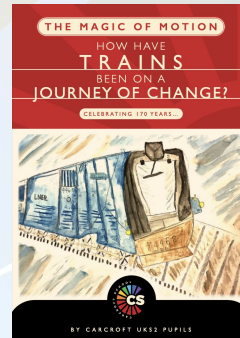
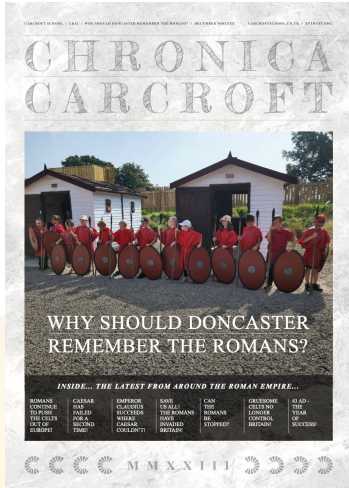




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# Curriculum at Carcroft School

## Expeditionary Learning



# Intent:



## EYFS Curriculum design and purpose

Our EYFS expeditions are mapped out and designed using the [F1 Checkpoints](#) and [F2 Checkpoints](#). These have been created and moderated by the Trust EYFS staff team in order to ensure expeditions are meeting the needs and expectations of our early years pupils. Our expeditions are progressive throughout the year and build on skills and knowledge needed to meet the ELG by the end of F2. Our expeditions are also progressive between nursery and reception to cover the skills and knowledge needed within each stage of foundation.

For each expedition, staff have extracted appropriate vocabulary from core texts which link to each case study. This is differentiated into Tier 1 (everyday language), Tier 2 (uncommon everyday language) and Tier 3 (subject specific language) and is taught through expedition lessons and consolidated in provision.

We develop our curriculum so that learning is relevant, purposeful and authentic. This manifests into a number of key seams that we use as a focus for realising our design principles through our curriculum, consistent with KS1 and KS2:

- **Protecting Our Planet**
- **Standing for Social Justice**
- **Cultivating Diversity and Belonging**



# Intent:



## KS1 and KS2 Curriculum design and purpose

Our curriculum design exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to be successful in life. The expeditionary curriculum at Carcroft is three dimensional whereby pupils achieve **academic success** enhanced through **character growth** and is expressed through the **beautiful work** they produce to promote agency, activism and leadership. At XP we build our **community** through: **Activism, Leadership, Equity** sharing our **stories** as we go. The National Curriculum was used as a baseline to then enhance and create quality learning standards across KS1 and KS2. We develop our curriculum so that learning is relevant, purposeful and authentic. This manifests into a number of key seams that we use as a focus for realising our design principles through our curriculum.

- **Protecting Our Planet**
- **Standing for Social Justice**
- **Cultivating**

**Diversity**

**and**

**Belonging**

By following these seams, we are supporting our pupils to be resilient, confident and kind individuals who care about the world they live in, and because of this, want to make a positive contribution to their local community and wider society.



# Implementation:



**Crew is at the heart of our curriculum, working collaboratively to be the best versions of ourselves.**

Each individual standard has been mapped into expeditions across the two year cycle. The two year expeditionary cycle includes six expeditions for each phase: KS1, LKS2 and UKS2. EYFS map their 'EYFS check points' across six expeditions to ensure pupils are gaining a broad and balanced experience of EYFS . Across the six expeditions, pupils engage with each standard at least twice during their time at Carcroft School and this is monitored through our Curriculum Standards Map. Our [Curriculum Standards Map](#) ensures that our curriculum is standards driven, leaving no standard untaught. Standards are taught during Expeditions and also during our Crew sessions. During the two year cycle, pupils will engage in 'knowledge recall' tasks to revisit prior learning in order to support long term learning memory. Alongside our foundation subjects, Reading and Writing is at the heart of every Expedition, ensuring that pupils have the opportunity to practice fluency of reading across their learning day, improving their vocabulary bank and applying their writing skills into the foundation subjects.

Each expedition consists of:

- Hook Week: This is to engage the pupils in their expedition, building curiosity and excitement for their future learning
- Three case studies: These are all subject specific
- Final product: Each product has lasting legacy within our community

Once the expedition is finalised, staff assess the standards from each case study and then map into their schedule where standards need to be consolidated and form part of our sticky knowledge recall. Leaders then use the Standards Map and triangulate this data through book looks and pupil voice.



# Implementation:

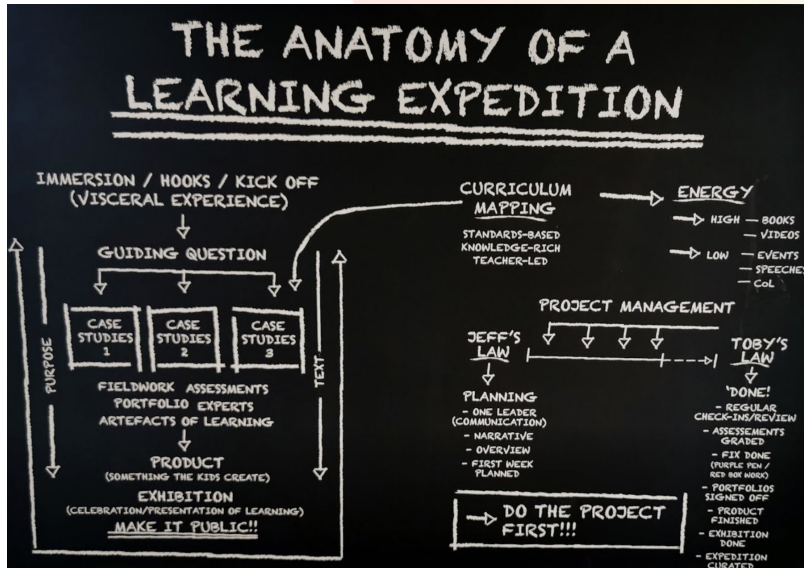


Learning is pitched based on pre-learning assessments which are completed for each case study for every expedition known as 'Blast Off'. The Blast Offs are completed by pupils independently prior to staff planning days in order for staff to capture current knowledge and skill set before beginning each case study. Pupils Blast Off tasks are then assessed to create an understanding of where to pitch learning and challenge pupils. Based on assessment, the subsequent learning within each case study is then planned to challenge the more able through 'Green' challenges and has further support for the SEND pupils .

During pupils Expeditionary learning journey, our school policy of 'Work Hard, Get Smart, Be Kind' is evident throughout. Children work hard together to create final products at the end of their learning which showcases their expeditions beautifully. Because pupil work is relevant, purposeful and authentic, this encourages them to craft their best work and grow their character. Our approach encourages the development of socially responsible citizens who care about each other and understand their agency for positive change in the world. Our curriculum is designed to have a positive and enduring impact, resulting in them producing a high-quality product or presenting their learning to a public audience.



- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.



	Cycle One			Cycle Two		
	Autumn	Spring	Summer	Autumn	Spring	Summer
EVFS	Marvellous Me: How do we celebrate our similarities and differences together?	See how things grow: How do things grow and change?	Once upon a time: Who is hiding in the pages of this book?	Caring for Bears: How do we care for bears?	We're on the move: Would you travel by wheels, wings or other things?	Early Years Explorers: What happens when the sea meets the shore?
KS1	Not All Heroes wear capes: What will I do to be a hero in our community? Art History Music	The Blue Planet: How will what I do today impact the world tomorrow? Geography Science Art	Diverse Doncaster: Where do I belong? Geography History Art	Rags to Riches: What lies within the castle walls? History Science DT	Ready, steady, grow! How can I be the healthiest version of me? Music Science DT	North, East, South, West: Where could my journey take me? History Geography Art
LKS2	Romans: How inventive were the Romans and what did they do for Doncaster? History Science Geography	What a wonderful world: How can we protect our beautiful planet? Geography Science Music	What is the cost of a bar of chocolate? History DT Science	Let's not forget: Why is it important to share stories about WW2? History Art History	What makes you human? Science Science Geography	Disaster Zone: What is happening beneath our feet? Geography Science Geography
UKS2	Why should we help our planet survive? Geography Science DT	How have trains been on a journey of change? Science History Art	How can a healthy lifestyle impact your body and mind? History Science DT	Out of this world: How does movement affect our world? Science Science Computing	Photos that changed the world: how can one moment influence our future? Science History Art	At the coalface: How has the mining industry shaped Doncaster? History Geography Music

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

# Hook Week

Exploring Artists and their work.

Hook Week is used for a range of purposes. We use the first week of every new expedition to engage the children into the subjects they are going to be learning about during their expedition. Hook weeks are also used as an opportunity to consolidate any previous learning ready for new learning to take place and to gather data around baselines of knowledge, skills and understanding of where the pupils are currently working at.



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Using class texts to make links to the real world.



# Hook Week

Consolidating previous geographical knowledge



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Engaging activities to immerse pupils.

Using the community for clues that link to our guiding question

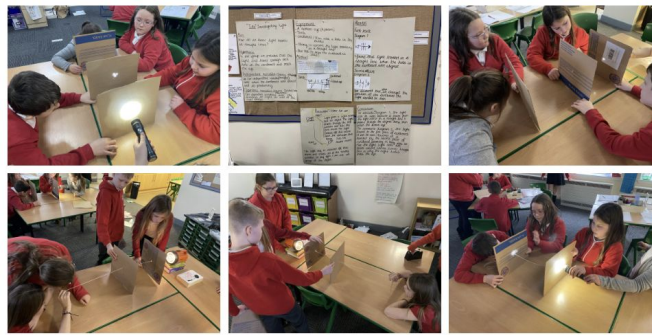




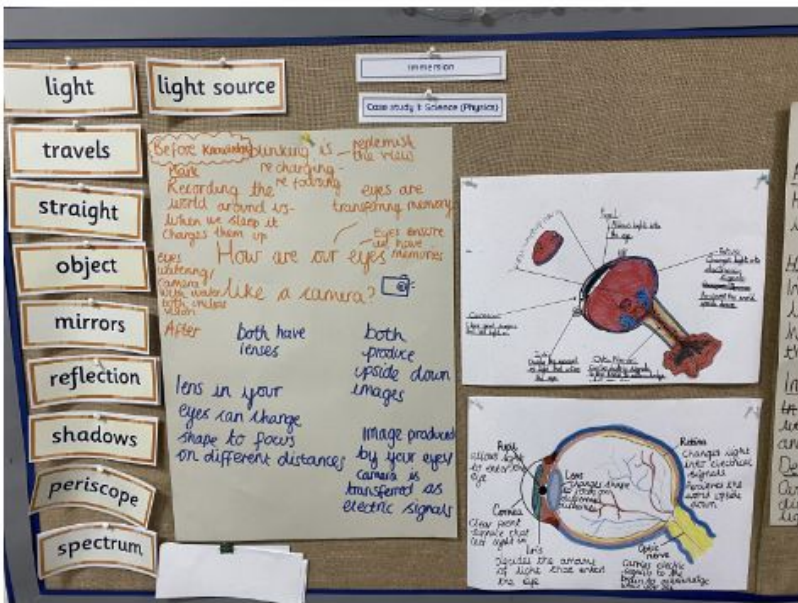
# Hook Week

Experiments

Gathering facts and subject specific vocabulary to build our class anchor charts - supporting long term memory.



Real life experiences to build on life skills.



# Hook Week

Engaging activities to immerse pupils.

Mini experiments.



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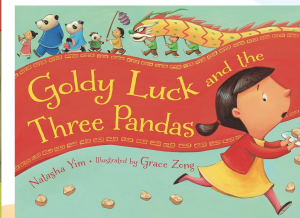
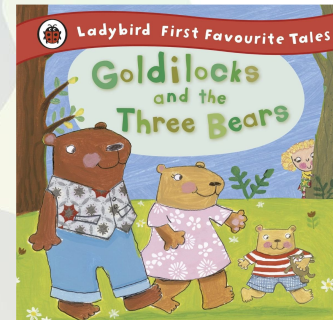
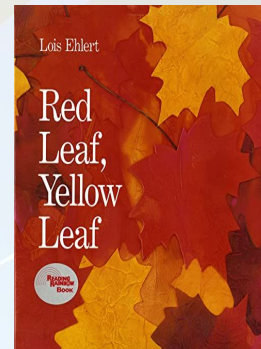
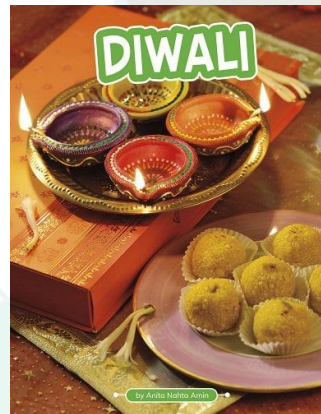
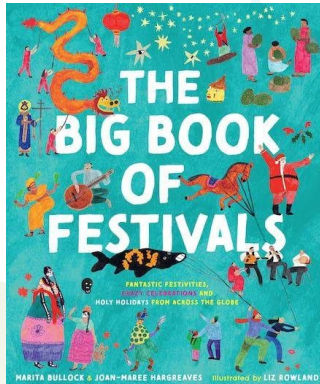
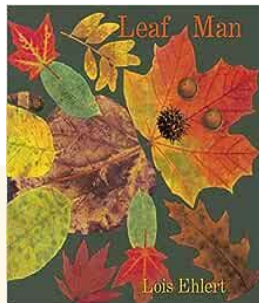
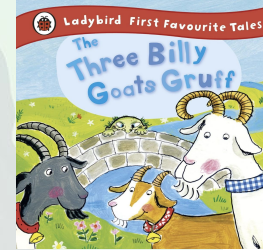
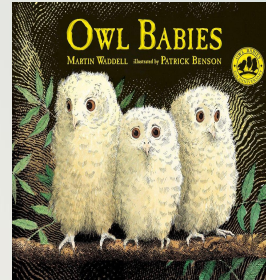
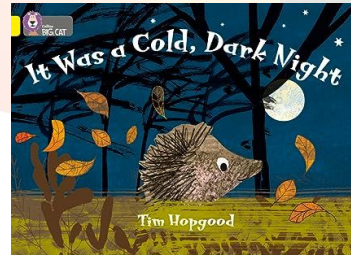
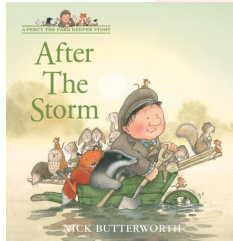
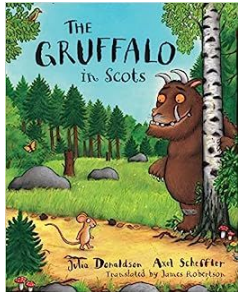
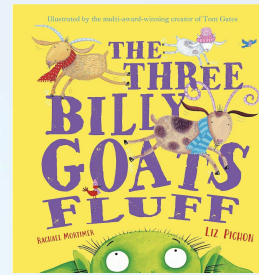
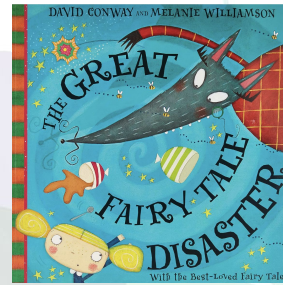
Inviting  
parents in to  
get involved  
with learning.



# Quality Texts

## EYFS

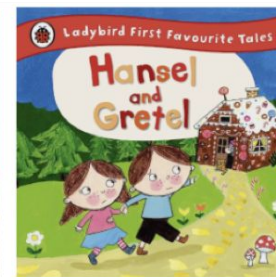
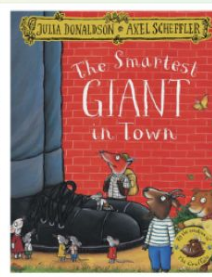
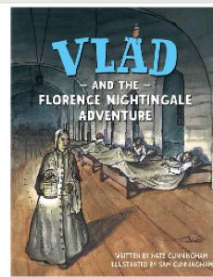
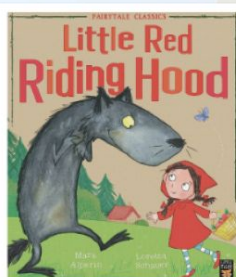
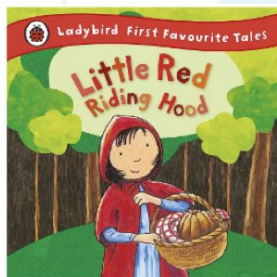
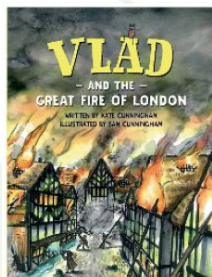
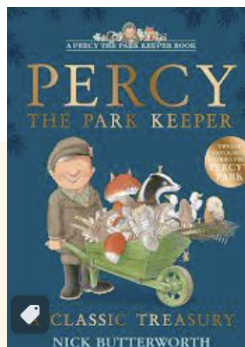
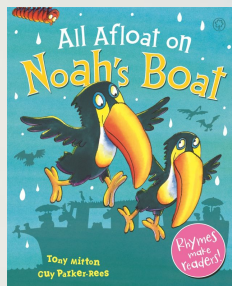
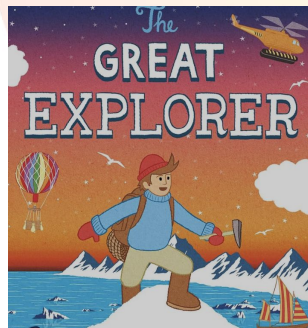
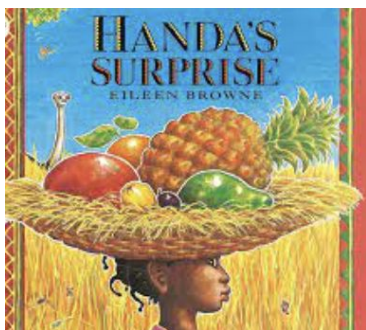
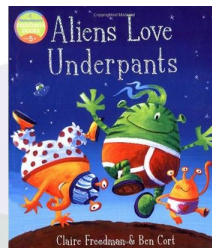
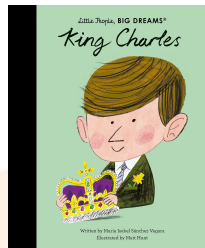
- Reading is prioritised to allow pupils to access the full curriculum offer.



# Quality Texts

KS1

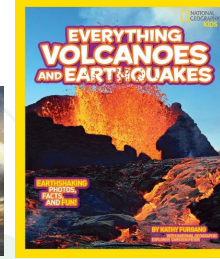
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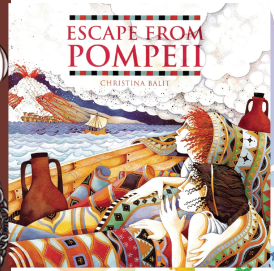
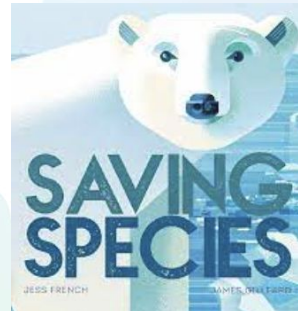
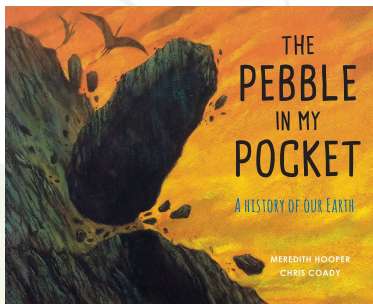
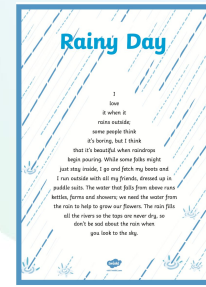
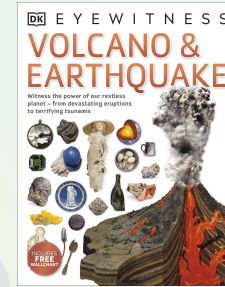
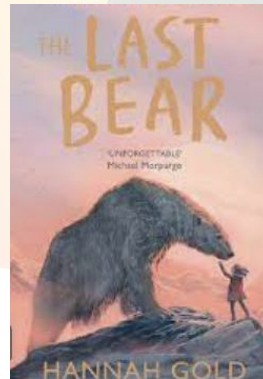
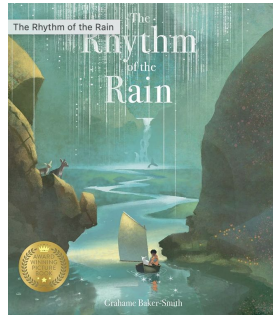
# Quality Texts

LKS2

- Reading is prioritised to allow pupils to access the full curriculum offer.

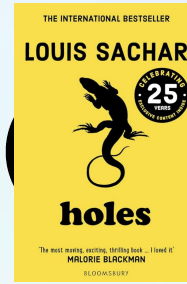
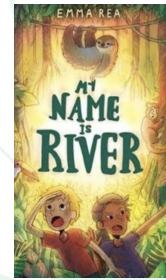
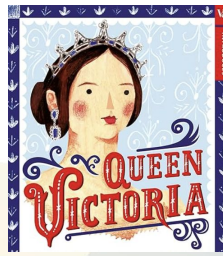


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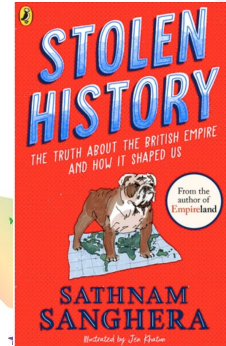
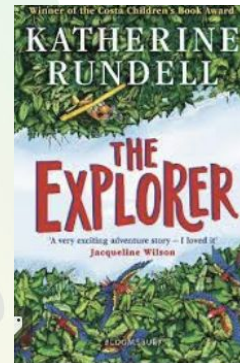
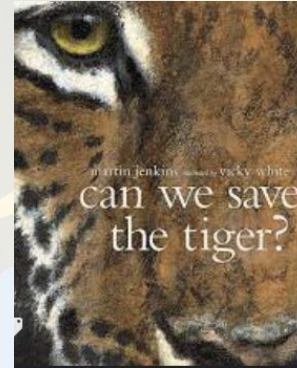
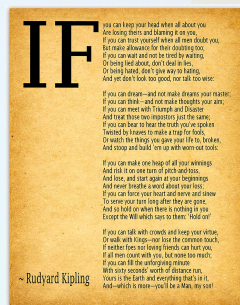
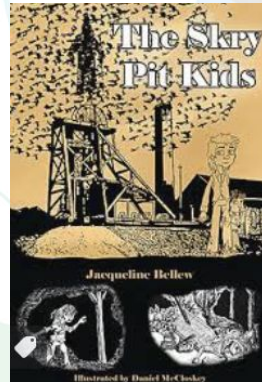
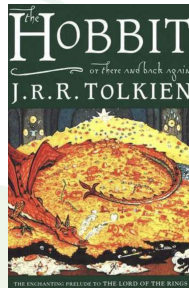
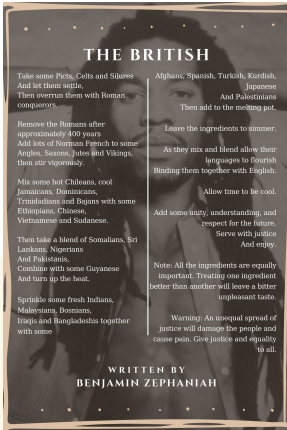
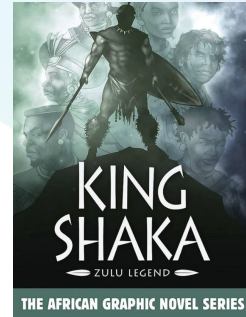
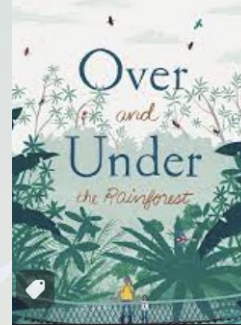
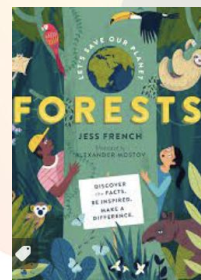
# Quality Texts

UKS2



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- Reading is prioritised to allow pupils to access the full curriculum offer.




# Case Studies

## Blast Off!

Each case study begins with a pre assessment task to identify starting points of all learners.



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**BLAST OFF!** 

**Guiding question:** How does movement affect our world?  
**Product:** The learning expedition culminated when we hosted an education expo at school to share our learning journey with parents and the local community.

**Case Study 1: Science (Physics)**

1.

Two examples of spherical bodies in space	One example of a non-spherical body in space
1. _____	1. _____
2. _____	

The force that makes them spherical is \_\_\_\_\_ because \_\_\_\_\_

2. Write the definitions of these keywords.


Rotation  
\_\_\_\_\_

Revolution  
\_\_\_\_\_

3. How do all planets move in relation to the Sun?  
\_\_\_\_\_

4. Can you explain why we have daytime and night-time?  
\_\_\_\_\_


**Key Vocabulary:** Earth, Sun, light, day time, night-time, spins, axis, reflects

**BLAST OFF!** 

**Expedition:** Serious about sugar, passionate about people  
**Guiding question:** Why is the history of sugar not so sweet?  
**Product:** Personalised jar of homemade sweets


**Case Study 1: History**  
**What is slavery?**

Give a similarity or difference for the following sources



Discuss the experience of a man, woman or child during slavery  
\_\_\_\_\_

How has slavery changed over time?




Place these dates in chronological order in the timeline.

1807 England makes the slave trade illegal.	1562 Sir John Hawkins completes the first slaving expedition for the English.	1672 Britain are granted the chance to take slaves from Africa to America.	1772 A British judge made a rule saying that slaves could not be forced away from England.

**Blast off self assessment:**

I don't understand at all yet.	I am not completely sure yet.	I understand the learning.	I would be very confident explaining this to others.
--------------------------------	-------------------------------	----------------------------	--

**BLAST OFF!**  Year 4


**Expedition:** The Power of Life  
**Guiding question:** What fuels us?  
**Product:** Science fair and presentation of learning

**Case Study 1: Physics**

List 2 appliances that run on electricity

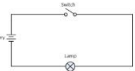
- \_\_\_\_\_
- \_\_\_\_\_

Circle the symbol below that shows a bulb.



Draw the symbol that shows a cell.

Is the circuit a complete or incomplete circuit?



How do you know?  
\_\_\_\_\_

If a switch is open what will happen to the bulb in a circuit?  
\_\_\_\_\_

What are conductors and insulators?

Conductor: \_\_\_\_\_  
Insulator: \_\_\_\_\_

Give 2 examples of conductors and insulators.

Conductor: \_\_\_\_\_  
Insulator: \_\_\_\_\_

**Blast off self assessment:**

I don't understand at all yet.	I am not completely sure yet.	I understand the learning.	I would be very confident explaining this to others.
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## Touch Down!

Once pupils have finished the case study, they then complete a touchdown to assess their understanding.



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# SCIENCE





# Case Studies

Each Expedition has three case study subjects...

History Geography Science  
Art Design & Technology



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Science

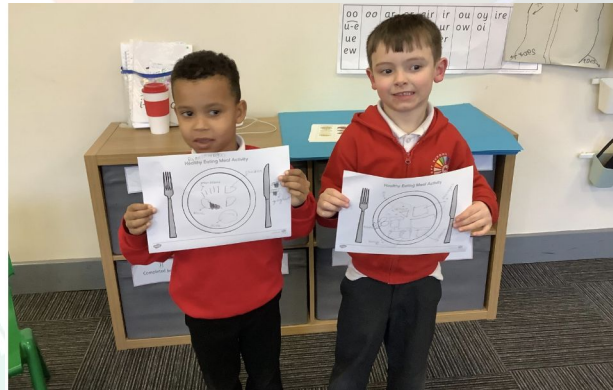
Biology



# Case Studies

Science

Biology

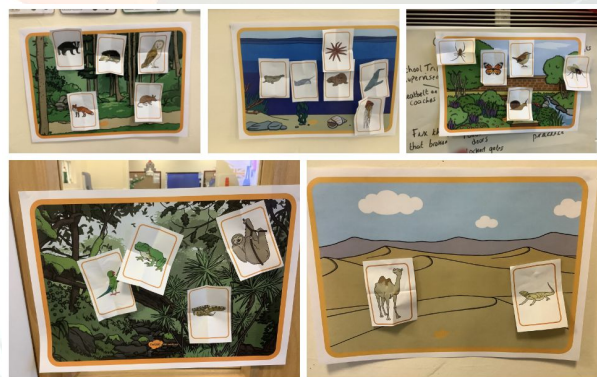


# Case Studies

Science

Biology

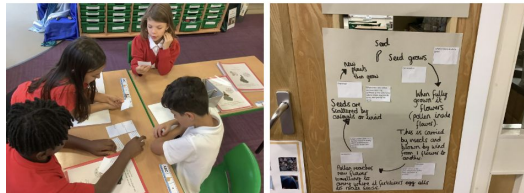
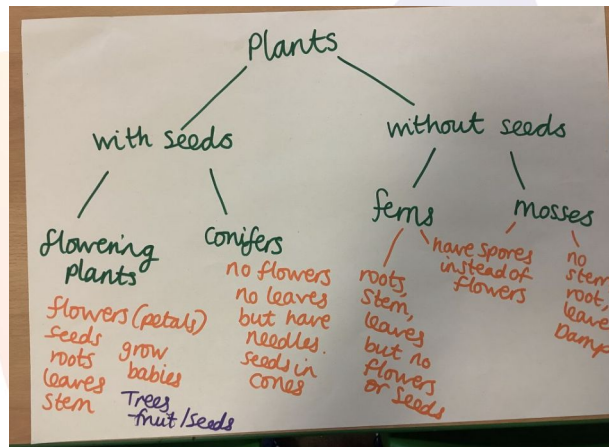
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# Case Studies

Science

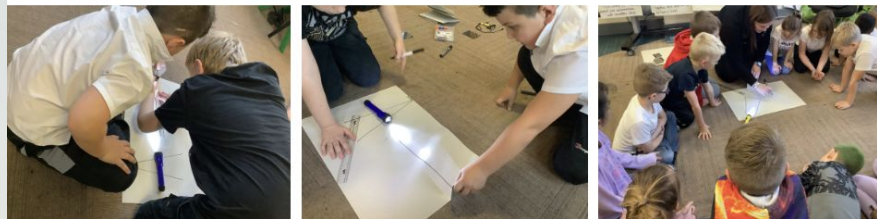
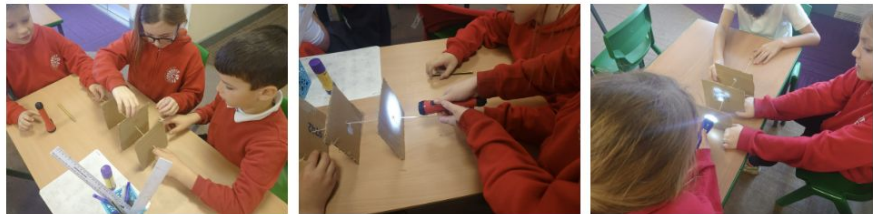
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# Case Studies

Science

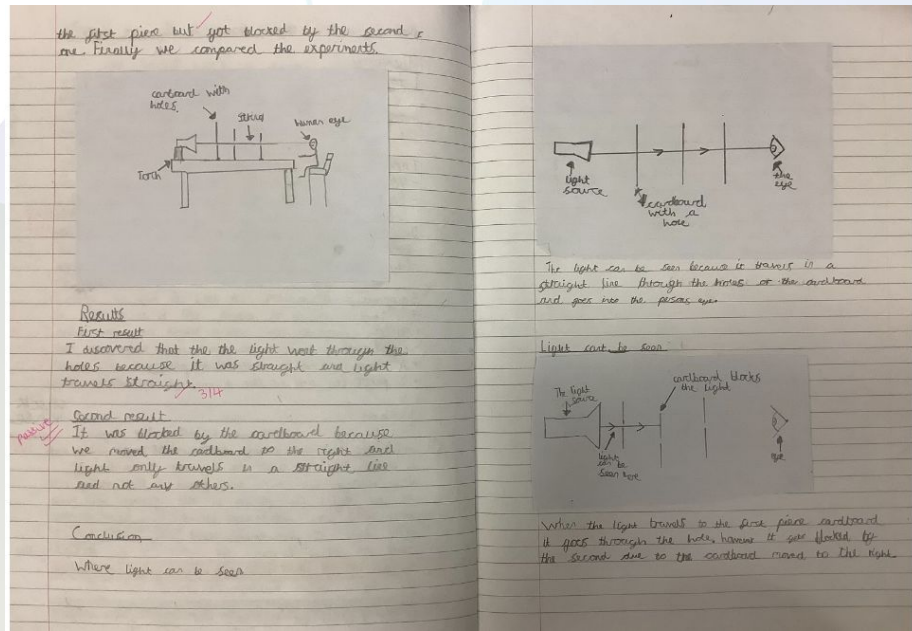
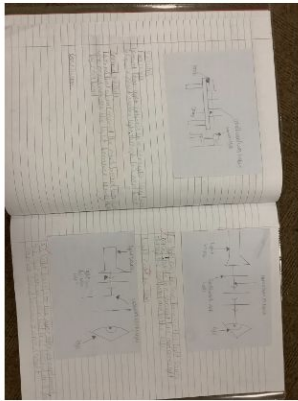
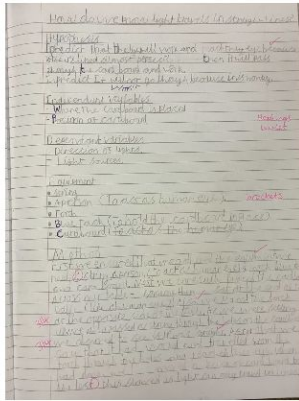
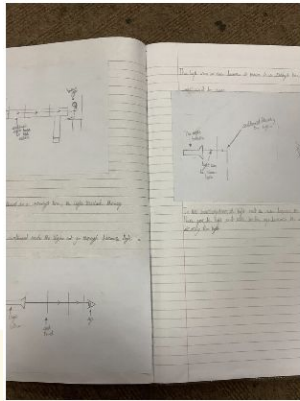
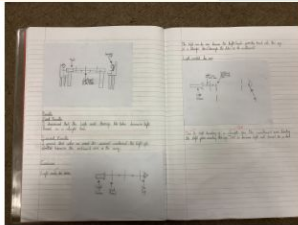
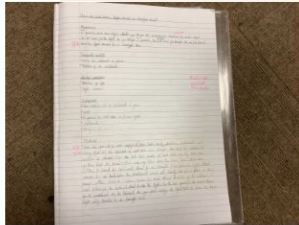
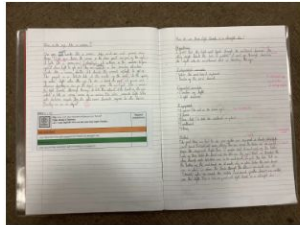
Physics



# Case Studies

Science

Physics



# Case Studies

Science

Chemistry

In expedition today, we set up our evaporation experiment! We can't wait to check back in a few days to see what has happened and see if our predictions were correct!



Today, we looked at what fossils are and the process of fossil formation. First, we made our own fossils in modelling clay. We found this really interesting and loved seeing the patterns appear in the clay. We then worked in mini crews to order the process of fossil formation.

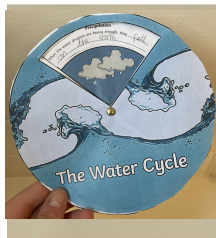
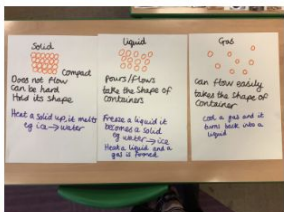
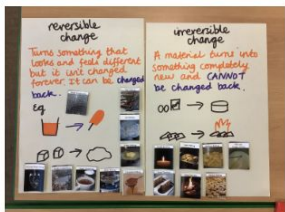


# Case Studies

Science

Chemistry

During this week, we have recapped our learning on solids, liquids and gases and then applied this when learning about reversible and irreversible changes.







XP.  
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# HISTORY



# Case Studies

## History



# Case Studies

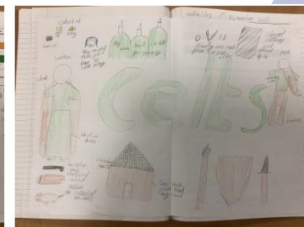
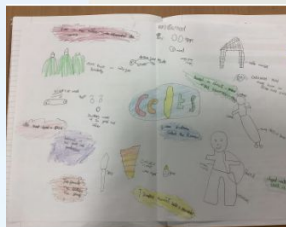
## History



During Crew, we learnt what rich and poor Victorian children played with. We then became Victorian children ourselves and created our own Victorian toys: thaumatrope and a spinning top.



1837-1901 Period of great change  
A period of time when Queen Victoria ruled Great Britain  
Industrial Revolution  
Victorians  
Inventions: Trains, Photography, Telephone, Lightbulbs  
Slavery abolished (1833-1901) - 1833-1901  
Queen Victoria (1819-1901) - aged 18  
Growth of Empire  
Only children from wealthy families could attend school  
1851: daily 2 pence  
1800: 1000 words a day (writing some: 2000 words)  
Children lucky enough to get a job suffered child labour



This week, we wrapped up our history case study by learning more about the Celts who occupied Britain before the Romans invaded.

# Case Studies

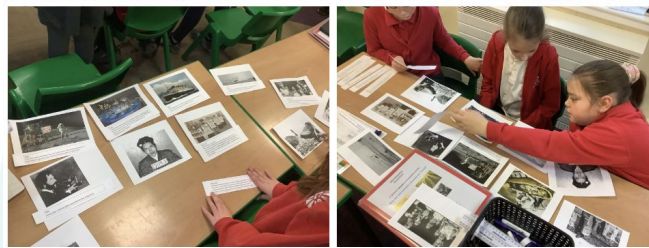
## History

### Firefighters through the ages 🧑‍🚒

📅 13th September 2023 👤 Lauren Marsh



As part of hook week, we learnt about a game that the Roman's used to play called Knucklebones. We learnt all about the rules and then created our own rules for our own version of the game. Using clay, we carefully modelled our own knucklebone pieces. We are SO excited for them to dry so that we can give our game a go.



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# Case Studies

## History

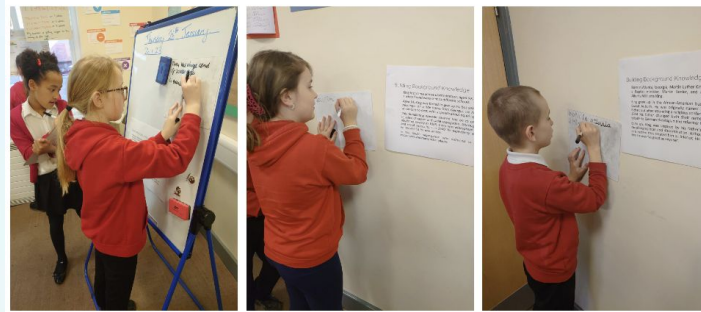
To kick start our King Charles learning we looked at memories of the Queen that have happened over her reign. We looked at the Queen's coronation and the Queen's platinum jubilee. We really enjoyed watching the different memories and learning/understanding what happened in them and why.



Today we finished our History case study by learning about the Suffragettes. We ordered a timeline of important events and had some great discussions. Lovely to see the children asking questions to either clarify something or move their learning forward.



Today, we have been learning more about Martin Luther King who peacefully protested for equal rights for all black people. We learned about how this man's willingness to stand up for what was right made vital changes to laws so black people had equal rights. Some great discussions and mini crew work to start building background knowledge.



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# Case Studies

## History



We've had a visit from our expert, Geoff, who showed us our school and the surrounding area using his drone...



Then we discovered a time capsule full of objects and photos from the past!



And finally, we experienced what our school would have been like in Victorian times! We learnt all about the rules and what happened if children didn't follow them. It's safe to say that we prefer our school now, not in the past!

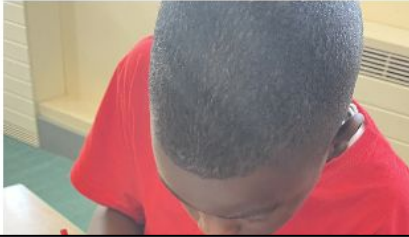


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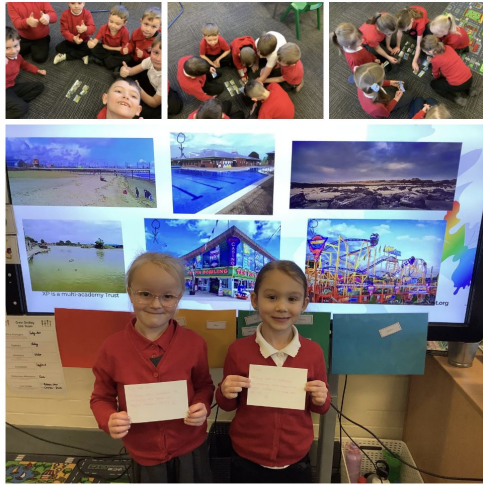
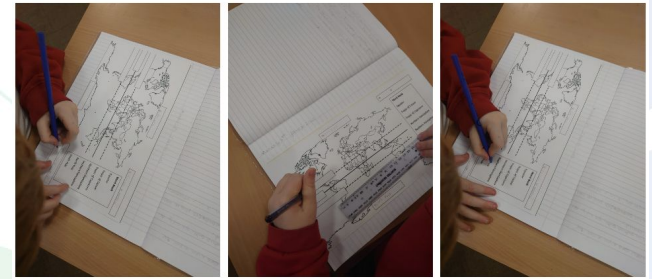


# GEOGRAPHY



# Case Studies

## Geography



This week, we have been learning about different geography topics, including the weather and seasons. We started by looking at the seasons and which weather we can find in each one. Then we looked at different animal habitats and discussed which ones live in a hot climate or cold climate 🌍





# Case Studies

## Geography



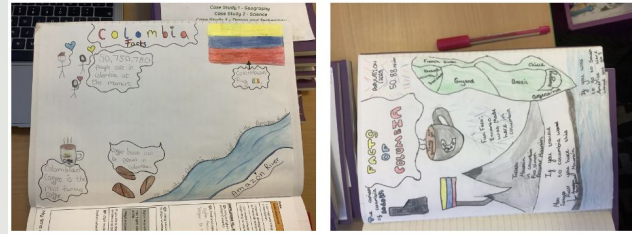
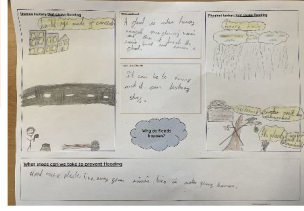
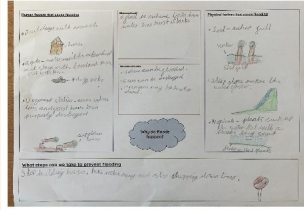
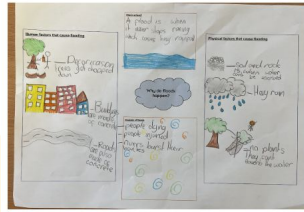
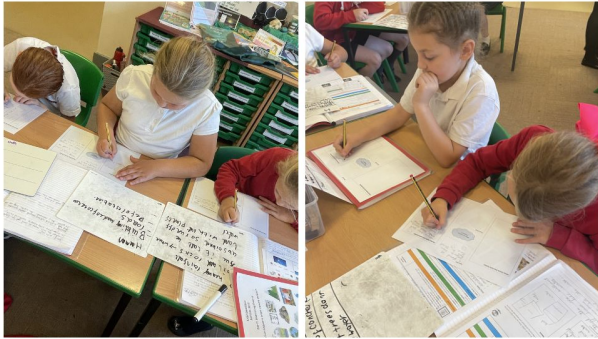
The children in Crew FE used modelling clay to create the composition of the Earth. As a crew we discussed the layers of the Earth and how they are different. Some children even asked questions to further their own knowledge which was wonderful, such as: Is the Earth's core hotter than the sun?



# Case Studies

## Geography

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This morning we're researching animals that are in danger to build our background knowledge. We are focusing on fluency skills to really ensure we understand what we are reading. I praise how some children are rereading our text to double check we are understanding what we are reading.

Now we understand a little more about animals in danger, we are creating our own BBK poster.



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## ART AND DESIGN



# Case Studies

## Art

### Exploring Artists

We have been practising the colourful technique of Steven Brown so we can apply it to our final piece of a hedgehog.  
I have been really impressed with how artistic Crew Marsh is. 🎨



Artist ✎ I notice....  
he used bright colours  
he used a rainbow of colours  
how he has thought about the animals habitat

I wonder....  
how did he create the shape?  
Why he choose certain colours

I praise....  
the use of colours  
the shades of colours  
the animals he used  
the sharks colours  
the brightness

Steven Brown



# Case Studies

Art

Exploring Artists

We have been exploring the artist, Peter Thorpe, he's an American artist who creates abstract art about space. We have started to generate our own ideas in the style of Peter Thorpe.



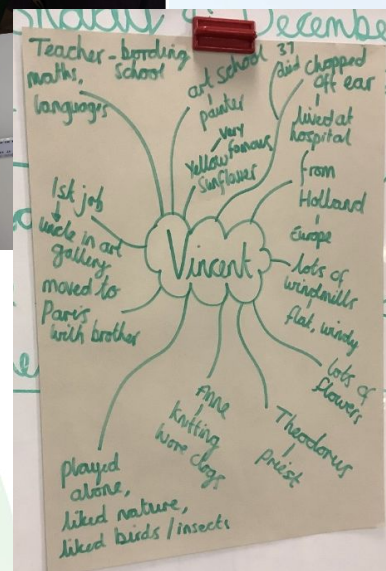
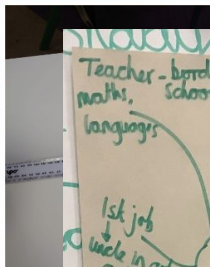
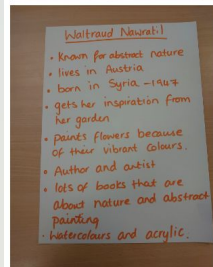
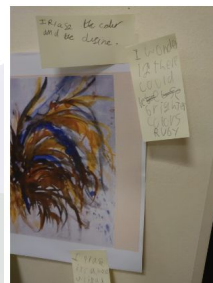
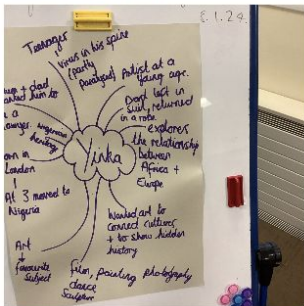
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# Case Studies

## Art

### Exploring Artists



# Case Studies

Art

Painting

Here are our finished book covers which will be part of our cultural diversity display in our library. We enjoyed using African patterns on our art work as well as thinking about the significant people in our lives who will be on the spine of our books.



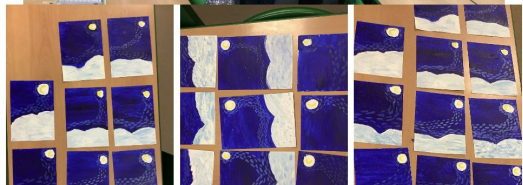
# Case Studies

Art

Painting



K.P.  
TRUST

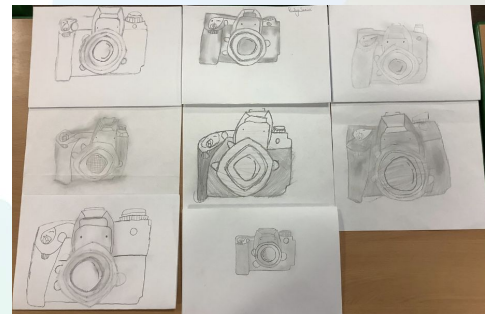
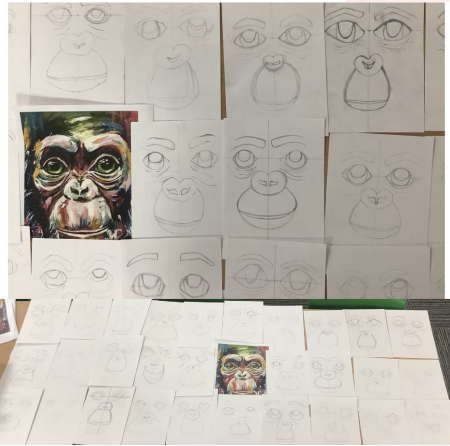




# Case Studies

Art

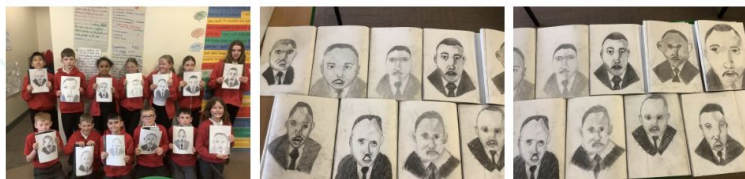
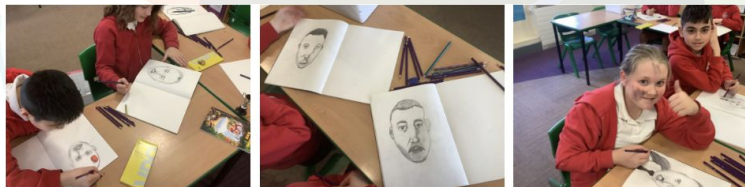
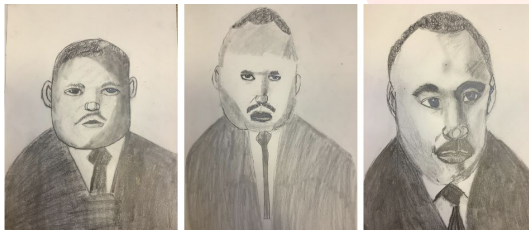
Sketching



# Case Studies

Art

Sketching



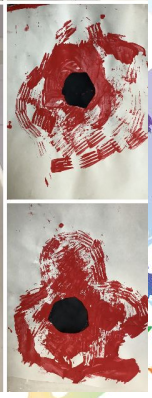
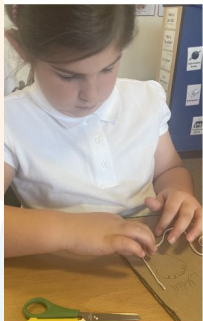
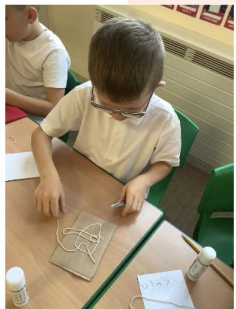
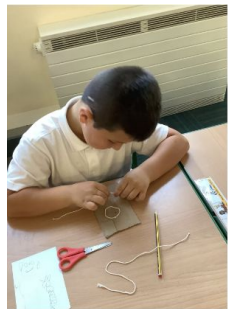
# Case Studies

Art

Printing



XP.  
TRUST





XP.  
TRUST



# DESIGN AND TECHNOLOGY



# Case Studies

D&T



XP.  
TRUST



# Case Studies

## D&T

Look at some of our wonderful creations! We've been getting experimental, using the craft resources, as well as the stickle bricks to make wonderful, imaginative creations.



# Case Studies

## D&T



XP.  
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# Case Studies

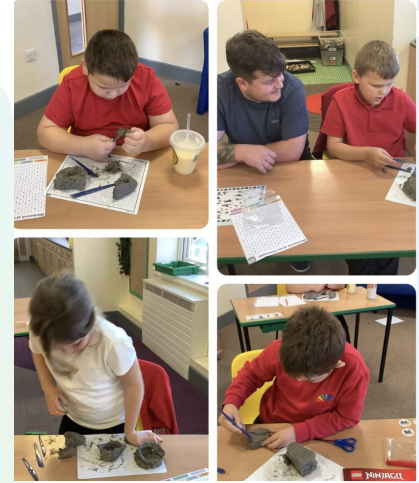
D&T

Sculpture

Today we explored some of the sculptures Yinka our artist had created. We thought about what we could see and what we thought the art was showing and representing. We offered our own critique giving praises, notices and wonders for each piece of art. We learnt that Yinka created the art in response to migration and the structures mimic the sails of the ships as they migrate across the sea. We then looked at a model that our teachers had created! We enjoyed giving praises, notices and wonders for this! We then got busy on our own sculptures!



Clay





# Case Studies

D&T

Food tech





XP.  
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## RELIGIOUS EDUCATION



# Case Studies

RE

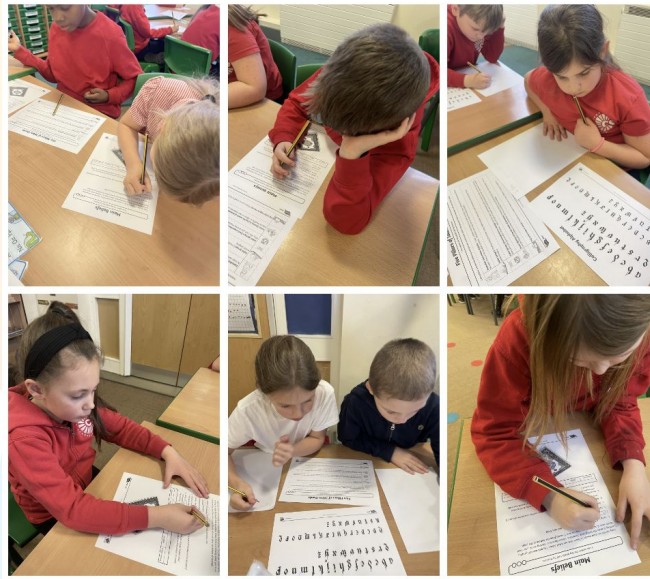
Christianity

In our recent RE lesson we identified differences and similarities between a Baptist and Anglican Church. All together we then created a list of their beliefs on the corresponding features.

We are really enjoying learning about Christianity and other religions as we had very little background knowledge on the subject.



In RE, we looked at who Muslims are and why they pray. We first discussed the difference between Christians and Muslims and found out that Muslims do not pray to God but do pray to Allah. We learnt the 6 main beliefs that Muslims have: belief in Allah, belief in angels, belief in holy books (the Qur'an), belief in the prophets, belief in the day of judgement and the afterlife and belief in predestination. We then found out lots of information about the 5 pillars of Islam. We then completed the main beliefs of Muslims and had a go at using calligraphy to write these out.



XP.  
TRUST



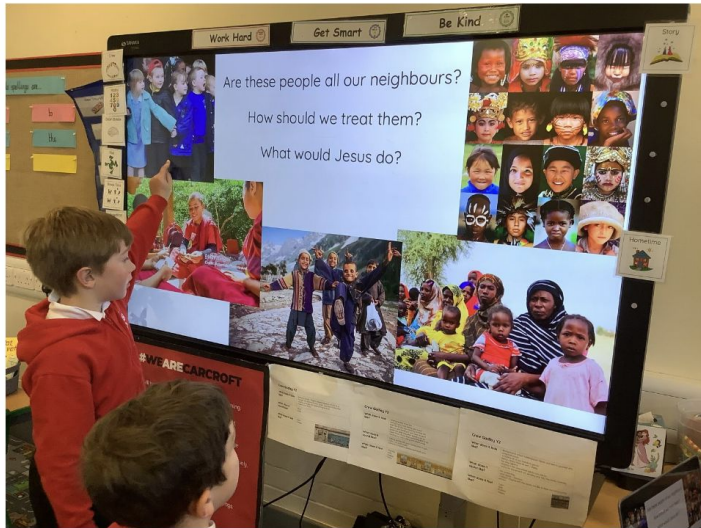
# Case Studies

RE

Christianity



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Oliver said 'It does not matter what we look like, we are all the same.' Koa explained that he helps his neighbour by looking after pets when they are not home. Leyland also said that he shows kindness by helping his neighbours by getting shopping for them when they are too poorly to go out.

Today in KS1, we continued exploring what Christians believe about God. We played a game of 'I spy' to deepen our understanding about the christian faith and how this is represented in different artefacts. This led to some brilliant discussions around the Christian faith and why crosses, bibles and angels are important. Leyland was able to tell us that the bible is a book of stories which helps us understand the acts of Jesus and God.



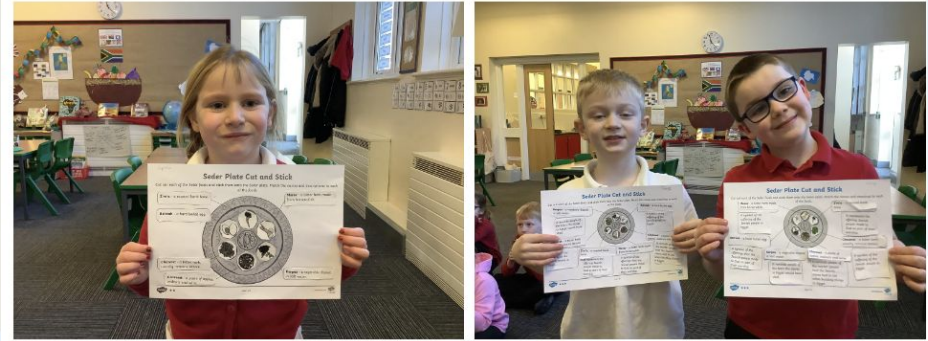
# Case Studies

RE

Judaism



Today, Y2 explored Passover which is one of the most important festivals in the Jewish year. It is celebrated in Spring. We discovered that story of Passover is in the Torah, which we looked at last week. During Passover, Jewish people remember how the Israelite people were freed from slavery by Moses over 3000 years ago. Passover is celebrated for seven or eight days. The night before Passover begins, there is a special service called **Seder**. At the Seder meal there is a special Seder plate on the table. The Seder plate is an important part of the Seder meal, this plate has five sections to hold some special Seder foods. We created our own Seder plates to share with our grown ups at home, explains the importance of the food shared on the Seder plate.



We watched some videos to understand how Jewish people celebrate Hanukkah. We learned that they have specific food like potato cakes and doughnuts and most children receive toys called dreidels. Next week, we will design our own menorah.

# Case Studies

RE



Diwali festival



After our Diwali dancing, we looked at Diva Lamps and thought about how we could make these out of clay. We rolled the clay into a ball, squashed it down and then used the end of a rolling pin to make indentations for the candle. Once we had shaped the lamps, we used the clay tools to create patterns on them. We can't wait for them to dry out so that we can paint them!



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XP.  
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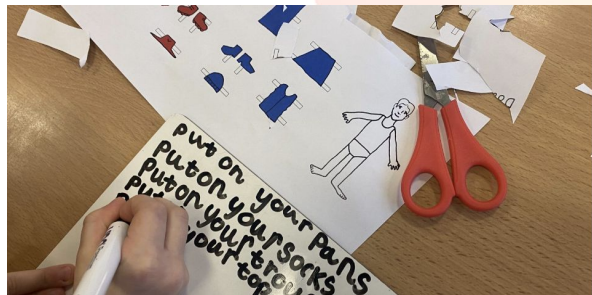
# COMPUTING



# Case Studies

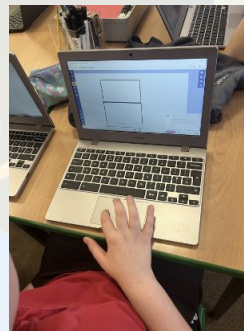
## Computing

Understanding algorithms



Understanding parts of a computer

Understanding search engines



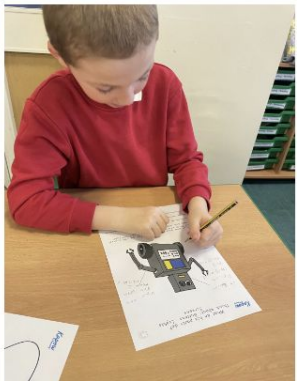
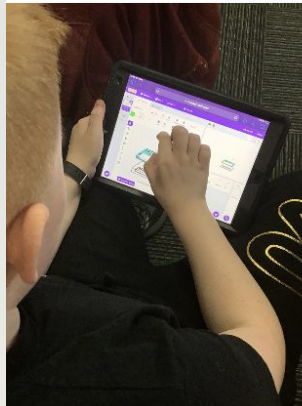
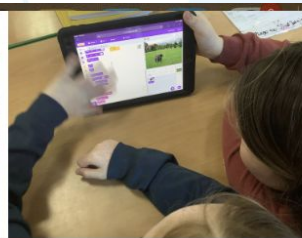


# Case Studies

## Computing

Coding

Computer inputs



Use of ICT in 'every day' learning



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## MUSIC SLIDES





XP.  
TRUST



## MFL SLIDES





XP.  
TRUST



## PHYSICAL EDUCATION SLIDES





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## RELIGIOUS EDUCATION SLIDES



# Experts

During expeditionary learning, experts are invited into school to share knowledge and information with our pupils.

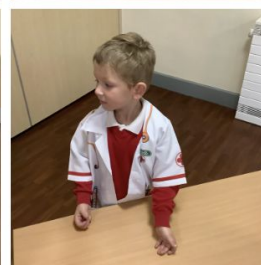


Today we were lucky to be visited by Mrs Godley's Grandma who talked to us about what it was like during World War Two and her experience of being in hospital.

## Author visits



## NHS staff



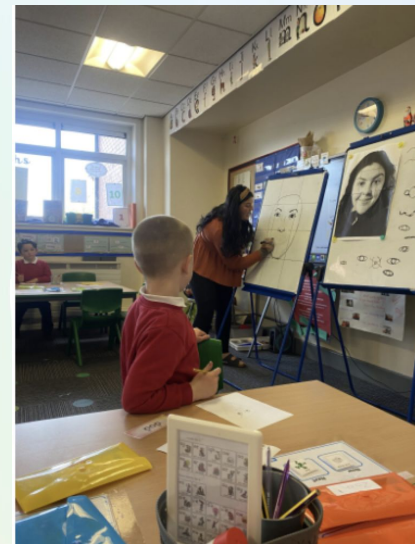
# Experts

Council visits

Caterers



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Artists

# Experts

Musicians



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# Fieldwork

Pupils embark on fieldwork in order to support them in answering their guiding questions.



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# Fieldwork



# Fieldwork



# Family Learning

Engaging activities for parents to join in with their children to immerse them into their learning.



# Family Learning



# POLs and COLs

Once an expedition has come to an end, pupils invite parents and members of the community into school to present and celebrate their learning journey. This is where the final product is launched.



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Stay and  
engage  
creating  
with  
parents

Presenting  
using  
speaking  
and  
presenting  
skills



# POLs and COLs

Exhibitions showcasing final products



Assemblies



# POLs and COLs



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# Products

2021/22  
2022/23  
2023/24

**EXPLORING OUR WORLD**

In the Autumn of 2022, 1495 pupils from primary schools across the XP Trust created a massive mural depicting 'Celebrating Our World' - looking to answer the question: *What do I think I'll do about Autumn?*

**PLAN YOUR WEEK**

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY



**XP.**  
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**WELCOME TO**

**MY SCHOOL**

**Diverse Doncaster - Where do we belong?**

An Expedition by Y1 & 2 pupils at Carcroft School



CARCROFT SCHOOL | L&K | WHY SHOULD DONCASTER REMEMBER THE ROMANS? | DECEMBER 2022 | CARCROFTSCHOOL.CO.UK | XPTRUST.ORG

# CHRONICA CARCROFT

## WHY SHOULD DONCASTER REMEMBER THE ROMANS?

INSIDE... THE LATEST FROM AROUND THE ROMAN EMPIRE...

ROMANS CONTINUE TO PUSH THE CELTS OUT OF EUROPE!	CAESAR HAS FAILED FOR A SECOND TIME!	EMPEROR CLAUDIUS SUCCEEDS WHERE CAESAR COULDN'T!	SAVE US ALL! THE ROMANS HAVE INVADDED BRITAIN!	CAN THE ROMANS BE STOPPED?	GRUBSOME CELTS NO LONGER CONTROL BRITAIN!	43 AD - THE YEAR OF SUCCESS!
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M M X X I I I

# Beautiful Work

Once our final products are ready, we celebrate our beautiful work on corridors and invite our parents in to see their children's achievements.



# Beautiful Work



# Beautiful Work



XP.



# Beautiful Work



# Carcroft Pledge

## THE CARCROFT PLEDGE

	Contribution		Experiences		Opportunities		Lifestyle		Preparation
	In School	Wider community	In School	In School	Wider community	Physical	Mental	In school	
	Ways in which children can contribute to their school and/or wider community.		Children attending and sharing their talents and interests.		Children to take part in a range of opportunities provided to them. <b>Responsible, Respectful, Active</b>		Children to take care of their mental and physical health by being active and eating healthily.		To support children to be aspirational in their later life.
<b>RAINBOW</b>	I will litter pick in the outside area.	I will make a picture/card for a local business or care home.	Be part of a teddy bear's picnic.	I will look after myself e.g. clean my teeth, go to the toilet, zip up my coat.	I will visit the beach.	I will safely ride a balance bike or scooter.	I will take part in a mindful meditation session.	I will be able to speak to people who help us and ask them about their jobs.	
<b>BRONZE</b>	I will be a steward of the school grounds.	I will be a steward of the local community.	I will attend 5 Carcroft club sessions.	I will be able to ride a bike without stabilisers.	I will visit the cinema or theatre.	I will collect 5 WOW travel tracker badges.	I will take part in an XP outdoor session.	I will responsibly take on my stewardship role, in my crew.	
<b>SILVER</b>	I will plan and deliver an assembly to another year group.	I will participate in a local food donation.	I will take part in two sporting events.	I will learn First Aid.	I will visit a theme park.	I will cook/bake and follow a healthy recipe.	I will take part in a wellbeing walk.	I will participate in learning about three different jobs.	
<b>GOLD</b>	I will plan and create a school event and support with the running of it.	I will plan and deliver a crew project to give back to the local community.	I will share an achievement or interest from outside of school in a community meeting.	I will be able to swim one width, without touching the floor.	I will take part in a residential or camp out.	I will participate and raise money through sponsorship for a charity.	I will create and gift a kindness stone to somebody else in school.	I will be a member of the Carcroft Changemakers or an ambassador for the school.	



# Sticky Knowledge



- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Once our learning and Expeditions are complete, teachers assess how well pupils have met the learning targets from each case study. Where learning targets haven't been achieved as well, teachers add in sticky knowledge recall tasks to improve the level of understanding and knowledge!

