

Carr Mill Primary School



Our Carr Mill Curriculum
Offer

Introduction

Our Curriculum has been designed by Carr Mill Primary School to provide a bespoke, unique, and exciting learning experiences which, through building pedagogy and 'knowledge-rich' approach, with a range of opportunities to inspire them in readiness for the future and have high aspirations. Within this broad and balanced approach, we place an important emphasis on promoting wellbeing and health, with reading as the 'beating heart' of everything that we do in order for the children to excel in life. We aim for our pupils to develop into resilient learners with the skills to prepare them for the next stage in their education and life.



Our 'knowledge-engaged' approach to subject disciplines, provides opportunities to build upon both knowledge and skills and ensuring that disciplinary and substantive knowledge complement each other harmoniously. Subjects are discretely taught, and some are blocked and some focused upon over periods of time to ensure adequate time is dedicated to high quality teaching and learning in these subjects. The EYFS Statutory Framework and National Curriculum were used as a basis and enhanced by carefully selected pedagogical research. We have focused upon progressively developing pupils' knowledge, skills, and key vocabulary in each subject area, with a robust system for retrieval practice embedded within all subjects to ensure learning 'sticks' and stays in the long-term memory. Our curriculum is 'three-dimensional' with horizontal and vertical links across year groups and subjects.

All subjects are underpinned by our five POWER Principles, which are instilled in everything that we do. Along with our whole school values: Be Ready, Be Respect and Be Safe that encompass our ethos of #teamcarrmill.

Our School Vision

#teamcarmill

#strongertogether

Through our vision, we serve our community by providing an inclusive, happy, secure, and caring environment where all are valued and respected. We value the uniqueness of the individual and recognise the diversity and range of contributions that each child can make. We provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills, they require to become successful and work together as part of a team in partnership with our community, our families, our staff, and our children.

Intent

The purpose of our Curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. It is designed to show our children that our ambitious curriculum will offer them rewards for the future in terms of their opportunities and aspirations. As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning. Where required, our curriculum is differentiated to ensure that all learners have access to the broad and balanced curriculum they are entitled to.

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



Pedagogy

Through the Pedagogy curriculum principle, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted is crafted by our subject leaders to ensure that all pupils achieve secure substantive and disciplinary knowledge in all subjects. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond. We review and research pedagogy and adapt our teaching to ensure that our children know more and remember more.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. We provide tangible role models to raise our pupils' aspirations to inspire them to work even harder to be the best that they can be. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future. We work hard to ensure that our children are not only given a wide range of opportunities they would not have access to but also that our curriculum supports this and gives them an appreciation of human creativity and achievement - what is possible and more importantly what is possible for them.

Wellbeing

At Carr Mill, we understand that happiness is linked to personal growth, health, and development. We ensure our children are happy, healthy individuals. With 'wellbeing' as a curriculum principle, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and provide many opportunities for them across their time in school to focus on their personal wellbeing and develop their mental health.

Excellence

Through the 'excellence' curriculum principle, we promote the following learning behaviours: We encourage our children at Carr Mill to be risk-takers, to reason and solve problems, to comprehend and apply, to analyse and evaluate. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve and excel, not only with us, but also in their future lives as adults.

Resilience

Through the 'resilience' curriculum principle, we promote optimism and determination as a learning behaviour. At Carr Mill, we know that the pupils who develop the skills of resilience and perseverance will make good progress and be successful. Consequently, instilling all our pupils with a resilient attitude to learning has become a key priority for us.

English



Our 5

POWER

Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our English curriculum:

Pedagogy

English texts are linked to the wider curriculum

Developing children's schema across subjects

Clear end points in English from NC and EYFS framework

Cyclical curriculum so children revisit and consolidate objectives in both reading and writing

Reading and writing support each other

Opportunities

Author, poet and illustrator visits

Themed days and trips

Ample opportunities to become articulate speakers, readers and writers

'Reading opens doors' - our English Page turners/ 15 core books/ offers a range of opportunities through the power of reading

Wellbeing

English curriculum content - quality texts pertaining wellbeing

Parent partnership - encourages 1:1 reading at home through training videos

Creating a Love of reading including allocated time for free reading and teacher reading to class from EYFS - Y6

SMSC, British and Paths mapped out and promoted in well chosen texts

Excellence

Writing a range of genres considering audience and purpose

Every child is a reader - despite their barriers or background

Resilience

High expectations in all areas of English

Next step marking and feedback approach

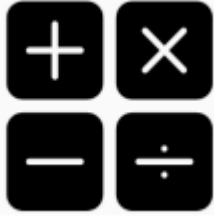
Stamina for writing

Revisiting areas



Maths

Our 5 POWER Principles



Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Maths curriculum:

Pedagogy

Knowledge is built on the key component parts of the Maths Curriculum

Knowledge is progressive, sequential and part of a schemata

Mastery approach to teaching: use of fluency, reasoning and problem solving

I see reasoning and higher order thinking questions

Use of mastering number to embed basic knowledge and understanding of number

Opportunities

We provide all children with mathematical experiences not just in maths lessons but in other lessons and events happening in school: STEM week/ Maths week

Link their learning in Maths to the possible careers they could have in the future.

Contextualise maths- this is why you need this in real life

Wellbeing

All our children are confident and happy mathematicians

Work is adapted to meet the needs of all learners allowing children to feel confident, building self-esteem

Success

Excellence

Fluency, Problem Solving and Reasoning embedded in our curriculum

Mastery Curriculum

Concrete, Pictorial and Abstract approach embedded

Resilience

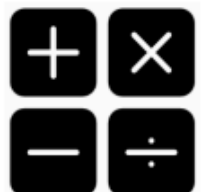
Every lesson has a 'focus on feedback'

Children are expected to access this in daily lessons and fix any misconceptions or challenge themselves further.

Small steps planned helps to build confidence and resilience

High expectations in all areas of Maths

NCTEM/NRICH problems that take time and sometimes are never solved



Science

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Science curriculum:

Pedagogy

Disciplinary knowledge - Working like a scientist using all elements of working scientifically

Key concepts and misconceptions challenged to promote thinking

Key knowledge revisited from Science LTP and KSP

Schema within and across STEM subjects

Opportunities

Study of key scientists / emphasis on women in STEM

Visitors with careers in Science to raise aspirations

Science Week /STEM week

Hi Impact workshops

Wellbeing

Healthy diet and healthy living

The importance of exercise

Lifecycles and reproduction

Promote personal development through awe and wonder and an appreciation of the natural world

Links with PSHE- Hygiene/ looking after yourself and your body- drugs/ smoking etc

Excellence

Having a secure understanding of subject disciplines: Biology, Chemistry &

Physics

Planning, recording and analysing data

Resilience

The Working Scientifically Cycle

Stages of scientific investigations

STEM Week



Religious Education (RE)



A Snapshot of how 5 POWER principles drive our RE curriculum:

Pedagogy

Disciplinary and substantive knowledge- learning from and learning through religion
Our RE Curriculum develops pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews.

Opportunities

Study of key people from the bible and other faiths
Visitors from our Churches and other faith communities
Visits to our Churches and other faith communities

Wellbeing

RE a contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.
Being yourself and believing in what you like- being kind to others and respecting others' beliefs

Excellence

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human
Learning from religion

Resilience

Our children learn about significant people from different faiths that have demonstrated resilience.



History



Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our History curriculum:

Pedagogy

To have a secure knowledge of the history strands including chronology, historical enquiry and knowledge and interpretation
Disciplinary and substantive knowledge - working like a Historian!
Developing an understanding of how we know about the past

Opportunities

Enrichment days: experiences, trips and visitors.

Local history study - aspiring to be like the great people of St Helens

Knowing about the importance of Britain in the wider world and the achievements of the people from Britain

Broadening knowledge of Britain and the wider world through studying significant places from the past: Chester/ London/ Egypt/ Ancient Maya etc

Wellbeing

Empathising with people from the past

Having a profound appreciation for what people in the past have done and how they have impacted modern day society

Learning from failures and successes of people from the past

Learning from the follies of mankind

Excellence

To have a secure understanding of history as a subject discipline.

To 'think like a historian' by interrogating sources and artefacts

Understand historical concepts: continuity and change, cause and consequence, similarity, difference and significance

Knowing that there are different interpretations of the past/ events in the past

Resilience

A selection of carefully chosen historical figures to promote resilience within the history curriculum including local significant people

Make connections, draw contrasts, analyse trends, frame historically valid questions

Knowing that you may never know truly what really happened



Art



Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Art curriculum:

Pedagogy

Equip our children with the knowledge and skills to experiment, invent and create their own works of art, craft and develop their knowledge further on how different artists, designer use these skills to create works of art.

Develop key disciplinary and substantive knowledge and provide opportunities for children to build upon previous skills and apply

Opportunities

Our children learn about the work of a great artists, craft makers, architects and designers.

There are regular opportunities to celebrate and display their art work through exhibitions, displays and competitions

Wellbeing

Our children know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art lessons create a sense of calm and mindfulness when creating art work

Excellence

Our Art curriculum challenges and inspires pupils to create their own work of art.

We challenge our children to think critically, observe and develop a secure

Understanding of art and design through our structure Inspire, Explore,

Create (skill), Evaluate

Resilience

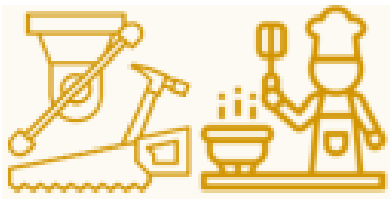
We encourage the children to refine their skills through work in sketch books.

Perseverance with skills they may find difficult

Learning about the struggles of some artists they are studying.



Design Technology DT



A Snapshot of how 5 POWER principles drive our **DT** curriculum:

Pedagogy

Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

Schema of knowledge - links with other curriculum subjects STEM

Opportunities

Enrichment days: experiences and visitors- Hi Impact

Real life design briefs and scenarios

Planning linked to careers in design

Wellbeing

All our children are confident and happy mathematicians

Work is adapted to meet the needs of all learners allowing children to feel confident, building self-esteem

Success

Excellence

To have a secure understanding of Design & Technology as a subject discipline.

To follow the design, make, evaluate process towards a final outcome/product

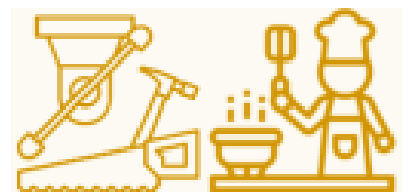
To work through the TASC wheel to ensure

Resilience

Using creativity and imagination, design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values

Challenges- who can make the strongest house/ Flood proof house and the safest bridge- perseverance required due to high failure rate.

Learning from mistakes- trial and error



Computing

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Computing curriculum:

Pedagogy

Strong STEM links to enhance schema

Core knowledge for 3 strands of Computing mapped and planned

Application of skills in other curriculum areas

Ongoing coding lessons

Real life information technology lessons- using what the children will be using in the real world

Opportunities

Equip children for the future workplace and as active participants in a digital world.

Teach them the fundamental skills for jobs which are yet to be invented!

Visitors during enhancement weeks so children are aware of the many opportunities for future careers in computing.

Wellbeing

E-Safety covered both in Computing lessons and PSHE

Technological citizens - giving them the skills to live in an ever-changing technological world

Understanding life in a social media world

Excellence

The core of our Computing curriculum is computer science.

Children are challenged in learning information and computation, how digital systems work through programming.

Resilience

Analyse problems in computational terms, writing computer programs to solve problems

Approach to teaching and learning with open ended tasks - i.e., debugging, decomposing and tinkering in programming



Foreign Languages – French



A Snapshot of how 5 POWER principles drive our **FL** curriculum:

Pedagogy

Our language build component knowledge of how other language are forms such as grammatical structures and patterns

Knowledge of other countries and cultures are taught in our language curriculum

Opportunities

Learning languages at Carr Mill provides our children with opportunities to communicate in a different way.

We believe that learning a different language opens up the world to our children and equips them with ability to study or work in other countries

We provide opportunities for our children to learn French

Wellbeing

Our high-quality languages education fosters our pupils' curiosity and deepen their understanding of the world.

Through our work on Global Citizenship, our children are exposed to learning about other languages and cultures

Excellence

Our language curriculum challenges our children to speak with increasing confidence, fluency and spontaneity.

It challenges them communicate through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Our language curriculum challenges our children to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learned.

Resilience

Children are equipped with skills to review, revise and practice the new skills and learn how to communicate in a different language.



Physical Education (PE)



Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our PE curriculum:

Pedagogy

Our PE curriculum enables our children to deepen their knowledge from other subjects such as science, maths, geography and computing.

Our children are taught the rules that govern the sports on our curriculum and are taught how to officiate their own games.

Opportunities

We have a full and varied sporting calendar that provides opportunities for our children to compete in sport and other activities.

Our children are given opportunities to lead in PE eg House Captains- sports day activities.

Wellbeing

Developing a healthy body and healthy mind is at the heart of our PE Curriculum.

Our PE curriculum supports the building character and help to embed values such as fairness and respect.

Excellence

Our high-quality PE lessons challenge our children to excel and succeed in competitive sports and other physically demanding activities.

Resilience

Our curriculum enables our children to redefine success and begin to understand that defeat is a setback we experience but can learn from.

We work with our children to help them explain or demonstrate helpful ways to manage emotional responses to difficulties, challenges or setbacks.

Team building through our KABs programme.



PSHE/RSHE

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our PSHE/RSHE curriculum:

Pedagogy

PSHE is embedded in every subject therefore knowledge always built upon Equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in their lives.

Paths and PSHE mapped out in terms of the building blocks and links in knowledge the children will learn over time.

RSHE objectives mapped and built up over time

Opportunities

A breadth of experiences: Crucial Crew, Junior Road Safety, B's Buddies, roles and responsibilities in school, debt aware, money matters, drugs and alcohol team, talking teeth etc
School Senior Leadership Team and Senior Students

Wellbeing

Developing our children holistically is a key priority for our school PSHE sessions contribute significantly to this.

Excellence

Children are taught the statutory guidance of drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

Children are challenged to explore issues that are affecting them personally.

PATHS model school

Resilience

Difficult discussion and topics develop resilience

Understanding emotions and strength of character to have the confidence to make decisions in life

PATHS lessons focus on building resilience from KS1



Geography

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Geography curriculum:

Pedagogy

Disciplinary and substantive knowledge- Thinking and learning like a Geographer!

Map skills are taught to automaticity

Variety of GIS to compare and experience

Understanding why a place is like it is due to its location in the world and what that means to its inhabitants

Explaining what you know

Opportunities

"Geography is learned through the soles of our feet" Field work is embedded in every phase

Speaking to friends around the globe

Learning about all the amazing differences in the world in terms of countries and what they are like- inspiring travelers

Wellbeing

Appreciating the big concepts of environmental impact, sustainable development, cultural awareness and cultural diversity

Appreciation of the world around them and feeling a sense of place

Feeling a sense of connectedness to their friends around the world

Global citizenship

Sustainability

Excellence

Having a secure understanding of Geography disciplines and the 4 strands of geography: locational knowledge, place knowledge, environmental, human and physical and map skills and fieldwork

Learning about the impact humans are having on the planet

Resilience

Collect, analyse and communicate with a range of data

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs etc

Work on problems and challenges such as suggesting reasons why things happen/solving problems such as plastic pollution



Music

Our 5 POWER Principles

Pedagogy



Opportunities



Wellbeing



Excellence



Resilience



A Snapshot of how 5 POWER principles drive our Music curriculum:

Pedagogy

Understand and explore the interrelated dimensions of music from different genres, eras and a range of composers and apply this knowledge to their own composition.

Opportunities

- Performances throughout their time at school
- Wider curriculum opportunities e.g. Young Voices/ Glee club/ Musical Theatre club/Rock Steady weekly singing assemblies
- Professional musicians deliver music sessions
- Enhancement weeks to inspire future careers in music- Philharmonic visit

Wellbeing

- Develop confidence
- Sense of togetherness - performing as a group- singing assemblies
- Curriculum opportunities i.e. friendship songs

Excellence

- Children are challenged to develop a critical engagement with music to listen and appraise music from different genres, eras and a range of composers
- Children are challenged to apply vocabulary to analyse music

Resilience

- To improvise and compose music independently
- Resilience in performances/composition



Implementation

As we are a mixed age class school, we deliver a curriculum on a 2-year cycle: Cycle A and Cycle B.

Progression in all subject areas has been managed in order to allow children to revisit key areas and extend their knowledge both vertically (year on year); horizontally (within a year- making key links across subjects) and diagonally (across subjects and years). Due to the cycle- progression has to happen in one year and cannot happen from one to the next. This is because you have to account for the fact that a child could do the cycles in any order.

In addition to this, progression also takes place from one phase to the next, EYFS, KSI, LKS2 and UKS2. All has been planned for and explicit progression planned for. Our end points are at the end of each 2 year cycle and built upon phase on phase from nursery to Y6.

In order to ensure the explicit knowledge our children are being taught and to ensure that subsequent and previous teachers know what has been/ will be taught, Knowledge and skills planners (KSPs) and detailed unit planners have been created to map out the substantive and disciplinary knowledge that we want our children to learn with each unit. This is underpinned by our progression documents in each subject showing how this will be built up over the time in school to specific end points.

The curriculum has been designed by everyone in our school. Subject leaders have had support from SLT and from teachers in order to create the bespoke curriculum our children need.

Subjects are taught and mapped meticulously in each cycle over the year. Care is taken to ensure timetabling and whole school curriculum mapping ensures that each subject has enough time to teach the substantive and disciplinary knowledge required for the unit but also that regular opportunities to support the retention into the long-term memory- including the managing of the use of the working memory within a lesson- will be given to ensure knowledge is 'sticky'.

We also look at opportunities to exploit and weave knowledge across subjects throughout one year to enable the children to revisit knowledge. One example of this is the 4 countries of the UK/ locality in KSI Geography. The children complete a unit on the local area around the school- where they also locate the school on the map of the UK. The following unit is a local history focus- where the children again revisit the local area around school in order to compare it to the past. The third link is then in science where they learn about seasonal changes- again they revisit the four countries of the UK and the local area when they create a weather report.

Our curriculum is fully supported by well organized and targeted CPD and resources. Here is an overview of this for each subject.

English:

RWI phonics programme
 Literacy Company/Write stuff Planning scheme
 Letter Join font subscription for handwriting
 Twinkl Spelling scheme
 Reading Plus online reading programme
 Oxford Owl Online reading programme
 Y2/Y6 writing moderation CPD
 Termly in house and network writing moderations
 Talk for writing CPD and resources
 Focus reading and writing planning
 Grammarsaurus online subscription
 Vocabulary and reading ninja cpd
 CGP workbooks

Maths:

White rose/ Power maths/ Classroom secrets resources
 Mastering Number programme
 Maths Readiness CPD programme- Sustaining Year
 Maths hub training- see maths CPD calendar
 Jigsaw maths programme
 Gareth Metcalfe- I see reasoning CPD and Resources
 CGP workbooks
 TT Rockstars/ Numbots
 White Rose- Train the tutor intervention
 SKTAM (Specialist knowledge training) Teachers/
 EYFS and LSA training

Music: Charanga Music scheme
 Wider opps Music SLA

Art: Art association online resource

Geography:

Geographical association membership
 Digimaps resources
 CGP Workbooks
 Collins maps
 World maps and globes
 Clive Davies- Focus Education CPD and resources
 David Weatherly CPD and resources

History:

Historical association membership
 Key stage History online membership
 CGP Workbooks
 Mr T does history online subscription/ CPD and resources
 Clive Davies- Focus Education CPD and resources
 David Weatherly CPD and resources

Science: STEM online
 Classroom secrets

RE: Lancashire online syllabus (Agreed by the LA)

DT:
 DT Association membership including planning
 TTS DT packs
 Hi Impact enhancement days

PSHE: Yasmin and Tom online resources
 Project Evolve Online safety resources
 PATHS programme

FL: Light bulb Languages resources

PE: Lancashire scheme
 J Newby Sport Coach
 Swimming CPD/ tutors

Impact

The impact of our curriculum is measured in many ways. Due to our well-focused and clear intent set out in our units of work for each subject and our KSP we can easily focus on what the pupils have learned.

We use B squared to measure progress of children who are on the SEND and cannot access the full curriculum at their level to ensure progress.

We carry out 3 assessment and data drops throughout the year to consolidate teacher assessment and measure progress. This includes national tests for Y2 and 6.

In all subject areas we review and revisit key knowledge in order to ensure children are knowing more and remembering more. Here are some examples of how we do this:

English- we teach all of the objectives set out in each half term- teachers then adapt this to their class in the subsequent terms to target areas the children are weaker with and consolidate others. This happens on a 2-year cycle, so learning is revisited. We do a reading test each term and a writing assessment half termly.

Maths- All aspects of maths are taught in each cycle. We carefully map out the objectives and concepts on a long-term planner. Children revisit these throughout. We complete a maths test each term.

Science/ Geography/ History/ RE/FL/PSHE

In these subjects we revisit key substantive knowledge throughout the unit at the start of each lesson through check its. Before a new unit starts, we use link it tasks to revisit learning from the previous unit through a spaced retrieval task. Summative data is provided as and when a unit is completed - this is once per subject per term- science may be half termly but not all the time.

Art/ DT/PE/Music- impact is measured through outcomes assessed against the key focus for that unit. Key substantive knowledge is checked again through link its and check its throughout the units. Summative judgements are made once per term for ART/DT/Music and half termly/ at the end of a unit for PE.