



Our curriculum is focused on the development of every child's knowledge and skills, across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We encourage our children to: Be Curious, Be Knowledgeable, Be Adventurous, Be Creative, Be Collaborative, Be Reflective, Be Positive.

Curriculum statement for the teaching and learning of EYFS 2021/22

INTENT	At Mullion Primary School we offer a broad and balanced education that meets the needs of the children in our community. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We deliver a curriculum that promotes the growth of character through the exemplification of virtues.			
Underpinned By	<p>High Expectations The curriculum celebrates our unique Cornish heritage and the important role Cornwall and the Cornish have made to the development of the arts, industry, commerce and communication in Britain and the world beyond. Our aim is to utilise the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development. with the purpose of nurturing compassionate individuals who recognise their responsibility to contribute to a globalised society. We endeavour to instil children to have high aspirations for themselves and to be the best that they can be.</p>	<p>Play We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We also aim to provide opportunities for children to create, perform, visit, choose, evaluate, solve problems, take risks, challenge and form strong relationships</p>	<p>Fluency Our curriculum is based on carefully sequenced learning - a progression model where children build upon previous learning. We plan for progress in all subjects and assess pupil progress in core subjects. We follow The Early Years Foundation Stage Curriculum. We place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group and prepare children for KSI. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.</p>	<p>Relationships Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key to children feeling safe and secure at school which creates the foundations for learning. We recognise the crucial role that early year's education has to play in providing these firm foundations upon which the rest of a child's education is successfully based.</p>
IMPLEMENTATION	<p>Our School Mullion school lies at the heart of Mullion Village. It is a valued and important part of the community. Many of the children's parents attended the school. We have developed links with all parts of the community and it is important for us to develop those links and ensure the children not only feel part of a family but to feel proud of their heritage too.</p>	<p>Approach At Mullion Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. The Curriculum design at Mullion Primary is based on evidence from cognitive science; three main principles underpin it, 1) Learning is most effective with spaced repetition. 2) Interleaving helps pupils to discriminate between topics and long-term retention. 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.</p>		<p>Valuing Our Children Our children are taught how important it is to hear their voice and that their opinions matter. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. We provide an environment based on trust and mutual respect. The children are given the opportunity to contribute to their class on a daily basis. They vote for the stories they want to share, choose activities and games to play in the playground and are an integral part of the planning process.</p>
	<p>Phonics and Reading We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. We teach phonics and early reading through the Read Write Inc programme. This is a systematic synthetic phonics programme where children are grouped at stage not age. The children read decodable books matched to their stage of reading. They read books that they <i>can</i> read. Skills of reading are taught through Talk for Stories.</p>	<p>Reading for Pleasure A high value is put on reading for pleasure and we have a comprehensive reading spine which includes a broad range of fiction and non-fiction texts. Reading is shared through reading, writing and the wider curriculum. In EYFS, children take home a 'read to me' book for families to share.</p>	<p>Writing We have adopted the Write Stuff writing scheme by Jane Considine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing and understanding of the structure of well known and enjoyable stories.</p>	
	<p>Physical Development We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit as well as taking part in self-initiated play. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We have a daily focus on developing gross motor skills to enable children to access their daily lives with coordination and confidence. As children's body grow stronger the foundations of fine motor skill development are being laid and children are adept at pinching, grasping and holding a pencil correctly.</p>	<p>Maths Development Children develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We use White Rose and the Numberblocks teaching schemes as a structure. We teach with a mastery approach and provide everyday routines and a rich environment immersed in maths and problem-solving activities. High quality learning environments and meaningful interactions with adults, Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily, teaching to develop fluency, revisit key concepts and address misconceptions.</p>		<p>The Wider Curriculum Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Children are taught the skills to 'think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. They are taught the analytical skills of a 'historian' when we learn about the past. The children explore their community and local environment and use 'geographical terms to describe where they live and what they can see. Subject specific language and terminology in foundation subjects is introduced and modelled. In art children are taught the history of art, the names of artists to support their understanding of the skills they are learning.</p>

At the end of each year, pupils have achieved their Early Learning Goals. They are confident children with a thirst for learning who will successfully transition into Year 1. Children leave the EYFS with the skills, knowledge and confidence to continue their journey as 'scientists', 'historians', 'artist' and 'geographers'.

Baseline	Ongoing Observation	Assessment	End of Year
<p>Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. Staff visit the children at home and interact with both the child and parents in an informal setting. Transition afternoons take place from the Summer Term and parents are encouraged to attend. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.</p>	<p>All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual files.</p>	<p>Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content? And 'How well are they retaining previously taught content?' Each topic begins with an opportunity for an assessment of prior knowledge and skills linked to the main subject driver. Children will engage in a retrieval task on all prior learning to apply to new learning. This will allow the teacher to assess how well the children are coping with the curriculum content and how well they are retaining previous taught content. Some of our content is subject specific, whilst other content is combined in a cross curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in some cases provides retrieval practice for previously learned content. Phonics assessments are carried out every 6 weeks to track progression and ensure children are in the correct group for their learning needs.</p>	<p>Phonic Assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.</p>