



Our CRC Curriculum



Creating a love of learning, Reaching our potential, Caring for each other.
Creu cariad at ddysgu, Rhaid cyrraedd ein nod, Cofio helpu ein gilydd.



Creating a Love of Learning

Crew Cariad at Ddysgu

CRC



Our pupils are at the heart of everything we seek to do here at Cwmrhydyceirw Primary School. We as a staff and school community believe that all of our pupils should have opportunities to shine during their time with us. With a diverse and exciting range of topics and many extra-curricular activities including netball, football, film club, choir, art, drama and gardening, there is something for everyone. We are always open to suggestions too!



Reaching our Potential

CRC

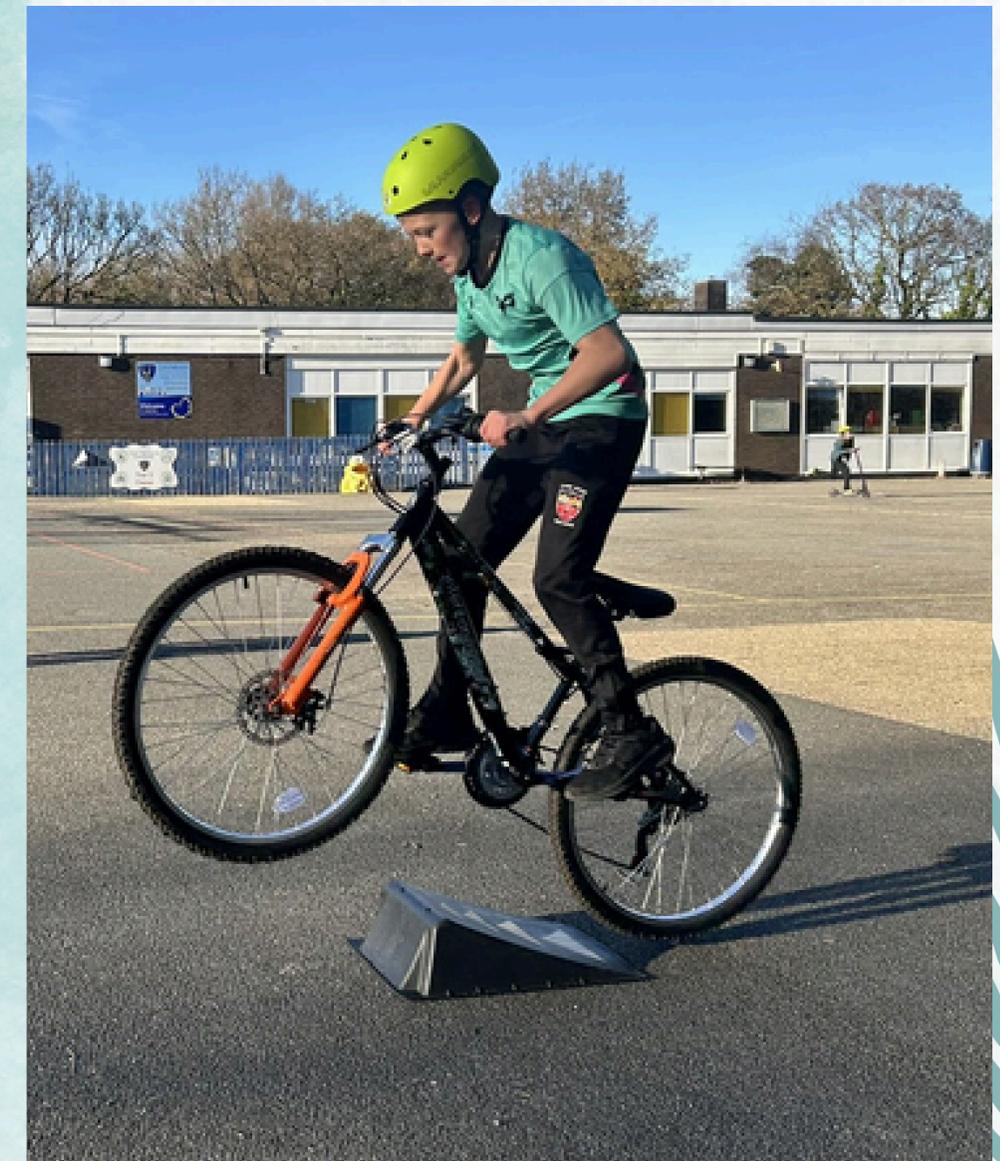


Rhaid cyrraedd ein nod

We plan our lessons and topics with each cohort's needs and interests in mind to give our pupils opportunities to reach their potential. Our assessment procedures are a cyclical model and are used to plan our next steps in each pupil's learning.

Helping our pupils to reach their potential requires a team effort. Class teachers work closely with their classroom assistants to evaluate the learning taking place in their classrooms on a daily basis. Each term, members of the school leadership team (SLT) meet with class teachers to discuss and plan the next steps in each classes' learning.

Our pupils play an important part in their own learning. They are regularly given feedback on their work and they understand the marking codes our staff use. We also complete Pupil-Teacher reviews each term and regularly work with parents to plan our curriculum to suit our pupils.



Caring for Each Other

CRC



Cofio Helpu ein Gilydd

The wellbeing of our pupils is important to us; our staff teach these skills in a progressive and empathetic way. Good emotional health is a key component in learning and our pupils learn skills at CRC that they can use throughout their lives such as how to check in with their emotions each day and how to form healthy relationships.

Our pupils regularly complete Pupils Attitudes to Self and School assessment (PASS) to support us in planning our Health and Wellbeing curriculum. We also offer Emotional Literacy Learning Support (ELSA) sessions and have staff trained as Trauma Informed Practitioners.



Our Curriculum Structure



There are six areas of learning and experience (AoLEs) which we use to base our lessons on:

Expressive Arts
Health and Wellbeing
Humanities
Language, Literacy and Communications Skills
Mathematics and Numeracy
Science and Technology

As part of our statutory obligations, our pupils will also learn about:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- local, national and international contexts
- developmentally appropriate relationships and sexual education.





What Matters Statements

The What Matters Statements are the core principles within each Area of Learning of the Welsh curriculum. We use these as the scaffolding for our curriculum design.

<p><u>H WM 1</u> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p>	<p><u>H WM 2</u> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p>	<p><u>H WM 3</u> Our natural world is diverse and dynamic, influenced by physical processes and human actions.</p>	<p><u>H WM 4</u> Human societies are complex and diverse, and shaped by human actions and beliefs.</p>	<p><u>H WM 5</u> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p>
<p><u>H & W WM 1</u> Developing physical health and well-being has lifelong benefits.</p>	<p><u>H & W WM 2</u> How we process and respond to our experiences affects our mental health and emotional well-being.</p>	<p><u>H & W WM 3</u> Our decision-making impacts on the quality of our lives and the lives of others.</p>	<p><u>H & W WM 4</u> How we engage with different social influences shapes who we are and our health and well-being.</p>	<p><u>H & W WM 5</u> Healthy relationships are fundamental to our sense of belonging and well-being.</p>
<p><u>LLC WM 1</u> Language connects us.</p>	<p><u>E.A WM 1</u> Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.</p>	<p><u>E.A WM 2</u> Responding and reflecting, both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.</p>	<p><u>E.A WM 3</u> Creative work combines knowledge and skills using the senses, inspiration and imagination.</p>	<p><u>M & N WM 1</u> The number system is used to represent and compare relationships between numbers and quantities.</p>
<p><u>LLC WM 2</u> Understanding language is key to understanding the world around us.</p>	<p>CRC'S Journey to Curriculum 2022 Statements of What Matters</p>			<p><u>M & N WM 2</u> Algebra uses symbol systems to express the structure of mathematical relationships</p>
<p><u>LLC WM 3</u> Expressing ourselves through languages is the key to communication.</p>	<p><u>S & T WM 1</u> Being curious and searching for answers is essential to understanding and predicting phenomena.</p>	<p><u>S & T WM 2</u> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p>	<p><u>S & T WM 3</u> The world around us is full of living things which depend on each other for survival.</p>	<p><u>M & N WM 3</u> Geometry focuses on relationships involving properties of shape, space and position, and measurement focuses on quantifying phenomena in the</p>

The Four Purposes



The four purposes are the shared vision and aspiration for every child and young person in Wales to be:

- Ambitious, capable learners (Anwen)
- Enterprising and creative contributors (Enfys)
- Ethical, informed citizens (Ethel)
- Healthy and confident individuals. (Hector)



We created summaries of these using child-friendly language so that our pupils could understand why they are important to us. The mascots were designed by our pupils and they were also given names. They can be seen all around our school. Anwen, Enfys, Ethel, and Hector are used by our staff and pupils as aspirational characters and are the foundations of our curriculum design.

The Four Purposes



Anwen The Ambitious Capable Learner

I enjoy challenges and try to be the best I can be.

I apply what I have learnt in lots of places and situations.

I ask questions and enjoy solving problems.

I can express myself clearly using both English and Welsh.

I can explain what I have learnt.

I use numbers in different situations.

I use number skills to understand and explain data.

I use digital technologies in different ways.

I find out about different things and think carefully about how to use the information.



Hector The Healthy Confident Individual

I have firm values and I am developing my own thoughts and beliefs.

I talk about things I believe in.

I respect myself and others.

I make and keep friends because I respect them.

I understand my own feelings and the feelings of others.

I understand that mistakes help me to learn and I don't give up.

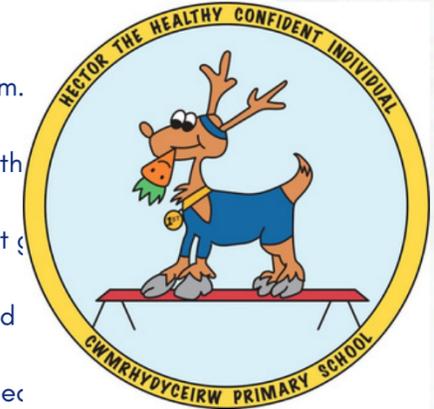
I know how to look for help on how to keep safe and healthy.

I think carefully about my choices before making a decision.
I perform in front of others.

I know how to be healthy and active, and I have a healthy diet.

I enjoy a challenge.

I try to be independent and do things for myself.



Enfys The Enterprising Creative Contributor

I can use what I know and what I can do to make new things.

I solve problems creatively.

I see an opportunity and jump at the chance.

I'm not afraid to take risks.

I can work well as part of a team.

I can express my ideas and feelings in different ways.

I have the confidence to perform.

I use my energy and skills to help others.



Ethel The Ethical Informed Citizen

I can find out about things and form my own opinion.

What is happening in the world today matters to me.

I understand everyone has rights and responsibilities.

I understand that my actions and behaviour can affect others.

I know about different people and places from the past and the future.

I believe that we are all equal and unique.

I love my planet and I want to look after it.



Our Topics

These are our current topics. The topics planned in each year group have been carefully considered to complement and align with the learning in other year groups. We ensure that key learning is recalled and extended in the subsequent years.



	Year group	Autumn	Spring	Summer
Progression Step 1	Nursery	Marvellous Me Funky Feelings	Everyday Heroes Enchanted Woods	Round and Round the Garden Far, far away
	Reception	It's Party Time! Down on the Farm	Sensory Detectives Tying the Knot	Shiver me Timbers Roar and Explore
Progression Step 2	Year 1	Castles, Knights and Dragons Fizz! Bang! Pop!	Wild Weather Let's Explore!	Lights, Camera, Action! Nature Detectives
	Year 2	Super Me!	Time Machine	Wild World
	Year 3	Mysteries of the Amazon	On our Doorstep Communities and Conflict	Blue Planet
Progression Step 3	Year 4	Project Noah's Ark	Chop and Change	Rooftoppers
	Year 5	War, Peace and Justice	The Wonders of Africa	This is me!0
	Year 6	They Made a Difference You've Been Hired!	Coal, Cenefin, Cymru	Scream Machine We Made a Difference



Community & Cynefin



We aim to design a curriculum that is bespoke to our CRC learners in Cwmrhydyceirw. We have worked closely with members of the local community to find out about our local history. Each year group works on different aspects of cynefin within their topics. Our pupils from years 4,5 and 6 have recently started a monthly community cafe. Look at our X page for more information.



Exploring our community is an important part of our curriculum. Our pupils are often seen around our local area. Our year 1 explorers learn how to read local maps on their adventures and our year 3 use sources to find out where past pupils lived in 1923. Our Reception pupils enjoy taking part in a mock wedding in St David's Church each year.



We regularly maintain contact with our local neighbours in Ael y Bryn Care Home and many classes visit them during the academic year. Our older pupils regularly perform in Morrision Tabernacle and our senior choir also visits Ty Olwen Hospice to sing Christmas carols each year. We have also worked closely with other primary schools in Morrision and Morrision Comprehensive School to agree on the skills and experiences that should be planned for during their childhoods.

Our topics also consider Wales in relation to other countries and different time periods. Our Year 5 pupils find out about how the Blitz impacted on local Swansea people during WWII and our Year 6 pupils find out about how the coal industry changed the lives of the people of Swansea and Wales.



Pupil Voice



We greatly value the views and ideas of our pupils and have regular pupil voice planning meetings in our classes throughout the year. Pupil voice ideas are celebrated in every class with our 'You Said it! We Did it!' classroom displays. We also have several pupil voice groups including: our Rights Respecting School Council, Eco Committee, Criw Cymraeg, Digital Whizzkids and our newly formed school newspaper group (based on an idea from our current year 6 pupils). Our pupils choose representatives from their classes to share their ideas and views about all school matters.



To complement our curriculum work in classes, our enrichment sessions continue to be based on the ideas of the pupils. In the last academic year, the pupils thoroughly enjoyed learning circus skills with Organised Chaos. This year, we used pupil questionnaires to evaluate the success of our enrichment programmes and as a result of their views, we have extended the length of the sessions and added different sporting activities including Judo and visiting Llandarcy Academy of Sport.

Our CRC Network



Our Governing Body

Our team of governors advise, support and help us to plan ways we can improve our school further. They have recently worked with our AoLE leads to evaluate each area of learning and have supported us to consider the next steps in our curriculum design. Members of our governing body have also taken part in learning walks throughout our school. They are provided with termly updates on our curriculum and School Development Plan (SDP) in our governing body meetings.

School Improvement Advisor and Self-Evaluation Days

Our School Improvement Advisor visits our school each term to discuss our SDP and advise on our ongoing actions. A group of experienced headteachers also visit our school each year to observe lessons, look at books and speak to our pupils about learning at CRC to help us evaluate our next steps as a learning community.



Home School Association

Our school Home School Association (HSA) comprises of a group of dedicated parents and staff focussed on raising funds for our school. During this academic year, they have organised discos, raffles, competitions and fun days raising over £1500! New members are always welcome!



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