



Woodcot Primary School Nursery EYFS Curriculum

The EYFS is the framework that sets the standard for early years providers from birth to 5 to ensure that children learn and develop well and are kept healthy and safe. At Woodcot our curriculum incorporates everything we want the children to experience, learn and be able to do. It meets all the requirements in the EYFS Statutory Framework and has the flexibility to allow us to respond to children’s interests and needs.

The four overarching principles of Unique Child, Positive Relationships, Enabling Environment and Learning and Development underpin our curriculum

We consider children’s individual needs, interests and development in order to plan our environment and experiences in all of the seven areas of learning and development.

We offer a play based curriculum with 3 short inputs each day. Following these short inputs children are invited to have free flow indoors and out. Research shows that progress is significantly enhanced through high quality interactions and therefore during free flow the adults are in provision with the children where we aim to create opportunities for Sustained Shared Thinking using the SHREc approach. Provision and enhancements to provision are based on children’s current needs and interests. Planning is flexible to allow us to respond to needs and interests.

Outcomes 2024 - 2025

Our Intent highlights the things we want our children to know and be able to do as a result of their time in Nursery. Children guide their own learning but we are mindful of the outcomes we want our children to reach and guide them towards them.

| Intent (Goals/aspirations) | Implementation (How) | Impact (outcomes) |
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| For children to be able to confidently move from activity to activity independently during free flow. | Resources clearly labeled Resources are tidy and easily accessible to children. Following the children's interests. | Children will be confident within the setting and independent in their learning. Children will have a sense of belonging |
| For children to be independent with dressing and self care routines including toilet, handwashing and nose wiping. | Adults will talk about the importance of hand washing. Adults will model the importance of handwashing and nose wiping. Children will be supported to with toilet training and those who are toileted are encouraged to be independent and support | Children will be independent and this will support them with their transition to Year R contributing towards their school readiness. |



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| | is given if needed | |
| For children to understand their emotions, have the vocabulary to talk about their emotions and strategies to manage their feelings. | PSED sessions where the children will be encouraged to talk about their emotions linking them to the colour monster. Labeling emotions Stories linked to emotions Conflict Resolution Adult Interactions Visuals | Children will be able to understand and express their feelings and have strategies to help them feel calm. |
| Can sing and remember Nursery Rhymes - London's burning Grand old duke of york Mary mary Quite Contrary 5 little Ducks Jack and jill (funny version) Pop goes the weasel Mary had a little lamb Pussy cat Hickory Dickory Dock Little Miss Muffet Wheels on the Bus Row your Boat Pat a cake Twinkle Chocolate Bar 5 little Monkeys Doctor Foster | Nursery Rhyme cards in reading areas Nursery Rhyme spoons in music area Daily singing sessions Nursery rhyme bags | Children will recall and recite all nursery rhymes which will support their confidence. It will contribute to future reading skills. Children will start to use math concepts. |
| For our children to enjoy listening to stories and talking about the pictures and what happens next in the story with an adult | Group time sessions Daily rhymes and stories Focus Stories Daily book vote | Children will recall and recite a range of stories. They will be able to recall the key phrases from these stories. Children will be able to use story bags to retell the story. |
| Carry on conversations that last 3 or 4 turns and talk briefly about present activities and past experiences. | Quality adult interactions - SST, Shrec approach, Adults modeling & introducing language in context throughout the day Providing meaningful experiences to talk about.eg forest | Children will be able to recall past experiences with their peers or the adults. They will have a sense of belonging and being able to communicate with other people. Confident learners |



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| For children to subitise to 3 | Self registration Subitising real life contexts and maths contexts. Noticing, Countdown to events, Games in provision Number rhymes stories and real life contexts as vehicles for learning. Eg voting, games, snack time | Children will be able to perceptually and conceptually subitise to 3 in order to develop number sense and calculation skills. |
| Recite numbers to 20 | Singing number rhymes to support understanding of ordinality. Number resources in provision Adults model counting, subitising, and writing numerals | Children will be able to recite numbers 1-20 |
| For our children to notice and talk about the weather | Welly Walks Group Time Stories linked to the weather Class Landmark Project Forest sessions | Children will show curiosity and be able to talk about seasonal changes in the environment over the year. They will be able to identify wind, rain, sun, hot, cold and freezing. |
| Ride a 3 wheeled bike confidently and turn | Gross Motor Outdoor Provision Schools Therapy Pack PE sessions to develop agility, balance, coordination, Gross motor skills provision - climbing frame | Children will be able to ride the 3 wheeled bike. |