



Madron Daniel C of E school
INSPIRE • BELIEVE • ACHIEVE

Curriculum Statement February 2022

Introduction

At An Baya Primary Schools, our vision of 'Together We Can Make a Difference' underpins our bespoke curriculum. The children learn about people and places that have made a difference and they are given the opportunity to make a difference themselves in planned opportunities. The curriculum at An Baya makes a difference to the lives of the children as it inspires children to achieve their full potential and leads to raised aspirations.

At Madron C of E School our strap line of Inspire, Believe Achieve is rooted in the parable of the Mustard Seed in Matthew 13 v 31-32 and Mark 4 v 30-32 depicts this so that the seed is planted (inspire), it is then nurtured (believe) and then the tree appears (achieve). As with the tree in this Mustard Seed Parable, we want our school to be an inclusive, secure nurturing environment where all children can develop strong foundations to flourish, grow and achieve to live 'life in its fulness'.



By following the example of Jesus in the Gospels, daily life at Madron Daniel is underpinned by Christian values in particular our core Christian values of Hope, Generosity, Perseverance and Courage. We use the story of Zacchaeus from Luke 19 as our key Bible story to show these values in action.

Intent

At Madron Daniel School, we pride ourselves in being a fully inclusive school. We aim to inspire and enthuse children to achieve their full potential in every area of learning, developing belief, ambition, and aspiration for all. We have designed a topic-based curriculum for all National Curriculum subjects which builds on children's prior knowledge and understanding. It develops the knowledge, skills and concepts each child needs to learn across each key stage. We have met the challenge of mixed age

teaching by ensuring that there is defined knowledge for each unit of work. Through careful planning, explicit links are made between past and future learning so that the children can build their knowledge and make connections between concepts and ideas over a school year, key stage and over their whole primary education.

Our curriculum is enquiry based so that the children develop a sense of curiosity about their learning. Each topic is based around a question and we help children to develop the skills needed to express their own well-balanced, thoughtful opinions. To facilitate this, the curriculum has a strong emphasis on vocabulary acquisition, language, communication and reading at every key stage.

We aim to use the extensive grounds at Madron to inspire the children, developing their skills and knowledge in relevant areas of the curriculum. Connecting with the outdoors benefits children's wellbeing and sustained involvement in outdoor learning inspires the children to become courageous advocates for our world. There are planned opportunities for children to develop this.

In addition, first-hand learning experiences have been carefully planned to make the best use of our unique location in Madron, Mounts Bay and its environment. Each year there is a Cornish element so that the children learn about where they live and that it is part of a special place called Cornwall in the UK. The topics have also been planned so that the children not only learn about their immediate community of Madron and Penzance, but that of the wider world. The children explore global issues and how they can make a difference both locally and globally.

We place a strong emphasis on children's personal, social and emotional development and emotional literacy. We see these as essential foundations of learning to enable all children to flourish.

Implementation

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Our curriculum has a strong emphasis on vocabulary acquisition, language, communication and reading at every key stage. Knowledge organisers, for example, are used to help children's focus on the key learning and acquire a breadth of vocabulary for each topic. At the beginning of each unit of work, we encourage children to record what they already know about the topic and discuss what they would like to find out. This is then revisited at the end of the topic to show the impact of the learning. Teachers use marking ladders to assess against topic 'I can' statements and inform future learning.

We make use of local partnerships to develop aspiration in our children. We work closely with Cornwall Music Service Trust, The Minack Theatre, PK Porthcurno and Culture of the Heart to give all children opportunities to be inspired, believe in themselves, develop aspiration and achieve.

Early Years Foundation Stage

We want every child to have the best possible start to their learning journey at Madron Daniel. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving. In the Early Years we promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

English

Our English curriculum is designed to immerse children in rich language so that they can become articulate and confident learners. We do this by exposing the children to a wide range of high-quality literature, both to explore deeply and to listen to for pleasure. We continue this through our writing curriculum, children are given access to language rich texts that they explore and collect language from, in order to use it within their own writing. As much as possible, but only where suitable, we use personal experiences to drive the writing opportunities that we provide the children. These are inspired in many different ways, including through the use of our local environment.

Maths

At Madron Daniel, we believe that everyone can do maths. We use teaching for mastery approaches and small step teaching to develop mathematical understanding. Maths is an abstract subject but we aim to develop understanding using the CPA (concrete, pictorial & abstract) approach. Children use a range of manipulatives to build a conceptual understanding of the topic before using numbers. Children solve problems by thinking mathematically but this needs to be taught and developed from a young age.

Science

Curiosity and excitement are essential in Science and this is achieved through carefully planned enquiries, the use of equipment and questions. The curriculum is designed to progressively develop the children's vocabulary and knowledge in the subjects they learn. Where appropriate links are made to the wider world, where children consider how they can, together, make a difference. These links have become increasingly embedded at Madron Daniel with the links to environment, our location and the changes in climate.

Religious Education

At Madron Daniel we follow the Cornwall Agreed Syllabus for Religious Education where 50% of the units are separate Christianity units, 25% are separate Multi Faith units (Muslim, Jewish, Hindu) and the other 25% are made up of thematic units (where religions are compared) and Curriculum Kernewek (religion and belief in Cornwall). At Key Stage One the children learn about Judaism and Islam whilst at Key Stage Two they learn about Judaism, Islam and Hinduism. The long-term plan for Religious Education across the school follows a spiral curriculum so that the concepts and knowledge are always built on prior learning. Each unit of work explores a key question and encourages the children to make sense of beliefs, understand the impact of these beliefs and to make connections. The Christianity units are taught using the Understanding Christianity teaching resource.

Physical Education

Our PE curriculum uses the YST Complete PE scheme. This focuses on the development of the whole children through high quality PE; Physical ME (Physical Learning), Social ME (Social Learning), Thinking ME (Cognitive Learning) and Healthy ME (Emotional Learning). These aspects are developed through a carefully mapped spiral curriculum which will respond to the needs of children and group. The broad themes in PE also reflect our emphasis on values and learning attitudes promoting courage, perseverance (resilience), trust, respect, resourcefulness, and reflection.

Foundation subjects.

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We embed our Art, DT and, where appropriate, music objectives into each class topic.

At Madron Daniel, we give children every opportunity to express themselves creatively. In both key stages, the children learn an instrument through whole class tuition from Cornwall Music Service Trust. This gives all children from every background an opportunity to be inspired and learn a new skill.

We place a high priority on the teaching of PSHE at Madron Daniel School. It is carried out not simply in the classroom but it underpins our school ethos. The three core aims of Health and Well Being, Relationships and Living in the Wider World are taught discretely through our topic work or through separate lessons.

Impact

We aim to achieve excellent progress from starting points for every child, aiming for every child to reach age related expectations and narrowing learning gaps. Learning will be measured by acquisition of knowledge and skills in each curriculum subject.

The children will be able to articulate their learning and express their own well-balanced, thoughtful opinions. They recognise how they have made a difference and how they can continue to make a difference in the future.

By the end of their learning journey at Madron, children will have acquired life-long learning behaviours ensuring they are ready for their next stage in education. The children will be able to demonstrate generosity, courage and perseverance in their daily learning. They will also be resourceful, respectful and reflective learners.

We will regularly review this statement, using rigorous monitoring to gauge impact of our intent and implementation. We will celebrate positives and highlight areas of development. This way we will be moving practise forward and responding proactively when evaluating data and information from pupil conferencing and pupil voice.

