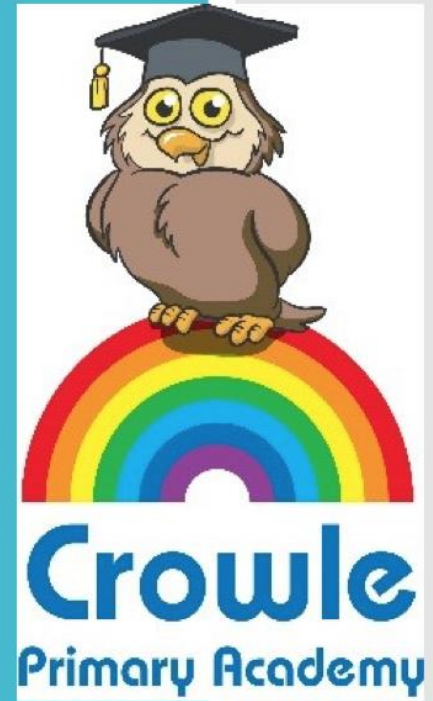


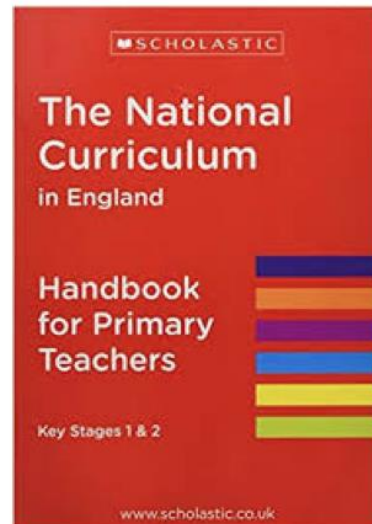
Crowle Primary Academy

Our curriculum creation journey



Research
based

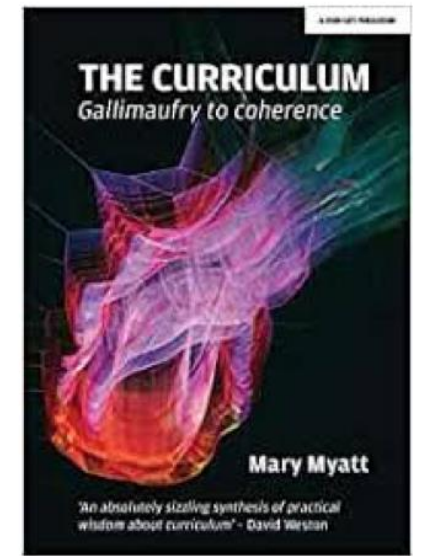
We used a
variety of sources
to ensure the
curriculum we
create is research
based.



Education inspection framework

Overview of research


Ofsted
raising standards
improving lives



Involving the whole school community

During an appreciative enquiry into our curriculum we asked all of our stakeholders what they felt about our curriculum.

Pupils

Parents

Staff

Governors

We asked...

Parents

1) What makes our school special?
2) Are there any learning events that you have been part of in school that make things special for your child? What other school events do you value? Why?
3) What values do you think school and you at home should be developing for later life?
4) What life/ independent skills does your child/ren need to succeed in life? Are there any that we provide now and what do you think there should be more of?
5) How do we support your child's well-being and emotional development?
6) Over the last couple of years we have been developing how we teach maths and reading (through maths mastery and the novel study. We have just started looking at Geography and Science. What great things is your child/ren telling you they have learnt?
7) What 3 things would you wish for your child/ren when they leave us at the end of year 6?
8) Which trips have your child/ren been on that they have really enjoyed? Why did they enjoy them? Which other places would you like us to take them to broaden their understanding of our region/ our country?

We asked...

Pupils

- | |
|---|
| 1) What makes our school special? |
| 2) What is good about maths lessons? Which parts of the maths lessons help you to remember and learn things the most? |
| 3) What lesson has really made you think and why? (Children will bring their maths and topic books to share at this point). |
| 4) Do you do activities in lessons that help you to remember things? What are they? How do they help your learning? |
| 5) Our school teaches you about learnabilities that help you to learn e.g. resilience, collaboration, effort and talk. What do you think are the most important attitudes that will make you a successful learner in the future? |
| 6) Think about a really good trip you have been on. What was it? How did it help with your learning? What other trips do you think would help you with your Geography learning? |
| 7) How do adults at our school help you with your emotions or behaviour or when you aren't feeling good (mental wellbeing)? |
| 8) If you could chose things to learn at our school, what would be your 3 wishes? |

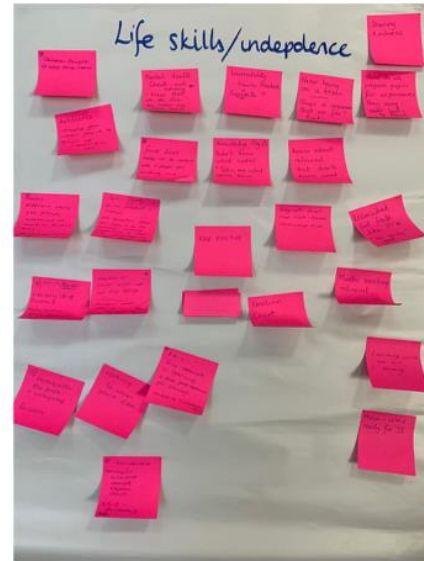
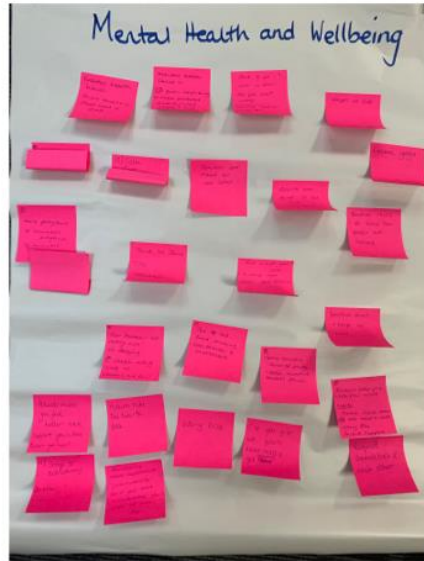
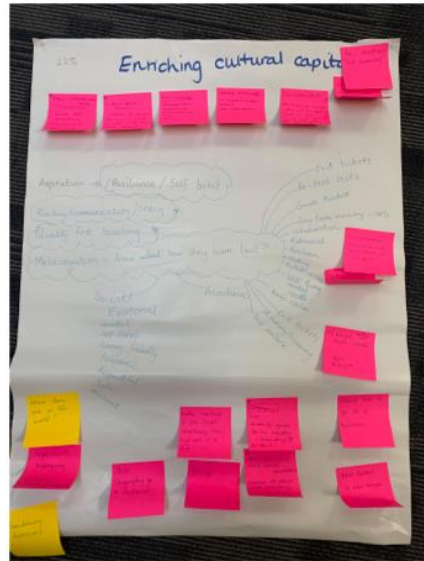
We asked...

Staff

- | |
|--|
| 1) What makes Crowle Primary a special place to work? |
| 2) What are the best aspects of our curriculum? |
| 3) Cultural capital is about what our children need to succeed and are not disadvantaged in later life. Thinking about this, what do you feel are the most important things for us to cover at Crowle? |
| 4) How do we best equip pupils to be secondary ready? |
| 5) Tell me your knowledge of how cognitive science helps pupils to learn? |
| 6) SUBJECT LEADERS ONLY – If you were given the time what would you do for your subject that would have the biggest impact? |
| 7) Our children live in Crowle and often have little experience of other places, cultures and religions. What visits should we promote as a way of broadening the children's cultural capital? |
| 8) The review of the curriculum has been high on our agenda. What three wishes do you have for your own CPD? |
| 9) If you had 3 wishes for every child, what would they be? |



Some of the things we found out...



⑦ Teachers help you with your mood.
charts
Teacher check these
⑧ Who need a chat
Worry Box -
Friend Support

Resilience -
most important
'Learnability'
you'll get there
eventually. You're
just not there
'yet'

9) The Children
They are good at
learning. They
can all do special
skills. They are
kind to each other.

Some of the
things we
found out...

would love to
go to a
museum.

Mixed
reflection on trips
(Y2)
Never done a
Geography trip

Enthusiastic
Subject
leaders.

Revisited our curriculum overview to see if we were meeting the needs of all our stakeholders (we continue to do this through our curriculum review).

What we did next...

Curriculum area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Novel Study	AARGH, Spider/Pig The Pug/Funnybones	Leaf man/ Meerkat Mail/Polar Express	The Little Red Train	Traditional Tales	The Day the Crayons quit/A Day in Paris	Traction Man
Geography	Where is best, North, South, East or West?				Fieldwork - Our town and a french town.	
History			Changes Beyond Living Memory and Significant Individuals - George Stephenson and the development of the railway from birth to modern day.			Significant individuals and Significant Historical events - The Queen and her family
Science	Animals inc Humans. Why are humans not like tigers?	Seasonal change. What can we see when we look out of the window?	Use of materials. Which material should the three little pigs have used to build their houses?		Plants. How can we grow our own salad?	Living things and their habitats. Focus on food chains.
	Seasonal changes. What can we see when we look out of the window?					
Online safety	Rapid fire quiz and People Online	Personal information	Perfect passwords	Fake profiles	Sharing selfies	Safe sharing and post rapid fire quiz
Computing	Computer Art	Programming	Presentation skills	Using the internet	Using and applying	Preparing for turtle
Art	Portraits	Andy Goldsworthy Collage		Printing (Wheels)		Take One Picture/ design a dress for the Queen
DT			DT- Creating vehicles (axels)	Food - salads (nutrition/ where food comes from)		
Music	Hey You	Rhythm in the way we walk/Banana Rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
PE	Boby management Locomotion	Dance	Gym - floor Outdoor - Object control	Gym - floor Outdoor - Object contro	Dance Athletics	Gym - flight Sending and receiving
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
RE	What did Jesus teach? Bible stories, kindness.	Christmas - Jesus as a gift from God	Passover	Easter - The Resurrection	The Covenant	How do Jews show their commitment to God?
British values	Democracy (School council) Jigsaw L2, 3, 5, 6	Mutual respect Jigsaw - all lessons	Individual liberty Jigsaw L4-6	Rule of Law Jigsaw 4, 5L	faiths and beliefs and Mutual Respect - Jigsaw L1,2, 3 and 5	
Visits and visitors	Transport museum - Streetlife Museum				Tesco - farm to fork	

Our curriculum overviews can be found in the curriculum section of our website.

Created our curriculum rationale.

What we did next...

Believe and you can achieve					
Core values	Resilience, respect, kindness, independence, high aspirations.				
Principles	<p>Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.</p> <p>Crowle Primary Academy curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.</p> <p>We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.</p> <p>We are an inclusive academy that is adaptive and responsive to individual need.</p>				
Behaviour values	Ready	Respectful	Safe		
British Values	Democracy We can have our say We will be listened to We will listen to others	Liberty We have the freedom to be ourselves and have our own choices.	Equality We are all equal and we treat each other fairly We are kind & considerate	Tolerance We accept and value people's differences	Law We abide by the laws of our country
Social & Emotional Drivers	Growth mindset – resilience, collaboration, effort	Healthy minds, healthy lives	Feeling safe	Self-esteem and aspirations	
Drivers for Cultural Capital	Reading Rich Vocabulary Rich	Social & Emotionally Rich	Quality First Teaching for all to impact on core Knowledge & Skills	Metacognitive strategies	
Curriculum Driver	A bespoke progress cycle of planned knowledge to be acquired and then develops the skills needed to explore this knowledge				

Our full rationale can be found in the curriculum section of our website.

Created curriculum progression documents.

What we did next...

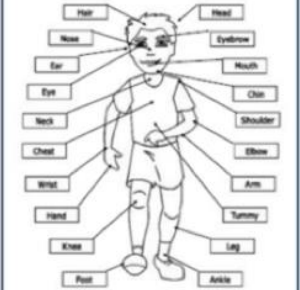
Phase	Cycle	Strand:	Key Skills
KS1	A	Dance	space, speed, direction, mood
	B	Dance	space, speed, direction, precision, speed, direction, levels, timing
KS2	A	Dance	space, speed, direction, levels, expression, precision, composition, linking, repeat, canon, timing
	B	Dance	Fluidity, continuous, tempo, interpretation, expression, timing, beat
UKS2	A	Dance	Fluidity, continuous, tempo, interpretation, expression, timing, beat
	B	Dance	expression, timing, beat

Phase	Cycle	Location	Key Knowledge	Key vocab	Key skills
KS1	A	What's it live where I live? (Crowle and the surrounding areas)	Our area Our County Cities in our county of Lincolnshire Countries in The United Kingdom Our climate is called Temperate Local Hills Local Rivers Local Landmarks Compass Points	City Town Village Hill River Valley England Northern Scotland Wales	Locate the key places (above) on a map and aerial photos Present information knowledgeably about the weather Use a compass and use directional language Make a map, using simple symbols
	B	Where is best, North, South, East or West?	Counties that border North Lincolnshire Capital Cities of the United Kingdom The 7 Continents The 5 Oceans Climate in the 4 regions of the UK Hot and Cold Places Highest Mountain in each UK country 3 longest rivers in England UK landmarks	Mountain River Ocean Country Country Capital Government Continent Equator England Northern Scotland Wales London Belfast Edinburgh Cardiff	Locate the key places (above) on a map and aerial photos of the UK Present information knowledgeably about the capital cities Use a compass and use directional language Make a map including landmarks, using simple symbols

Our curriculum overviews can be found in the curriculum section of our website.

What we did next...

Created our knowledge organisers.

Crowle primary Academy—Knowledge Organiser			
Science Focus	Animals Including Humans	Year 1	Term 1
What? (key knowledge)		What? (key vocabulary)	
Humans		Invertebrates	Animals with no back bone
Human beings	We are called humans We are from the family of animals called mammals	Fish	An animal with gills and fins that lives in water
Basic parts of the human body	Hair, head, ears, eyebrows, eyes, nose, mouth, chin, neck, shoulder, chest, elbow, arm, wrist, hand, tummy, knee, leg, ankle and foot	Amphibians	An animal which can live on land or in water
There are 5 basic human senses	Touch, taste, smell, sight and hearing	Reptiles	An animal which has dry, scaly skin and lays eggs on land
How do we touch?	We touch using our skin (usually our hands)	Birds	An animal with feathers, wings and a beak that is usually able to fly
How do we taste?	We taste by putting something in our mouth	Mammals	An animal that feeds its young with milk from the mother and has skin usually more or less covered with hair
How do we smell?	We smell by using our nose	Pet	A friendly animal trained to live with humans
How do we see?	We see by using our eyes	Diagrams and Symbols	
How do we hear?	We hear by using our ears		
Animals			
Six types of animals	Invertebrates, Fish, Amphibians, Reptiles, Birds, Mammals		
Some common invertebrates	Crab, jellyfish, worm		
Some common fish	Goldfish, cod, shark		
Some common amphibians	Frog, toad, newt		
Some common reptiles	Snake, crocodile, lizard		
Some common birds	Sparrow, chicken, owl		
Some common mammals	Human, dog, lion		
Animals that eat meat	Animals that eat other animals are called carnivores		
Animals that eat plants	Animals that eat plants are called herbivores		
Animals that eat meat and plants	Animals that eat both plants and other animals are called omnivores		
Some common carnivores	Lion, tiger, brown bear		
Some common herbivores	Cow, sheep, rabbit		
Some common omnivores	Human, pig, rat		



Our knowledge organisers can be found in the curriculum section of our website.

Did some more cognitive science training.

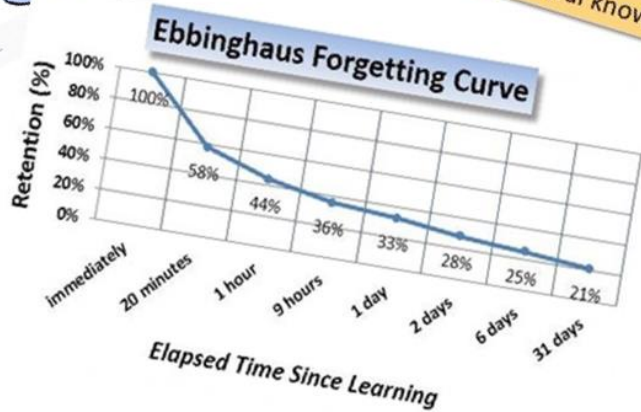
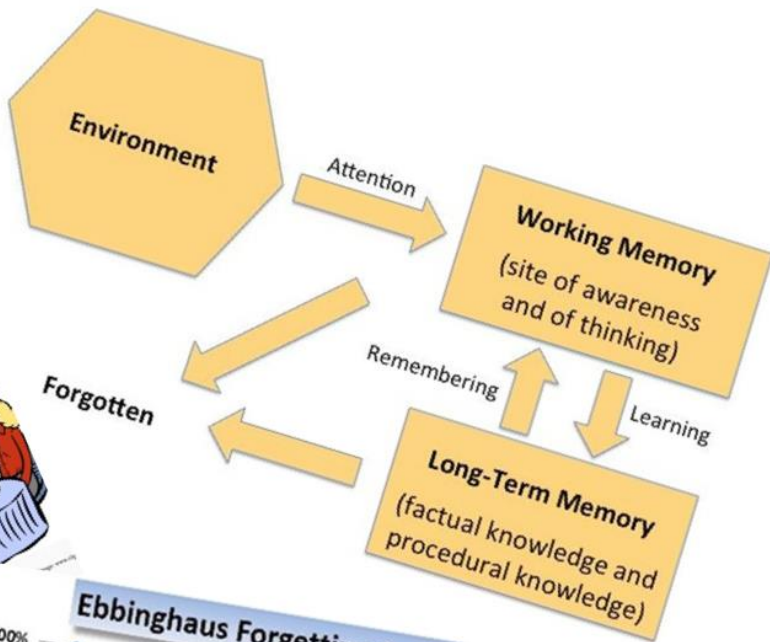
What we did next...

Organised as schemas

What are schemas? A framework or mental plan that helps organise and interpret information and deal with new experiences

Helps working memory Requires minimal mental effort to apply a schema
Allows information to be grouped into 'chunks'

Thinking, fast Thinking based on schemas is quick and effortless but more influenced by bias and misconceptions



Details of our approach to teaching and learning can be found in the curriculum section of our website.

A 3D rendering of a puzzle with one red piece standing out among many white pieces. The puzzle pieces are arranged in a grid, and the red piece is the only one of its color, making it a focal point. The lighting is soft, creating subtle shadows and highlights on the pieces.

Even better
curriculum planning

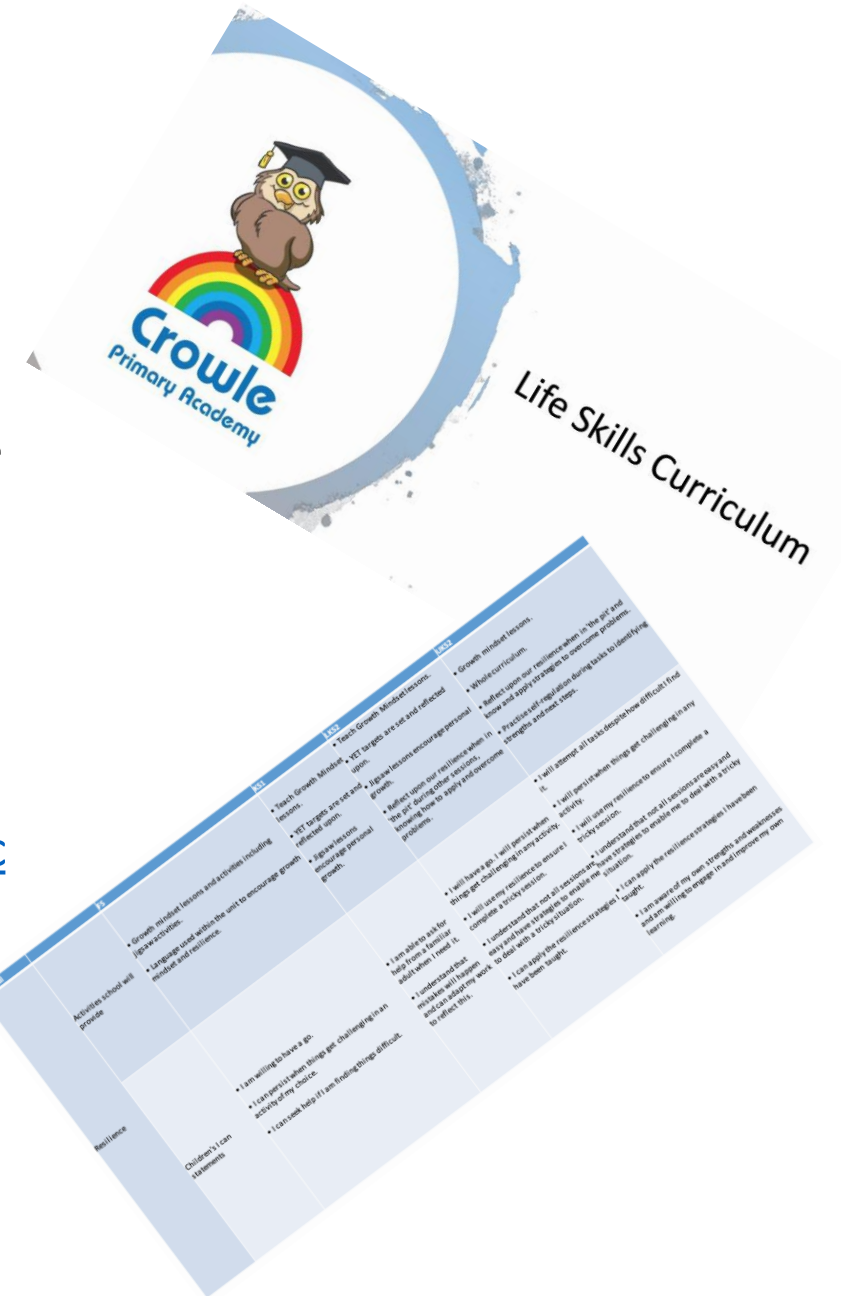


Life skills curriculum

We planned how to ensure that our children have got the life skills they need to be citizens of the future.

A full outline of our life skills curriculum can be found on our website.

<https://www.crowleprimaryschool.com/page/life-skills-curriculum/83500>



Trips and visits curriculum

We strategically planned the trips and visits we would provide to ensure that we are giving the best offer to our children.

A full outline of our trips and visits curriculum can be found on our website.

2023- 24 –
adapting to
the changing
needs of the
academy.

How can we ensure there is appropriate progression when we are delivering a mixed phase curriculum?

How can we start to adapt our curriculum to our changing numbers and the need for a pure year group curriculum?

We developed new curriculum plans showing the specific disciplinary and substantive knowledge that we were teaching. Plans specified how this would be progressive for mixed phase planning.

KS1- Our School			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>I know what an address is and what it is used for.</p> <p>I can explain some human and physical features found on our school grounds by using digital maps.</p> <p>I can identify what activities take place in different locations around school.</p> <p>I can explain what features I see on my way to school.</p> <p>I know the different ways that people travel to school.</p>	<p>Address</p> <p>Postcode</p> <p>Human feature</p> <p>Physical feature</p> <p>Map</p> <p>Key</p> <p>Route</p> <p>Feature</p> <p>Activities</p> <p>Location</p> <p>Journey</p> <p>Route</p> <p>Transport</p> <p>Symbol</p>	<p>I can label a map of our school.</p> <p>I can use a map to direct myself around our school.</p> <p>I can draw a map from memory of how I get to school.</p> <p>I can record how children in my class get to school.</p>	
		Skills	
		Year 1	Year 2
		<p>I can label a map of our school and identify and describe key features.</p> <p>I can use a map to direct myself around our school and recognise map symbols on the way.</p> <p>I can draw a map from memory of how I get to school and recall the route.</p> <p>I can record how children in my class get to school and identify popular transport.</p>	<p>I can label a map of our school and compare and contrast the features.</p> <p>I can use a map to direct myself around our school and recall map symbols on the way.</p> <p>I can draw a map from memory of how I get to school and describe the route.</p> <p>I can record how children in my class get to school and reason why some are more/less popular.</p>
Prior Learning- What should they already know?			
EYFS			
I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.			
LKS2- UK Cities and Counties			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<p>Know the names of at least eight counties in England.</p> <p>Know the names of at least six cities in England.</p>	<p>City</p> <p>Town</p> <p>Village</p> <p>Features</p> <p>Locate</p> <p>County</p> <p>Boundary</p> <p>Journey</p> <p>Route</p> <p>Map</p> <p>Symbol</p>	<p>I can locate at least eight counties in England on a map.</p> <p>I can locate at least six cities in England on a map.</p> <p>I can use a map to plan a route from one city to another.</p>	
		Skills	
		Year 3	Year 4
		<p>I can locate at least eight counties in England on a map and identify where they are.</p> <p>I can locate at least six cities in England on a map and identify where they are.</p> <p>I can use a map to plan a route from one city to another and describe the route.</p>	<p>I can locate at least eight counties in England on a map and explain where they are.</p> <p>I can locate at least six cities in England on a map and explain where they are.</p> <p>I can use a map to plan a route from one city to another and explain why it is the best route to take.</p>
Prior Learning- What should they already know?			
KS1			
<p>Know the four countries that make up the UK.</p> <p>Know the name and locate the capital cities of the UK.</p>			

We put in place a plan of action to move to pure year group curriculum planning.

	Scheme	2023-24	2024-25 KS1 mixed, KS2 pure	2025-26 (O) KS1 mixed, KS2 pure	2026-27 All pure classes
Maths	White rose	Year group specific	pure		
Reading	School planned and Launchpad	Mixed phase planning	pure		
Writing	Write stuff/ rainbow grammar/ RWI	Mixed phase planning	pure		
Science	School scheme	Mixed phase planning	Mixed. Cycle A	KS1 Mixed. Cycle B	KS1 Pure Year 1 new to science Year 2 will have done cycle B
PE	Get set 4 PE	Mixed phase planning	Pure (KS2 only)	KS1 Mixed. Cycle B	KS1 Pure Year 1 new to science Year 2 will have done cycle B
RE	Discovery RE	Mixed phase planning	mixed		
History	School scheme	Mixed phase planning	mixed		
Geography	School scheme	Mixed phase planning	mixed		
IT	School and trust scheme/ Purple mash	Mixed phase planning	Pure (KS2 only)	KS1 Mixed. Cycle B	KS1 Pure Year 1 new to science Year 2 will have done cycle B
PSHE	Jigsaw	Mixed phase planning	mixed		
Music	Sing Up	Mixed phase planning	Pure (KS2 only)	KS1 Mixed. Cycle B	KS1 Pure Year 1 new to science Year 2 will have done cycle B
Art	Access art	Mixed phase planning	Pure		
DT	School scheme	Mixed phase planning	mixed		
MFL	School scheme		Pure (KS2 only)		

What's next?

- Continue to review our curriculum using all available research to ensure we are delivering the very best curriculum to our children.