

Curriculum and Early Years Policy

(This policy should be read in conjunction with the Feedback and Assessment, Homework and SEN/Inclusion policies)

Rationale

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, attitudes and aspirations, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. We also try and make learning fun.

Values

Our school curriculum is underpinned by our school values and our Mission Statement. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty, encouraging them to treat both adults and their peers with equal respect. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Our school curriculum promotes British Values and supports our Safeguarding Policy and principles.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to raise children's aspirations for life;
- to teach children about the developing world, including how their environment and society have changed over time;
- to foster interest in other languages and cultures
- to help children understand Britain's cultural heritage and British Values;

- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and Cumbria's Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To keep children safe, supporting our safeguarding policy and the Prevent agenda

(See also Appendix 1 – specific subject aims and objectives)

Curriculum and the Early Years

The early years of education (or Foundation Stage) refers to children under the age of 5 and to all children in the Reception year.

The children enter the Nursery at the start of the term after their third birthday. For example a child born in November would start Nursery in the spring term. The sessions run Monday to Friday, mornings or afternoons for 3 hours per day totalling 15 hours per week. Parent/carers can also pay for additional nursery sessions.

Children start in the Reception class in the September after their fourth birthday. Attending the Sir John Barrow Nursery class does not guarantee a place in the Reception Class. Parents and Carers must apply through the Cumbria County Council admission scheme if they wish their child to attend the primary school.

The curriculum is based on the Early Years Foundation Stage document (EYFS) and is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no one area standing in isolation from the others

Early Years Philosophy

In the Foundation Stage children learn best through play based activities and first hand experience. In the Foundation Stage we aim to give this by looking at what the children can do and supporting them to fulfill their potential, regardless of their background, race, religion, gender or disability or medical need.

We use the child's own interests, where ever possible, as a starting point for planning activities and experiences. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

In the Early Years we strive to:

- provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- develop warm and secure relationships between children and adults.
- provide a high quality curriculum in line with the Development Matters in the Early Years Foundation Stage document.
- help the children to become aware of moral and social values.
- encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- value the cultural diversity within our school and community.
- foster positive home school links and share a common sense of purpose with parents.

Equal Opportunities

In Early Years education we need to be aware that children are young and still forming their ideas about the world. Therefore opportunities will be given to promote a positive view of gender differences and similarities and an appreciation of the multi-cultural society within which we live.

All children will have full access to all of our equipment.

The Foundation Stage

The content of the curriculum within the early years unit is set out within the EYFS document. Guidance is given on effective learning and teaching through the seven areas.

These are divided into the Prime Areas:

Personal, Social, Health and Economic (PHSE) Development
Communication and Language
Physical Development

And the Specific:

Literacy

Numeracy

Expressive Arts

Understanding of the World

Within each of these areas there are stages of development which show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation stage in order to achieve the Early Learning Goals by the end of their Reception Year.

Staff also encourage the children to develop the Characteristics of Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically) that provide a base for lifelong learning.

Starting out

The children joining our school come from a variety of backgrounds. For some, this may be their first experience of a formal setting, while others have been in pre-school for some time. Our aim is to establish a smooth and successful transition into the school.

We do this through:

Nursery:

- Home Visits by members of the Early Years staff
- A play session with a parent/carer prior to starting
- A staggered intake

Reception:

- Staff visits to partnership pre-school establishments or home visits for non-SJB Nursery children.
- Play sessions that are held at the school in the summer for all children prior to starting Reception class.
- Liaison with outside agencies.
- A staggered intake

Organisation

The Early Years unit is split into two areas, Nursery and Reception. A qualified teacher leads the team of staff, which also includes EYFS Teachers, and STAs.

The unit is purpose built with a toilet block and small kitchen area. The children are able to access Nursery and Reception areas for different types of activities and can also go outdoors into the Foundation Stage playground, should they wish.

Staff plan, through the children's own interests and play based activities as well as more direct adult led teaching. The Early Years curriculum always makes room for spontaneous learning—a caterpillar on a leaf or icicles on a window for example. Play is fundamental to a young child's learning and is used positively to develop children's abilities across a wide range of activities.

Reception class planning compliments, extends and builds upon the Nursery curriculum. Planning in the Reception class dove-tails into the National Curriculum of the children's transfer to Year One. Children also become involved in their own learning; discussing what they already know, what they would like to know and what they have learnt during each topic.

Key Stages 1 & 2

Organisation

Classes are taught in single year groups. We plan our curriculum in three phases. We agree a long-term plan for the key stage. This indicates what subject topics/content are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the new primary curriculum, Big Writing and Big Maths for our school, we take our medium-term planning directly from the guidance documents and/or LA guidance. We plan our foundation subjects around topics and themes (with input from the children), ensuring coverage of the required curriculum and progression of skills within these topics, or discrete lessons where necessary.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Where medium plans contain enough detail, these may also be used as short term plans.

Teaching and learning style

We use a variety of teaching and learning styles to enable the children to think in different ways, such as, as a historian, a scientist or a geographer. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Children may work in pairs, as individuals or in small group as with ICT where pupils may be of mixed ability to enable more competent children to assist those less able. Or, they may be involved in teaching one another through a rolling programme, such as when introducing a new piece of software. Teachers draw attention to good examples of individual work as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

We place an emphasis on active learning by including the children in discussion, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote, for example active citizenship, as with charity fundraising or musicianship, as with singing assembly. We also make use of our locality to broaden children's knowledge and invite speakers into school to stimulate interest.

We recognise that in all classes there are children of widely-different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which may be open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty – not all children complete all tasks;

- Group children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

In English, teaching is planned from the New Curriculum, taking account of the National Curriculum Programmes of Study for Speaking and Listening. At least five literacy sessions are taught per week. In line with the Literacy Framework we ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week maybe set aside for independent reading and writing when this is appropriate:

To develop our pupils as speakers and listeners we:-

- give them opportunities to express their ideas to a range of audiences;
- give them opportunities to take part in group discussion and drama activities, performing and as an audience;
- encourage them to listen and respond appropriately to others;
- help them to understand the need to adapt their speech to different situations;
- give them opportunities to evaluate and reflect on their own speech;
- encourage them to use the vocabulary and grammar of Standard English whenever appropriate.
- have taken advantage of the county Speaking and Listening package and the Inset training provided.

To develop our pupils as readers we:-

- teach them to read accurately and fluently using a range of strategies;
- help them to understand and respond to what they read using inference and deduction where appropriate;
- encourage them to read a wide range of fiction and non-fiction books;
- encourage them to read independently and with enjoyment;
- teach them how to seek information and learn from the written word.

To develop our pupils as writers we:-

- use 'Big Writing' throughout school
- teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate;
- encourage them to write with interest, commitment and enjoyment;
- show them how to write in a variety of forms such as stories, poems, reports and letters, accounts and reviews;
- show them how to evaluate and improve their own writing;
- show them how to use punctuation to make meaning clear to the reader/audience;
- give them the knowledge and the strategies to become confident and accurate spellers
- teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Maths is planned from the New Curriculum, which is based on the following key principles:

- A dedicated mathematics lesson everyday
- Direct teaching and interactive oral work with the whole class and groups
- An emphasis on mental calculation
- Controlled differentiation, with all pupils engaged in mathematics relating to a common theme
- Assessment for Learning to allow both children and teachers to monitor pupil progress.
- Core numeracy is delivered through the 'Big Maths' approach and methodology

We teach the foundation subjects in a cross curricular way or where the subjects do not enable this, planning is appropriately organised into subjects. This means that, for example, a child may concentrate in one term on a history topic then switch to a greater emphasis on geography in the next term, or, an English objective may be taught through PE or ICT. Art, where possible, is integrated with other curriculum areas, but skills may also be taught in stand-alone lessons. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Further examples of the contributions that subjects make to other curriculum areas are:

- History and Geography – DT contributes by providing opportunities to develop and apply knowledge and understanding of the cultural, environmental and historical characteristics of Cumbria.
- RE and Geography – Languages contribute by teaching about festivals and customs related to the countries in which the language is spoken. Pupils hear stories set in foreign cultures and children do research on the different countries in which the particular foreign language is spoken (after they have first found them on a map or a globe). Languages - pupils likewise learn about the climate of the countries in which the language is spoken.
- English – History contributes by actively promoting the skills of reading, writing, speaking and listening. Pupils use texts such as ‘Oliver Twist’ to enhance the children’s knowledge and understanding of Victorian Britain.
- PSHE – PE contributes by teaching the benefits of exercise and healthy eating
- Maths – Art and Design contributes by giving opportunities to develop the understanding of shape and space through two and three dimensional work.

The Curriculum and Inclusion – see also SEN/Inclusion Policy

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children’s access to the curriculum, in order to meet their needs, this is done where appropriate.

Key skills

The following skills have been deemed ‘key skills’ in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one’s own learning and performance;
- problem-solving.

In our curriculum planning we emphasise these skills, so that the children’s progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child’s progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Assessment - see also Teaching and learning Policy

Teachers assess children’s work through observation during lessons and through more formal written methods. Teachers assess the progress made by children against the learning objectives of the lesson and use this in order to plan future work. Teachers may give oral or written feedback to the pupil to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. Formal assessments are recorded on the school’s tracking system which is regularly reviewed by the assessment coordinator and Headteacher. Records are used to enable the teacher to make an annual report to parents and information is passed on to the next teacher at the end of each year.

The role of the subject leader

The role of the subject leader in general is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor subject planning and ensure curriculum entitlement;
- monitor and evaluate pupils' progress in that subject area;
- liaise with governors and keep them up to date with current practice;
- provide efficient resource management for the subject.

Some subject leaders have responsibilities which are unique to their role.

Information and Communication subject leader

- supervise the use of Intranet/Internet on the networked system
- liaise with System IT, providers of hardware in the management of the server and networked system
- liaise with System IT to ensure the use of anti-virus software on the network in order to limit the possibility of damage to data, programs and the machines.

The school gives subject leaders non-contact time each week as part of their PPA time, plus additional time where required, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They monitor the curriculum plans for the subject, ensure that there is full coverage of the National Curriculum, and see that progression is planned into medium term and weekly plans.

Health and Safety

At all times, children are encouraged to consider their own safety and the safety of others but there are specific subjects where health and safety issues are key. A rolling programme of Risk Assessments is implemented to ensure teachers are kept aware of potential issues. In addition the following apply:

In ICT it is important that care is taken with:

- establishing appropriate working conditions
- checking the lighting in the room
- providing alternative activities in long sessions
- being aware of any SEND problems which may be triggered by the monitors
- encouraging good posture and positioning
- general electrical safety

In accordance with our Health and Safety Policy, staff carry out a Visual Display assessment, annually.

In PE we expect children to change into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. No jewelry is to be worn for any physical activity.

Extra Curricular Activities

The school provides a range of activities outside the normal provision of the school day. Children are encouraged to further develop their skills in a range of areas. Details of current club activities are sent out at the beginning of each term to parents then published on a weekly basis on the What's On list. Such activities include:

ICT Club	Art Club
Cookery Club	Football Club
Gardening Club	Choir
DT Club	Board Games Club

Resources

There is a wide range of resources to support the teaching of all curriculum areas across the school. Staff are given a yearly classroom budget to buy specific stock for their year group such as art materials. Other stock is stored centrally. Additional equipment is provided via the subject leaders and is available in various locations in the school including the staffroom and The Gap. A range of software is available on PCs in the classroom and in the IT suite.

We keep P.E equipment in either the Outside or Inside P.E storeroom. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work, so enabling the children learn to handle equipment safely. The children use the school playground for games and athletics activities, and the local swimming pool for swimming lessons.

Monitoring and review

Monitoring of the standards of children's work and the quality of the teaching is the responsibility of the subject leaders. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. Termly meetings enable feedback from the headteacher and subject leaders about the development of the curriculum and the progress of pupils.

There is also a named governor assigned to special needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. Weekly lesson plans for all teachers are monitored, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

This policy has been equality impact assessed. This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Complaints about the Curriculum

Any complaint about the curriculum should be addressed to the Headteacher in the first instance, as per the school complaints procedure. If the issue continues to a formal complaint involving the appeals process, this will be heard by the Evaluation and Curriculum Committee (not the Complaints Appeals Committee).

Signed: H Pemberton

Reviewed May 2016

Date for Review: May 2018

Appendix 1

Subject Aims and Objectives

English

We believe that the acquisition of literacy skills provides a child with a tool that will enable them to communicate and interact with others throughout their life.

We aim to develop in our pupils the ability to communicate effectively and accurately in speech and writing and to listen with understanding. We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word.

Our English teaching aims to develop the children's skills in speaking and listening, reading and writing. It fulfills the requirements of the National Curriculum. Clear objectives and targets ensure that the children progress as they move through the school.

Maths

The aims of mathematics are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- to understand the importance of mathematics in everyday life.

Music

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.
- express themselves through the medium of music
- develop confidence, self-esteem and enjoyment through participation in musical performance
- enjoy inclusion in the whole school and wider community

Languages

The main objective of teaching a modern foreign language in primary school is to promote the early development of a child's linguistic competence. We also want to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;

- develop their speaking and listening skills;
- lay the foundations for future study.

Art

The aims of Art and Design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

PSHE

The aims of personal, social, health and economic education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, make informed choices regarding personal and social issues and make the most of their abilities;
- develop good relationships with other members of the school and the wider community.

History

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Geography

The aims of geography in our school are:

- To help children to make sense of their surroundings and to recognise that Geography is everywhere.
- To give children a knowledge of the world at large and to see it as the 'home of mankind', thereby enhancing the children's sense of responsibility for the care of the Earth and its people.
- To encourage diversity of knowledge and thinking and to become aware that Geography is about change.
- To become aware of how humans interact with each other and with their environment and develop an informed concern about it's quality and the future of the human habitat.
- To give opportunity to use a range of geographical resources and, in doing so, to help develop a range of geographical skills.

Science

Our aim in teaching science are that all children have the opportunity to:

- retain and develop their natural sense of curiosity about the world around them.
- develop a set of attitudes which will promote scientific ways of thinking, including open-mindedness, perseverance, objectivity and a recognition of the importance of teamwork.
- come to understand the nature of "scientific method" involving: meticulous observation, the making and testing of hypotheses, the design of fair and controlled experiments, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- become effective communicators of scientific ideas, facts and data.
- begin to build up a body of scientific knowledge and understanding which will serve as a foundation for future enquiry.
- ask and answer scientific questions.
- plan and carry out scientific investigations, using equipment, including computers, correctly
- know and understand the life processes of living things
- know and understand the physical processes of materials, electricity, light, sound and natural forces
- know about the nature of the solar system, including the earth
- evaluate evidence and present their conclusions clearly and accurately

DT

Our aims in the teaching of Design and Technology are:

- To develop designing, making and evaluating skills.
- To give opportunities to nurture creativity
- To enable pupils to reflect on and evaluate final products in order to improve the quality of their work.
- To develop pupils' ability to create high quality products through combining their designing and making skills with knowledge and understanding
- To develop a good understanding of technological processes, products and their manufacture and how they contribute to our society.
- To develop a deeper knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety

Computing

Our aims in using Information and Communication Technology (ICT) are:

- to raise standards in the teaching and attainment of all children, in all curriculum areas
- develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems
- understand the capabilities and limitations of ICT both in and out of the school environment and the implications and consequences of its use
- To explore ICT and computer use in the wider world

E-Safety

At SJB we aim to create a culture of safe and responsible technology usage. The internet offers a lot of freedom and, with the increased accessibility to new technologies, our children are more active online than ever before. This increased freedom can lead some people to behave in ways they would not behave in public.

They might:

1. say things on a status update / post / tweet they would never say face to face.
2. some people may also give out personal information about themselves or others (including photos) that they would normally keep private.

Through our computing curriculum we aim to equip the children with the skills to stay safe when using the new technologies.

PE

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

RE

The aims of RE are to enable young people to be:

- **Enquiring:** that pupils develop curiosity about life, willing to enquire into questions of ultimate meaning and worth and the concepts by which religions, beliefs and values seek to address challenging questions.
- **Informed:** that pupils develop the skills and attitudes that enable them to be well-informed about the religious and non-religious responses to the big questions of life and how these are expressed through practice. This includes both knowing and understanding beliefs and values including the concepts through which these are expressed. The emphasis is on enabling young people to be pro-active in the process of informing themselves, not solely dependent on being informed by others.

- **Reflective:** that pupils develop the ability to reflect on and express their own views while thinking about other people's beliefs and values. Pupils are able to think and question, to consider, analyse, and evaluate issues of truth, belief, faith and ethics and to express their responses. They learn from as well as about religion. They reflect upon beliefs and values both rationally and effectively as part of their own spiritual development.
- **Expressing:** that pupils develop the confidence and ability to express respectfully their knowledge, understanding and views. They are able to participate in their own learning by expressing the questions and concepts they wish to explore.