

NO LIMITS Planning tool: EYFs – KS5	Curriculum Driver			
Class	Class	Class/ Department	Department	Department/ Whole School
Life- Long Learning (skills)	Interest	Meaningful	Imagination	Together
	Pupil Led Do pupils generate the learning and interested in the subject matter? Do they play an active part in lessons? Are they interested by the hook and the final project?	Relevant Is learning relevant to the interests, personal aspirations or cultural experiences of the pupils, or is it connected to real-life issues, problems and contexts?	Creative Development Is learning linked to skills in art, drama, dance and music? Can skills be taught through the arts?	Social Are a range of social skills encouraged in different environments? Does learning take place in a variety of social settings with a range of people? Are pupils encouraged to learn about a wide variety of social settings?
	Family Are pupils family involved with the learning? Do they help to identify and build upon pupil interests? Is home learning planned for? Can they be a part of projects through enrichment?	Application Can learning be applied in a variety of ways, in a range of settings and contexts, and with a wide variety of people and situations?	Knowledge and Understanding Is learning linked to skills in Science, Design and Technology, Computing, Geography, History, Languages, Religious Education and Physical Education?	Moral Are pupils taught the differences between right and wrong, and how their actions have consequences? Are moral and ethical issues addressed through learning?
	Prior Knowledge What do pupils already know about the subject? What do they want to find out and develop? Is this used as a driver for the project?	Preparation Are lessons well thought out, planned and prepared for, in order to facilitate meaningful learning for each pupil? Have you effectively planned for learning that develops pupils skills?	Functional English/ Maths Are Maths and English skills taught in a functional, relevant and meaningful way? Are the different strands of English and Maths taught?	Spiritual Is there a sense of enjoyment when learning about themselves, others and the world around them? Is imagination and creativity encouraged through learning, and are pupils given opportunities to reflect?
	Experiential Are pupils given the opportunity to learn about others interests as well as their own? Are a wide range of opportunities offered to them so they can expand on their interests and experiences?	Real Outcomes Is learning linked to real life outcomes and experiences for the pupils? Can they apply learning and new skills to the real world?	Visits Does an out of school visit launch learning for the start of a project? Are out of school visits purposeful? In what way do they build and develop pupil skills? What impact do the visits have on each pupil?	Cultural Are there opportunities for pupils to participate in cultural experiences and support pupils to explore, understand and respect cultural diversity? Are different cultures explored and celebrated?
	Progression and Depth Are previous assessments used to inform future learning? Have skills been applied in a variety of contexts and situations with a wide variety of people?	Local, Regional, Global Is learning relevant at a local, regional or global level? Can learning be applied in the community? Can learning be shared with local, regional or global communities?	Environment Does the classroom and key stage environment facilitate the development of pupil skills and raise the profile of the happiness curriculum drivers?	Values Are their opportunities to teach Democracy, Rule of Law, Religion, Mutual Respect and Individual liberty through different learning experiences?