‘DREAM BELIEVE ACHIEVE’

We are proud to welcome every child and family to our brilliant school.

- We are a happy and inclusive school; we cherish individuality
- We have high expectations of ourselves, our families and our children
- We value and promote the physical and emotional well-being of all
- We provide a carefully designed and enjoyable curriculum that nurtures a sense of belonging
- We relish a challenge, are passionate about learning and are excited about the future!

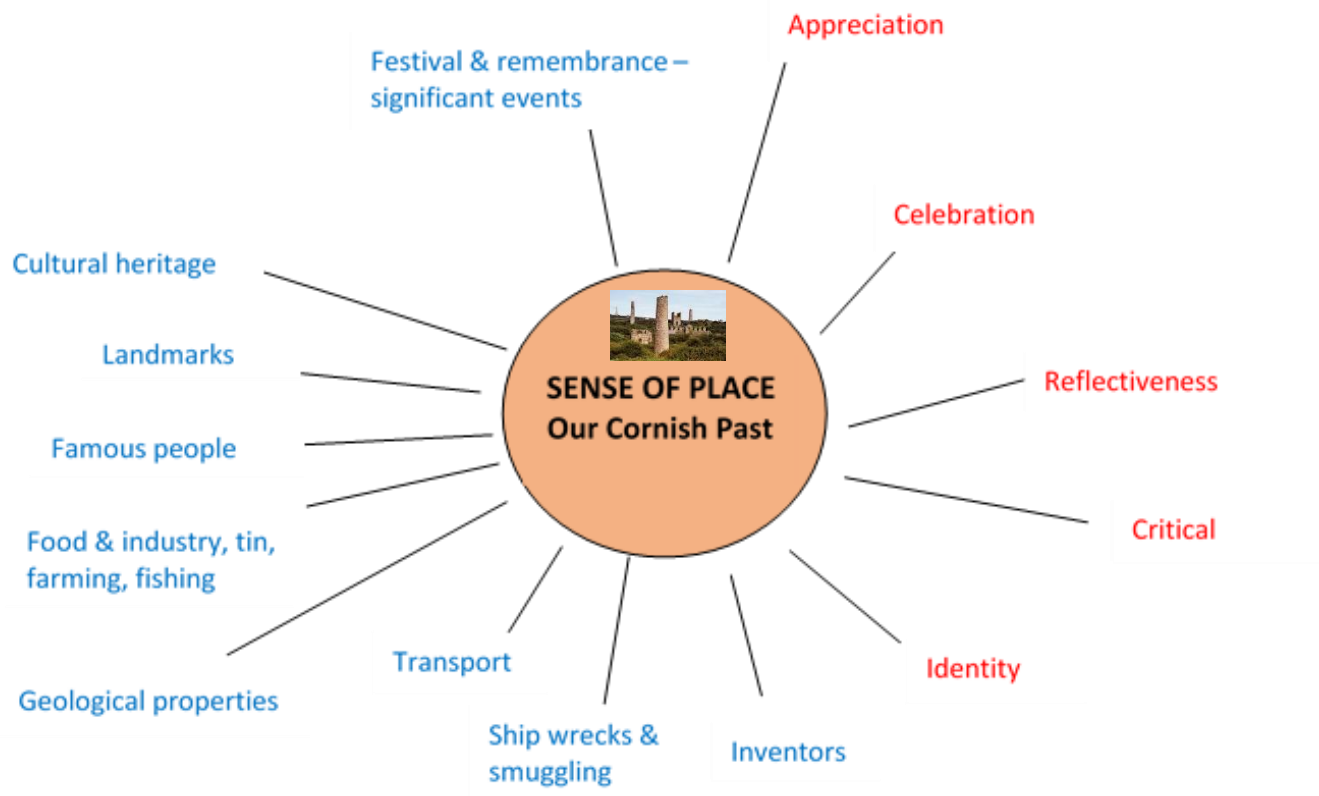
Our curriculum intent is based around 3 core themes – Sense of Self, Sense of Place and Sense of Adventure. These themes are a framework for planning and delivering our curriculum; they provide the opportunity to acquire ‘personal’ and ‘social capital’. Within our core themes, we have the building blocks for 6 distinct key areas that help children to connect with previous knowledge and make further connections – My Identity, My Future Self, Our Cornish Past, Our Cornish Community, Our World and Our Environmental World.
Our core principles of Quality of Education, Behaviour and Attitudes, Personal Development and Aspirations are pursued through our curriculum themes.
Our highly skilled and nurturing team pay careful attention to the building and acquisition of vocabulary and the deepening and extending of knowledge. The pursuit of a rich, joyous use of words is important to us and ensures we create successful, ambitious and confident young people.

Our curriculum:

- prioritises the teaching of reading (first decoding – sounding out words and blending sounds, next reading fluently with speed, accuracy and expression, then comprehension – processing text and understanding meaning and finally, inference – reading between the lines)
- develops children’s spoken language, vocabulary and phonics knowledge from entry in EYFS; books match sounds
- explores a variety of text types over each half term
- children’s understanding of mathematics is developed through a small step mastery approach which is linked to real life, builds carefully and systematically over time and develops children’s confidence in and acquisition of the subject
- is ambitious for all; successfully adapted, designed and developed
- is coherently planned, well-structured and sequenced with small steps and end points and supports children to consolidate, retrieve and apply their learning
- educates for an exciting future and changing world.

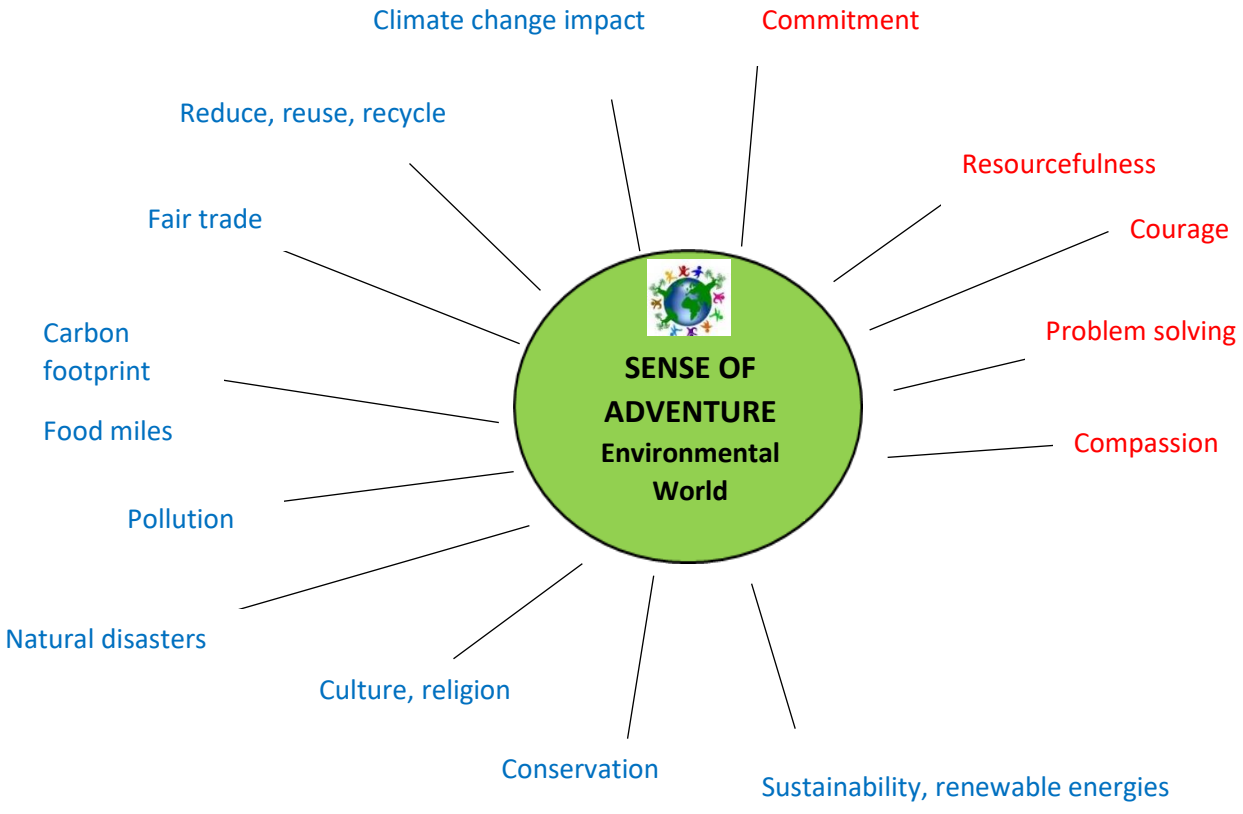
SENSE OF SELF		SENSE OF PLACE		SENSE OF ADVENTURE	
My Identity	My Future Self	Our Cornish Past	Our Cornish Community	Our World	Our Environmental World

Key:
Knowledge & Skills
Attitudes & Qualities

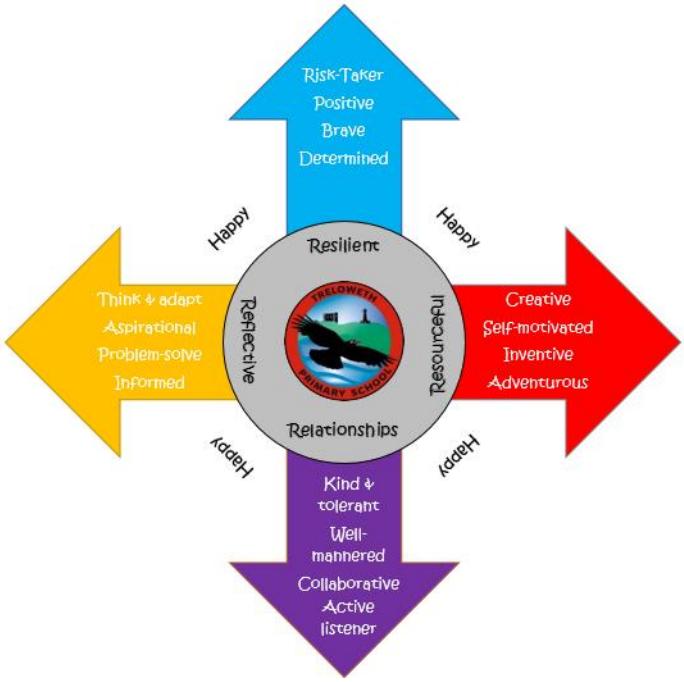

Appreciation
Festival & remembrance – significant events
Celebration
Cultural heritage
Landmarks
SENSE OF PLACE
Our Cornish Past
Reflectiveness
Famous people
Critical
Food & industry, tin, farming, fishing
Identity
Transport
Geological properties
Ship wrecks & smuggling
Inventors

Appreciation
Significant events
Pride & appreciation
Celebration
Family & Community
Reflectiveness
Traditions
SENSE OF PLACE
Our Cornish Community
Critical thinking
Belonging
Identity
Food
Employment
Cornwall's future – space, tourism, renewable energies
Opportunity/ isolation
Seasonal changes

Leadership – democracy/ dictatorship
Choice
News & events
Readiness transitions – vocab, oracy
Education & employment
SENSE OF ADVENTURE
Our World
Global
Peace & conflict
Tolerance
Where have we been? Where are we from?
Travel, transport
Languages, cultures & beliefs
Debate, persuasion
Seasonality


Climate change impact
Commitment
Reduce, reuse, recycle
Resourcefulness
Fair trade
Courage
Carbon footprint
SENSE OF ADVENTURE
Environmental World
Problem solving
Food miles
Compassion
Pollution
Natural disasters
Culture, religion
Conservation
Sustainability, renewable energies

Our 4Rs are used to promote children's learning habits. These 4 qualities further develop a positive growth mind set, the outcomes of which, equip children with the life-long attitudes to lead successful lives.



The building blocks of our curriculum for teaching and learning

Learning Journey	Learning is coherently planned, well-structured and sequenced with small steps which build on previous knowledge and understanding to develop deep learning. Prior learning is periodically revisited to refresh children's thinking. The learning journey is explicitly shared with the children in order to ensure they connect to the 'big picture context' of their learning. Our Knowledge Organisers launch the project and are shared with families. Teachers may choose not to share all aspects in order to create suspense and curiosity for parts of the learning journey. Each class has a working wall in English and mathematics and project displays which include a representation of the learning journey which is referred to and added to as the project evolves. Vocabulary is explicitly taught and pays an important part in the creation of these displays. The school supports the development of children's capacity to use speech to express their thoughts and communicate with others in education and in life. Learning to talk and learning through talk are essential in this strategy.
Entry point	We have chosen to provide high quality texts that are rich in cultural capital and are selected for their significance and relevance to our children. The range includes novels, novellas, picture books, wordless texts, poems, play scripts and narrative non-fiction. To enrich and deepen our children's language, we have chosen 'Literacy Tree'. On occasion, teachers may also identify an entry point to the learning, which complements the text in order to motivate and engage children. This can take many forms, for example: object, storytelling, trip, painting, question, a visitor, video, newspaper or music.
Ownership and Belonging	Pupils are involved in the design and creation of the project and pupils and teachers work together to adapt learning to meet the needs of all. Pupil voice

	is used throughout to steer the learning. Where children pose questions to be answered, teachers use these to ensure that children take responsibility for and develop ownership of their learning. Pupil voice is used on different levels and for different purposes: • to discover what pupils already know • to find out what pupils might like to learn • to explore interests and motivations • to enquire how pupils might like to learn
Experience	Teachers actively plan for experiences that enhance and enrich learning. These can be in school and out of school opportunities for learning. The school has 'enriching experiences' which outline a minimum entitlement in order to ensure a rich and varied experience for all pupils at Treloweth school. We also have a comprehensive list of opportunities to engage in before they leave each year group.
Strategies to Engage Children	Opportunities for speaking and listening, including talking to others and with others, enquiry-based learning, creative approaches, computing and practical learning opportunities are all strategies we use to engage and motivate pupils in the learning process. Teachers model practically and verbally to make the learning explicit and use questioning effectively to probe and challenge thinking. Pre teach and over learning strategies are used to build confidence, address misconceptions and prepare children for the next step in their learning. Low stakes quizzes, flashcards, mind maps are used to recall and revisit key facts, and specific vocabulary and further embed knowledge and understanding (improving children's retention and retrieval).
Small Steps	Every curriculum subject has been carefully designed to ensure learning is progressive with key skills and knowledge endpoints. Subjects are taught sequentially, allowing for repetition of learning, for skills to be applied and knowledge to stick. All elements of each programme of study are covered. Learning is broken down into small progressive steps. Links between subjects are made where relevant. Our small step approach builds on prior learning; linking and developing content and identifies very specific teaching and assessment.
Outcome	Each project has an agreed outcome which is generated with the children. The outcome provides purpose and relevance for the learning in a project, e.g. performance, artwork, video, book, local community events. On-going learning is evaluated through a question-led approach that informs the teacher about what has been understood and provides next steps in planning. Outcomes link to our framework of 6 half term themes: My Identity, My Future Self, Our Cornish Community, Our Cornish Past, Our Global World and Our World Environmental. These provide the children with the opportunity to share their enriched knowledge and understanding of the curriculum areas in which they have been studying.
Reflection and Review	Teachers plan opportunities for children to reflect and evaluate at the end of each project. The purpose of this reflection is to enhance pupils' ability to be able to identify how they learn and how they know what they know (metacognition) and to develop every child at Treloweth school as a reflective learner.

	Teachers reflect on the effectiveness of the project in meeting the needs of children and national curriculum outcomes, which then informs future planning.