme)	
Emerging	Shares a device with reminders.

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Rubric — Digital Citizenship & Ethics (applies across this Theme)	
Developing	Takes turns and shares devices fairly.
Mastering	Uses technology calmly and kindly with others.
Innovating	Recognises and respects different ways people use technology.

AI THEMES — Adult-Supervised Engagement Only

All engagement with AI tools in the three themes below takes place under direct adult or educator supervision or guidance, in line with UNESCO's Guidance for Generative AI in Education and Research (2023), which recommends a minimum age of 13 for independent, unsupervised use of generative AI. No capsule in this curriculum involves a child aged 3–10 operating a generative AI tool alone. Where a capsule describes a hands-on interaction (writing a prompt, evaluating an AI response), this always happens within a guided session with an adult present.

Theme 7: AI Awareness & Systems Literacy

Focus: *Beginning to notice that some devices can respond and answer.*

Concept Capsule	I CAN
Recognising that some devices can answer questions	I can recognise that some devices can answer questions.
Understanding that an adult helps when using a question-answering device	I can understand that an adult helps when using a question-answering device.
Noticing that a device can listen and respond	I can notice that a device can listen and respond.
Understanding that a computer is not a person	I can understand that a computer is not a person.
Noticing when a device seems to respond in a clever way	I can notice when a device seems to respond in a clever way.

Rubric — AI Awareness & Systems Literacy (applies across this Theme)	
Emerging	Notices a device answering with adult support.
Developing	Understands that a device can listen and respond.
Mastering	Explains that a computer is not a person.
Innovating	Talks about how a device seems to respond cleverly.

Theme 8: AI Fluency & Prompt Literacy

Focus: *Beginning to ask simple questions with adult support.*

Concept Capsule	I CAN
Asking a simple question with adult help	I can ask a simple question with adult help.
Listening carefully to a device's answer	I can listen carefully to a device's answer.
Understanding that a question needs to be clear	I can understand that a question needs to be clear.

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Concept Capsule	I CAN
Waiting patiently for a response	I can wait patiently for a response.

Rubric — AI Fluency & Prompt Literacy (applies across this Theme)	
Emerging	Asks a question with full adult support.
Developing	Asks a simple clear question with some help.
Mastering	Listens to and talks about a response.
Innovating	Understands that a clear question is needed to get a good answer.

Theme 9: AI Ethics & Responsible Agency

Focus: *Understanding that a computer is a tool, not a person, and that adults help check its answers.*

Concept Capsule	I CAN
Understanding that a computer is a tool, not a friend or a person	I can understand that a computer is a tool, not a friend or a person.
Knowing that an adult checks and helps when using AI tools	I can know that an adult checks and helps when using AI tools.
Understanding that a computer's answer might not always be right	I can understand that a computer's answer might not always be right.
Understanding that being kind matters, even with a computer	I can understand that being kind matters, even with a computer.

Rubric — AI Ethics & Responsible Agency (applies across this Theme)	
Emerging	Understands a computer is a tool with adult support.
Developing	Knows an adult checks and helps when using AI.
Mastering	Understands that AI answers might not always be right.
Innovating	Explains why kindness matters even when using a computer.

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Phase B (Ages 4–6)

Logical Thinking & Guided Creation

Theme 1: Digital Awareness & Device Literacy

Focus: *Understanding that devices have different purposes and beginning to use them with intention.*

Concept Capsule	I CAN
Understanding that devices have different purposes	I can understand that devices have different purposes.
Opening and closing a simple programme	I can open and close a simple programme.
Developing basic keyboard and mouse familiarity	I can use a keyboard and mouse with growing familiarity.
Saving work with adult help	I can save my work with help.
Recognising common device types and their uses	I can recognise common device types and their uses.
Adjusting simple settings such as volume or brightness	I can adjust simple settings such as volume or brightness.
Caring for a device responsibly	I can care for a device responsibly.

Rubric — Digital Awareness & Device Literacy (applies across this Theme)	
Emerging	Opens a familiar programme with support.
Developing	Uses basic keyboard, mouse, and settings independently.
Mastering	Selects and uses devices appropriately for a task.
Innovating	Cares for devices responsibly and helps others use them well.

Theme 2: Computational Thinking & Logic

Focus: *Creating and debugging simple algorithms.*

Concept Capsule	I CAN
Creating a simple algorithm as a sequence of steps	I can create a simple algorithm as a sequence of steps.
Finding and fixing a mistake in a simple sequence	I can find and fix a mistake in a simple sequence.
Using block-based instructions to move a character	I can use block-based instructions to move a character.
Recognising patterns and repetition in a sequence	I can recognise patterns and repetition in a sequence.
Understanding simple "if this happens, then this happens" logic	I can understand simple "if this happens, then this happens" logic.
Sequencing a longer set of instructions	I can sequence a longer set of instructions.
Breaking a task into smaller steps	I can break a task into smaller steps.

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Rubric — Computational Thinking & Logic (applies across this Theme)	
Emerging	Creates a short algorithm with support.
Developing	Creates and debugs a simple sequence independently.
Mastering	Uses repetition and simple conditional logic accurately.
Innovating	Breaks a task into steps and explains the logic behind it.

Theme 3: Digital Creation & Communication

Focus: *Combining text, images, and sound to represent ideas.*

Concept Capsule	I CAN
Creating a simple digital presentation or slide	I can create a simple digital presentation or slide.
Combining pictures and text to share an idea	I can combine pictures and text to share an idea.
Typing simple words and short phrases	I can type simple words and short phrases.
Using a drawing tool with more control	I can use a drawing tool with more control.
Saving and returning to my work	I can save and return to my work.
Recording a simple voice message or sound	I can record a simple voice message or sound.

Rubric — Digital Creation & Communication (applies across this Theme)	
Emerging	Combines a picture and a word with support.
Developing	Creates a simple slide or recording independently.
Mastering	Combines text, image, and sound to communicate an idea.
Innovating	Plans and revisits digital work to improve it.

Theme 4: Digital Systems & Data

Focus: *Understanding files, connections, and simple data.*

Concept Capsule	I CAN
Understanding what a file is	I can understand what a file is.
Organising simple digital work into a named folder	I can organise simple digital work into a named folder.
Recognising that the internet connects devices together	I can recognise that the internet connects devices together.
Understanding the difference between online and offline	I can understand the difference between online and offline.
Exploring simple data by counting or sorting with an app	I can explore simple data by counting or sorting with an app.
Recognising that some information is stored and some is not	I can recognise that some information is stored and some is not.

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Rubric — Digital Systems & Data (applies across this Theme)	
Emerging	Recognises a file or folder with support.
Developing	Organises simple digital work into folders.
Mastering	Explains how devices connect and understands online versus offline.
Innovating	Uses simple data tools to count, sort, and explore information.

Theme 5: Online Safety & Digital Wellbeing

Focus: *Building healthy screen habits and recognising when to ask for help.*

Concept Capsule	I CAN
Understanding the importance of balancing screen time with other activities	I can understand the importance of balancing screen time with other activities.
Recognising uncomfortable feelings online and telling an adult	I can recognise uncomfortable feelings online and tell an adult.
Understanding that not everything online is true	I can understand that not everything online is true.
Practising safe sharing by not sharing personal information	I can practise safe sharing by not sharing personal information.
Knowing who to trust online with adult guidance	I can know who to trust online with adult guidance.

Rubric — Online Safety & Digital Wellbeing (applies across this Theme)	
Emerging	Recognises personal information with support.
Developing	Balances screen time and avoids sharing personal information.
Mastering	Recognises uncomfortable situations online and tells an adult.
Innovating	Explains why not everything online is true and checks with a trusted adult.

Theme 6: Digital Citizenship & Ethics

Focus: *Practising respectful and fair digital behaviour.*

Concept Capsule	I CAN
Understanding that online behaviour should be respectful	I can understand that online behaviour should be respectful.
Practising digital kindness	I can practise digital kindness.
Understanding that not all information online is true	I can understand that not all information online is true.
Explaining how to be kind online	I can explain how to be kind online.
Recognising fairness in digital games and activities	I can recognise fairness in digital games and activities.

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Rubric — Digital Citizenship & Ethics (applies across this Theme)	
Emerging	Practises kindness online with reminders.
Developing	Behaves respectfully and fairly in digital activities.
Mastering	Explains how to be kind online and recognises fairness.
Innovating	Models respectful digital behaviour and helps others do the same.

AI THEMES — Adult-Supervised Engagement Only

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Theme 7: AI Awareness & Systems Literacy

Focus: *Recognising AI in everyday life and understanding it follows patterns.*

Concept Capsule	I CAN
Understanding that AI follows patterns	I can understand that AI follows patterns.
Understanding that clear questions give clearer answers	I can understand that clear questions give clearer answers.
Recognising examples of AI in daily life	I can recognise examples of AI in daily life.
Understanding that AI learns from information it is given	I can understand that AI learns from information it is given.
Building a guided prompt with adult help	I can build a guided prompt with adult help.
Noticing that AI tools can be different from one another	I can notice that AI tools can be different from one another.

Rubric — AI Awareness & Systems Literacy (applies across this Theme)	
Emerging	Recognises an example of AI with support.
Developing	Understands that AI follows patterns and learns from information.
Mastering	Builds a guided prompt and explains why clear questions help.
Innovating	Compares different AI tools and explains how they differ.

Theme 8: AI Fluency & Prompt Literacy

Focus: *Writing simple clear questions and noticing how wording matters.*

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Concept Capsule	I CAN
Writing a clear, simple question or prompt	I can write a clear, simple question or prompt.
Explaining why clear instructions matter	I can explain why clear instructions matter.
Trying different ways of asking the same question	I can try different ways of asking the same question.
Noticing how changing the wording changes the answer	I can notice how changing the wording changes the answer.
Asking a follow-up question to learn more	I can ask a follow-up question to learn more.

Rubric — AI Fluency & Prompt Literacy (applies across this Theme)	
Emerging	Writes a simple prompt with support.
Developing	Writes a clear prompt and explains why clarity matters.
Mastering	Notices how wording changes an answer and asks follow-up questions.
Innovating	Tries different ways of asking a question to get a better answer.

Theme 9: AI Ethics & Responsible Agency

Focus: *Understanding that AI can be wrong and knowing to check with an adult.*

Concept Capsule	I CAN
Understanding that AI can be wrong sometimes	I can understand that AI can be wrong sometimes.
Knowing to check an AI answer with an adult	I can know to check an AI answer with an adult.
Understanding that AI is a tool, not a decision-maker	I can understand that AI is a tool, not a decision-maker.
Recognising that kindness and honesty matter when using AI	I can recognise that kindness and honesty matter when using AI.
Understanding that AI should never replace talking to a real person about feelings	I can understand that AI should never replace talking to a real person about feelings.

Rubric — AI Ethics & Responsible Agency (applies across this Theme)	
Emerging	Understands AI can be wrong with support.
Developing	Knows to check an AI answer with an adult.
Mastering	Explains that AI is a tool and not a decision-maker.
Innovating	Recognises that real people, not AI, are for sharing feelings with.

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Phase C (Ages 5–7)

Computational Thinking & Digital Responsibility

Theme 1: Digital Awareness & Device Literacy

Focus: *Organising digital work and navigating devices with growing independence.*

Concept Capsule	I CAN
Understanding what a file and a folder are	I can understand what a file and a folder are.
Recognising that different devices run different systems	I can recognise that different devices run different systems.
Trying simple troubleshooting steps such as restarting	I can try simple troubleshooting steps such as restarting.
Understanding that saved work can be found again later	I can understand that saved work can be found again later.
Typing simple words and short sentences	I can type simple words and short sentences.
Navigating a simple interface independently	I can navigate a simple interface independently.
Comparing devices for different tasks	I can compare devices for different tasks.

Rubric — Digital Awareness & Device Literacy (applies across this Theme)	
Emerging	Navigates a familiar interface with support.
Developing	Saves and finds work and types short sentences.
Mastering	Organises files sensibly and troubleshoots simple problems.
Innovating	Chooses the best device or tool for a task and explains why.

Theme 2: Computational Thinking & Logic

Focus: *Designing, testing, and explaining algorithms.*

Concept Capsule	I CAN
Designing a flowchart for a simple process	I can design a flowchart for a simple process.
Using conditional logic in block-based coding	I can use conditional logic in block-based coding.
Debugging systematically by testing and fixing	I can debug systematically by testing and fixing.
Understanding loops and repetition in code	I can understand loops and repetition in code.
Decomposing a problem into smaller sub-tasks	I can decompose a problem into smaller sub-tasks.
Explaining an algorithm clearly to someone else	I can explain an algorithm clearly to someone else.
Recognising computational thinking in everyday situations	I can recognise computational thinking in everyday situations.

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Rubric — Computational Thinking & Logic (applies across this Theme)	
Emerging	Uses conditional logic and loops with support.
Developing	Designs and debugs a simple flowchart or program independently.
Mastering	Decomposes problems and explains algorithms clearly.
Innovating	Recognises and applies computational thinking beyond coding tasks.

Theme 3: Digital Creation & Communication

Focus: *Creating multimedia projects and collaborating digitally.*

Concept Capsule	I CAN
Creating a multimedia project combining text, image, and sound	I can create a multimedia project combining text, image, and sound.
Using basic word-processing skills	I can use basic word-processing skills.
Editing and improving my digital work	I can edit and improve my digital work.
Collaborating with others on a shared digital document	I can collaborate with others on a shared digital document.
Presenting digital work to an audience	I can present digital work to an audience.
Understanding that digital work comes in different formats	I can understand that digital work comes in different formats.

Rubric — Digital Creation & Communication (applies across this Theme)	
Emerging	Creates a simple multimedia piece with support.
Developing	Edits and improves digital work independently.
Mastering	Collaborates on shared digital work and presents it clearly.
Innovating	Chooses formats purposefully and presents work confidently to an audience.

Theme 4: Digital Systems & Data

Focus: *Understanding how information travels and is organised.*

Concept Capsule	I CAN
Understanding how information travels between devices	I can understand how information travels between devices.
Organising digital files logically	I can organise digital files logically.
Collecting simple data using a survey or tally in an app	I can collect simple data using a survey or tally in an app.
Recognising cloud storage as a way to save and share work	I can recognise cloud storage as a way to save and share work.
Exploring simple databases or spreadsheets	I can explore simple databases or spreadsheets.

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Concept Capsule	I CAN
Understanding that passwords help keep information safe	I can understand that passwords help keep information safe.

Rubric — Digital Systems & Data (applies across this Theme)	
Emerging	Organises digital files with support.
Developing	Collects simple data and understands cloud storage.
Mastering	Explores spreadsheets or databases and organises files logically.
Innovating	Explains how information travels and why passwords matter.

Theme 5: Online Safety & Digital Wellbeing

Focus: *Understanding digital footprint, reliability, and healthy habits.*

Concept Capsule	I CAN
Understanding digital footprint in simple terms	I can understand digital footprint in simple terms.
Recognising signs that information might be unreliable	I can recognise signs that information might be unreliable.
Understanding what cyberbullying is and what to do about it	I can understand what cyberbullying is and what to do about it.
Balancing screen time with other activities independently	I can balance screen time with other activities independently.
Understanding simple privacy settings	I can understand simple privacy settings.
Knowing how to respond to something upsetting online	I can know how to respond to something upsetting online.

Rubric — Online Safety & Digital Wellbeing (applies across this Theme)	
Emerging	Recognises unreliable information with support.
Developing	Understands digital footprint and simple privacy settings.
Mastering	Responds appropriately to upsetting content and unkind behaviour online.
Innovating	Balances screen time independently and explains digital footprint to others.

Theme 6: Digital Citizenship & Ethics

Focus: *Evaluating fairness, reliability, and respect in digital spaces.*

Concept Capsule	I CAN
Evaluating whether a source is reliable	I can evaluate whether a source is reliable.
Understanding what a digital footprint is	I can understand what a digital footprint is.

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Concept Capsule	I CAN
Recognising bias in simple digital content	I can recognise bias in simple digital content.
Understanding fairness and rules in digital spaces	I can understand fairness and rules in digital spaces.
Respecting others' digital creations and ideas	I can respect others' digital creations and ideas.

Rubric — Digital Citizenship & Ethics (applies across this Theme)	
Emerging	Evaluates a source's reliability with support.
Developing	Understands digital footprint and simple bias.
Mastering	Applies fairness and rules confidently in digital spaces.
Innovating	Respects others' digital work and explains why fairness matters online.

AI THEMES — Adult-Supervised Engagement Only

All engagement with AI tools in the three themes below takes place under direct adult or educator supervision or guidance, in line with UNESCO's Guidance for Generative AI in Education and Research (2023), which recommends a minimum age of 13 for independent, unsupervised use of generative AI. No capsule in this curriculum involves a child aged 3–10 operating a generative AI tool alone. Where a capsule describes a hands-on interaction (writing a prompt, evaluating an AI response), this always happens within a guided session with an adult present.

Theme 7: AI Awareness & Systems Literacy

Focus: *Understanding how AI generates responses and recognising its limitations.*

Concept Capsule	I CAN
Understanding that AI generates responses based on data	I can understand that AI generates responses based on data.
Recognising that AI can make mistakes	I can recognise that AI can make mistakes.
Comparing an AI response to what I already know to check accuracy	I can compare an AI response to what I already know to check accuracy.
Understanding different types of AI tools	I can understand different types of AI tools.
Exploring how AI is used in everyday apps	I can explore how AI is used in everyday apps.
Explaining in simple terms what AI is	I can explain in simple terms what AI is.

Rubric — AI Awareness & Systems Literacy (applies across this Theme)	
Emerging	Recognises that AI can make a mistake with support.
Developing	Understands that AI generates responses from data.
Mastering	Compares AI responses to what is already known to check accuracy.
Innovating	Explains what AI is and identifies different types of AI tools.

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Theme 8: AI Fluency & Prompt Literacy

Focus: *Writing purposeful prompts and comparing responses.*

Concept Capsule	I CAN
Writing a clear prompt for a specific purpose	I can write a clear prompt for a specific purpose.
Comparing two AI responses to the same question	I can compare two AI responses to the same question.
Refining a question to get a better answer	I can refine a question to get a better answer.
Understanding that AI needs good instructions to help well	I can understand that AI needs good instructions to help well.
Using AI as a helper for a task with adult guidance	I can use AI as a helper for a task with adult guidance.
Explaining what makes a prompt clear or unclear	I can explain what makes a prompt clear or unclear.

Rubric — AI Fluency & Prompt Literacy (applies across this Theme)	
Emerging	Writes a purposeful prompt with support.
Developing	Refines a question to get a clearer answer.
Mastering	Compares AI responses and explains what makes a prompt effective.
Innovating	Uses AI purposefully as a helper for a task, with guidance.

Theme 9: AI Ethics & Responsible Agency

Focus: *Understanding that AI reflects its training and should support, not replace, thinking.*

Concept Capsule	I CAN
Understanding that AI reflects the information it was given	I can understand that AI reflects the information it was given.
Recognising that AI should not replace thinking for myself	I can recognise that AI should not replace thinking for myself.
Explaining why checking AI answers matters	I can explain why checking AI answers matters.
Understanding that AI should be used honestly, not to copy or cheat	I can understand that AI should be used honestly, not to copy or cheat.
Understanding that AI cannot replace real people or relationships	I can understand that AI cannot replace real people or relationships.
Recognising simple examples of unfairness in how a tool responds	I can recognise simple examples of unfairness in how a tool responds.

Rubric — AI Ethics & Responsible Agency (applies across this Theme)	
Emerging	Understands AI reflects given information with support.

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Rubric — AI Ethics & Responsible Agency (applies across this Theme)	
Developing	Explains why checking AI answers matters.
Mastering	Uses AI honestly and recognises it should not replace their own thinking.
Innovating	Recognises simple unfairness in a tool's response and explains why AI cannot replace people.

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Phase D (Ages 7–9)

AI Literacy, Systems Thinking & Digital Agency

Theme 1: Digital Awareness & Device Literacy

Focus: *Managing devices, files, and settings with independence and care.*

Concept Capsule	I CAN
Typing with increasing speed and accuracy	I can type with increasing speed and accuracy.
Managing multiple files and folders sensibly	I can manage multiple files and folders sensibly.
Adjusting device settings to suit a task	I can adjust device settings to suit a task.
Identifying the most appropriate device or tool for a task	I can identify the most appropriate device or tool for a task.
Understanding basic battery and power management	I can understand basic battery and power management.
Troubleshooting simple problems independently	I can troubleshoot simple problems independently.
Explaining how to care for and maintain a device	I can explain how to care for and maintain a device.

Rubric — Digital Awareness & Device Literacy (applies across this Theme)	
Emerging	Manages files and settings with support.
Developing	Organises files and adjusts settings independently.
Mastering	Selects appropriate tools and troubleshoots simple problems.
Innovating	Manages devices proactively and advises others on good practice.

Theme 2: Computational Thinking & Logic

Focus: *Writing, testing, and improving multi-step programs.*

Concept Capsule	I CAN
Writing multi-step block-based programs	I can write multi-step block-based programs.
Using variables informally to store information in code	I can use variables informally to store information in code.
Debugging a complex, multi-step program	I can debug a complex, multi-step program.
Combining loops and conditionals in a program	I can combine loops and conditionals in a program.
Decomposing a real-world problem into an algorithm	I can decompose a real-world problem into an algorithm.
Evaluating and improving an algorithm's efficiency	I can evaluate and improve an algorithm's efficiency.
Explaining how a program works to someone else	I can explain how a program works to someone else.

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Rubric — Computational Thinking & Logic (applies across this Theme)	
Emerging	Writes a multi-step program with support.
Developing	Debugs multi-step programs and uses variables with guidance.
Mastering	Combines loops and conditionals accurately and independently.
Innovating	Evaluates and improves an algorithm and explains it clearly to others.

Theme 3: Digital Creation & Communication

Focus: *Designing purposeful digital products and presenting them with confidence.*

Concept Capsule	I CAN
Designing a multi-slide presentation with a clear purpose	I can design a multi-slide presentation with a clear purpose.
Using basic data visualisation tools	I can use basic data visualisation tools.
Creating a short video or animation	I can create a short video or animation.
Collaborating with others in real time on shared work	I can collaborate with others in real time on shared work.
Acknowledging where information or images come from	I can acknowledge where information or images come from.
Presenting a digital project confidently to an audience	I can present a digital project confidently to an audience.
Choosing the right digital tool for a creative purpose	I can choose the right digital tool for a creative purpose.

Rubric — Digital Creation & Communication (applies across this Theme)	
Emerging	Creates a simple digital product with support.
Developing	Designs and presents digital work independently.
Mastering	Collaborates effectively and acknowledges sources appropriately.
Innovating	Chooses tools purposefully and presents work with confidence and clarity.

Theme 4: Digital Systems & Data

Focus: *Understanding networks, data structures, and privacy.*

Concept Capsule	I CAN
Understanding networks in simple terms	I can understand networks in simple terms.
Organising and searching for files efficiently	I can organise and search for files efficiently.
Understanding simple data structures such as lists and tables	I can understand simple data structures such as lists and tables.
Exploring how apps store and use data	I can explore how apps store and use data.
Understanding what a password or login protects	I can understand what a password or login protects.

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Concept Capsule	I CAN
Recognising that data can be shared or kept private	I can recognise that data can be shared or kept private.
Exploring simple data analysis using a spreadsheet	I can explore simple data analysis using a spreadsheet.

Rubric — Digital Systems & Data (applies across this Theme)	
Emerging	Understands simple data structures with support.
Developing	Organises files efficiently and understands password protection.
Mastering	Explores how apps store data and analyses simple data sets.
Innovating	Explains networks and data privacy and applies this understanding responsibly.

Theme 5: Online Safety & Digital Wellbeing

Focus: *Managing digital wellbeing and responding to online risk with growing independence.*

Concept Capsule	I CAN
Understanding digital footprint and its permanence	I can understand digital footprint and its permanence.
Evaluating whether an online source is reliable	I can evaluate whether an online source is reliable.
Understanding and responding to unkind online behaviour	I can understand and respond to unkind online behaviour.
Managing screen time independently	I can manage screen time independently.
Understanding privacy and personal data protection	I can understand privacy and personal data protection.
Recognising signs of online risk and reporting them	I can recognise signs of online risk and report them.
Understanding what a healthy relationship with technology looks like	I can understand what a healthy relationship with technology looks like.

Rubric — Online Safety & Digital Wellbeing (applies across this Theme)	
Emerging	Evaluates online sources with support.
Developing	Manages screen time and recognises unkind online behaviour.
Mastering	Evaluates reliability and understands personal data protection.
Innovating	Recognises and reports online risk and models a healthy relationship with technology.

Theme 6: Digital Citizenship & Ethics

Focus: *Understanding bias, fairness, and responsibility in digital spaces.*

Concept Capsule	I CAN
Explaining algorithm bias in simple terms	I can explain algorithm bias in simple terms.

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Concept Capsule	I CAN
Reflecting on ethical use of technology	I can reflect on ethical use of technology.
Protecting my own digital identity	I can protect my own digital identity.
Understanding intellectual property and copyright simply	I can understand intellectual property and copyright simply.
Recognising the impact of words used online	I can recognise the impact of words used online.
Understanding accessibility and inclusion in technology	I can understand accessibility and inclusion in technology.

Rubric — Digital Citizenship & Ethics (applies across this Theme)	
Emerging	Reflects on ethical technology use with support.
Developing	Protects digital identity and understands copyright simply.
Mastering	Explains algorithm bias and the impact of words online.
Innovating	Applies ethical reasoning to technology use and considers accessibility for others.

AI THEMES — Adult-Supervised Engagement Only

All engagement with AI tools in the three themes below takes place under direct adult or educator supervision or guidance, in line with UNESCO's Guidance for Generative AI in Education and Research (2023), which recommends a minimum age of 13 for independent, unsupervised use of generative AI. No capsule in this curriculum involves a child aged 3–10 operating a generative AI tool alone. Where a capsule describes a hands-on interaction (writing a prompt, evaluating an AI response), this always happens within a guided session with an adult present.

Theme 7: AI Awareness & Systems Literacy

Focus: *Understanding how AI systems are trained and where their limits lie.*

Concept Capsule	I CAN
Understanding that AI systems are trained on data	I can understand that AI systems are trained on data.
Recognising the strengths and limitations of AI	I can recognise the strengths and limitations of AI.
Comparing multiple AI tools or responses critically	I can compare multiple AI tools or responses critically.
Understanding basic AI terms such as algorithm, model, and data	I can understand basic AI terms such as algorithm, model, and data.
Exploring real-world AI applications across different fields	I can explore real-world AI applications across different fields.
Understanding the difference between AI and human intelligence	I can understand the difference between AI and human intelligence.
Explaining how training data shapes what an AI system can do	I can explain how training data shapes what an AI system can do.

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Rubric — AI Awareness & Systems Literacy (applies across this Theme)	
Emerging	Recognises that AI is trained on data with support.
Developing	Understands basic AI terms and identifies AI applications.
Mastering	Compares AI tools critically and recognises their strengths and limits.
Innovating	Explains how training data shapes AI and how AI differs from human intelligence.

Theme 8: AI Fluency & Prompt Literacy

Focus: *Writing structured prompts and evaluating AI output critically.*

Concept Capsule	I CAN
Writing a structured, detailed prompt in a guided session with an adult	I can write a structured, detailed prompt in a guided session with an adult.
Evaluating an AI answer critically with adult support	I can evaluate an AI answer critically with adult support.
Refining and improving a prompt with adult guidance	I can refine and improve a prompt with adult guidance.
Using AI, alongside an adult, to support rather than replace my own thinking	I can use AI, alongside an adult, to support rather than replace my own thinking.
Comparing AI tools for different purposes in a guided session	I can compare AI tools for different purposes in a guided session.
Giving thoughtful feedback on an AI response during a guided session	I can give thoughtful feedback on an AI response during a guided session.
Explaining, with an adult, the steps taken to get a better AI response	I can explain, with an adult, the steps I took to get a better AI response.

Rubric — AI Fluency & Prompt Literacy (applies across this Theme)	
Emerging	Writes a structured prompt with full adult support.
Developing	Evaluates an AI answer and refines a prompt with adult guidance.
Mastering	Uses AI, alongside an adult, to support their own thinking and compares tools for purpose.
Innovating	Critically evaluates AI output in a guided session and explains how they improved their prompting.

Theme 9: AI Ethics & Responsible Agency

Focus: *Understanding bias, honest use, and human judgement as central to responsible AI use.*

Concept Capsule	I CAN
Explaining that AI can contain bias from its training data	I can explain that AI can contain bias from its training data.
Reflecting on honest and ethical use of AI	I can reflect on honest and ethical use of AI.

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Concept Capsule	I CAN
Understanding AI as a partner, not a replacement for thinking	I can understand AI as a partner, not a replacement for thinking.
Recognising the importance of human judgement over AI output	I can recognise the importance of human judgement over AI output.
Understanding privacy considerations when using AI tools	I can understand privacy considerations when using AI tools.
Exploring simple examples of AI's impact on society	I can explore simple examples of AI's impact on society.
Taking responsibility for how I use AI tools	I can take responsibility for how I use AI tools.

Rubric — AI Ethics & Responsible Agency (applies across this Theme)	
Emerging	Reflects on honest AI use with support.
Developing	Understands privacy considerations and uses AI as a partner in thinking.
Mastering	Explains that AI can contain bias and prioritises human judgement.
Innovating	Takes responsibility for their own AI use and explores its impact on society.

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Why Starting Early Changes Everything

"Play is the highest form of research."

— Albert Einstein

Every chapter of this book, and every subject that follows it, rests on a single conviction: the years covered by this curriculum are not a warm-up for the education that matters later. They are the years in which a child's capacity to think, question, collaborate, and persist is actually built. A school that gets these years right is not simply being kind to small children — it is doing the most strategically important work in the entire eleven-year journey this curriculum describes. Every Concept Capsule, every Learning Space, and every ExelQuest in the subject books that follow exists to make sure that work is done well, deliberately, and by a trusted adult who knows exactly what they are building.

Bringing This Curriculum to Life

Every subject book in this curriculum is ready for a teacher to open and use tomorrow morning — but a Concept Capsule is only ever half of the picture. The real work of this curriculum happens inside the ExelQuest, and designing rich, evidence-generating Quests from a blank page, week after week, term after term, is the single greatest demand on any teacher's time.

This is precisely the gap ExelAcademy's wider partnership exists to close. Schools and educators connecting with ExelAcademy gain access to a growing library of hundreds of ready-made ExelQuests, each one already mapped to the Concept Capsules, I CAN Statements, and rubric of this curriculum — ready to be picked up, adapted to a class's own context, and taught the very next day. What might otherwise take an individual teacher a full term to design from scratch arrives instead fully formed: tested, cross-subject, and built on exactly the pedagogy set out in these pages.

- Hundreds of pre-written, phase-matched ExelQuests spanning all eight subject areas
- Every Quest pre-mapped to Concept Capsules, I CAN Statements, and the four-tier rubric
- Ready to adapt to your own school, community, and context — never a rigid script
- A growing library, with new Quests added as the ExelAcademy community grows

Connect with ExelAcademy to bring this curriculum to life in your classroom — and to see the Quest library that turns everything in this book into tomorrow's lesson.

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