



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.

These are:

Prime Areas:

Communication and Language

Personal, Social and Emotional

Development Physical Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Art and Design

The Prime areas are the foundation for all other areas of learning and development. The Specific Areas of learning provide a broad curriculum and strengthen the Prime Areas.

The EYFS is about what children learn as well as how they learn. Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking. There are opportunities for children to develop these Characteristics of Effective throughout our curriculum and through our provision. Our intent is for children to become lifelong learners.

Development Matters is also used to inform our curriculum and ensure we are offering a broad range of learning experiences for our children.



An 'In the moment Planning Approach' is used to plan for children based on their current interests and fascinations. We provide an engaging learning environment and stimulating experiences to promote curiosity and develop language skills.

Nursery Curriculum (by the time they are 3)		
	Intent (Curriculum Goal/Aims)	Implementation (How)
Communication & Language	<p>Ask questions about the world around them. Who, what, where, why questions.</p> <p>Know and recite at least 8 nursery rhymes.</p> <p>Understand descriptive concepts such as big, wet, hot, the same</p> <p>Listen one to one and in a small group.</p> <p>Enjoy listening to favourite stories</p>	<ul style="list-style-type: none"> ● Wellcomm Assessments support understanding where children are in their language development and inform planning ● Word Aware ● Quality adult interactions - SST, ● Shrec approach, Adults modelling & introducing language in context throughout the day ● Adults adapt their language, stepping up or down in response to the child. ● Adults repeat back sentences/phrases using correct grammar ● Daily rhymes and stories . ● A stimulating learning environment that promotes curiosity and stimulates talk ● Adults provide commentary eg during nappy changes and lunch ● Providing meaningful experiences to talk about.eg forest sessions ● Books available throughout the provision in order for children to be actively engaged in stories ● Focus books support learning new vocabulary. ● Prompt action if children have SLCN.
PSED	<p>Settle in and build relationships with the adults, confidently separating from their parents or carer and be confident to explore the environment inside and outside. Wait for a turn Use the toilets with adult</p>	<ul style="list-style-type: none"> ● Key person approach ● Strong relationships support wellbeing ● ● Settling in visits ● Welcome pack for new children joining ● Responding to interests and needs ● Emotion coaching ● Naming emotions



	<p>encouragement and support. Join in make believe play with other children Know it's important to keep their teeth clean Eat with a fork and a spoon</p>	<ul style="list-style-type: none"> ● Parent partnership. (Home Learning Bags) ● Practitioners work with families to support toilet training ● Teeth brushing program ● Hot dinners offered/snacktime ● Resources to support make believe play
Physical Development	<p>Develop gross motor skills - strength, coordination, balance and agility</p> <p>Ride a balance bike and steer around wide corners</p> <p>Draw a person with head, legs and arms</p>	<p>Weekly Pe session balance boards climbing frame. Bikes and trikes, Kinetic letter movement Strong lizard,</p> <ul style="list-style-type: none"> ● The provision provides opportunities for whole body movements in order to develop proprioception. eg carrying, digging, pushing, pulling, stretching, jumping, climbing, throwing ● Outdoor provides opportunities to develop the vestibular sense - swinging, turning, being upside down, spinning. ● Forest sessions where children can be active ● Creating obstacle courses ● Large scale loose parts to lift, carry and construct with ● Scribble Club
Literacy	<p>Look at books independently, turning pages</p> <p>Aware of and able to spot rhyming words</p> <p>Talk about stories read, commenting and asking questions</p> <p>Join in with repeated refrains in stories</p> <p>Use stories in my play</p> <p>Narrative skills Writing</p>	<ul style="list-style-type: none"> ● Adults develop vocabulary through modelling language, expanding on what children say, labelling , repeating and rephrasing (Tier 2 words) ● Regular sharing of a variety of books ● Fostering a love of books ● A range of books and stories available throughout the setting and a cosy and inviting reading area ● Puppets and roleplay resources support re telling of stories shared ● Over and over books and enhancements to provoke re telling ● Scribble Club



Maths	<p>Use fingers in number rhymes</p> <p>Rote count to 10.</p> <p>Recognise numerals that are personal to them eg 3 'I'm 3!'</p> <p>Notice patterns around them and arrange things in patterns.</p> <p>Vocabulary: same, different</p> <p>Recognise when containers are full or empty.</p>	<ul style="list-style-type: none"> ● Number rhymes and songs using rhyme bags and resources to support understanding ● Adults model counting actual objects and talk about the skills involved when doing so.
Expressive Art and Design	<p>Enjoy using tools and resources to make changes in media and materials</p> <p>Begin to name primary colours</p> <p>Join in with musical experiences</p> <p>Act out everyday experiences through my play.</p>	<p>Adults narrate children's play in the creative and morale-play areas.</p> <p>Home corner and construction areas indoor and outdoors to act out everyday experiences.</p> <p>Daily rhymes</p> <p>Daily musical movement sessions.</p>
Understanding the World	<p>Enjoy exploring the world through open ended resources</p> <p>Opportunities to hold, tip, fill, empty and mix.</p> <p>Vocab: wet, dry, stamp, splash, puddle</p>	<p>Environment is organised for children to have independent access to resources.</p> <p>Local area walks, visits to local shops, post box, library.</p>
<p>Pre-school Curriculum Pre-School end point (School Leavers)</p>		
	<p>Intent (Curriculum Goal/Aims)</p>	<p>Implementation (How)</p>
Communication & Language	<p>Carry on conversations that last 3 or 4 turns and talk briefly about present</p>	<p>Wellcomm Assessments support understanding where children are in their language development and inform planning</p>



	<p>activities and past experiences.</p> <p>Use sentences of 4 to 6 words</p> <p>Understands some abstract concepts - before, after, if.</p> <p>To know and recite 8 (16 in total) nursery rhymes. (could be for 2 years cycle A/B)</p> <p>Able to tell a story</p>	<p>Word Aware Quality adult interactions - SST, Shrec approach, Adults modelling & introducing language in context throughout the day</p> <p>Adults adapt their language, stepping up or down in response to the child. Daily rhymes and stories</p> <p>A stimulating learning environment that promotes curiosity and stimulates talk</p> <p>Adults provide commentary eg during nappy changes and lunch</p> <p>Providing meaningful experiences to talk about.eg</p> <p>Forest Books available throughout the provision in order for children to be actively engaged in stories Over and Over books support learning new vocabulary.</p> <p>Prompt action if children have SLCN.</p>
PSED	<p>To be independent learners selecting resources for a purpose.</p> <p>Use the toilet independently and wash and dry hands.</p> <p>Be able to name the emotions - happy, sad, angry, worried..</p> <p>Understand why rules are important.</p> <p>Know some ways to stay healthy e.g. brushing teeth, washing hands.</p>	<p>Adult modelling and interactions</p> <p>Sharing stories based on feelings and emotions</p> <p>Visuals Shrec approach ELSA sessions when required</p> <p>Emotion coaching, Naming emotions</p> <p>Sharing books about emotions</p> <p>Secure and consistent rules and routines that support children to feel safe and secure</p> <p>Open ended resources support children working together</p>



	Know how to put on own coat	Adults involve children in problem solving and finding solutions to conflict
Physical Development	<p>Develop gross motor skills - strength, coordination, balance and agility</p> <p>Ride a 3 wheeled bike confidently and be able to turn</p> <p>Opportunities to develop the pincer grip</p> <p>Use one handed tools - can make snips in paper with scissor</p> <p>Put on their coat and do up the zip</p> <p>Draws a person with head, body, legs and arms.</p>	<p>Weekly Pe session</p> <p>Resources such as balance boards climbing frame. Bikes and trikes.</p> <p>Kinetic letter movements such as Strong Lizard to encouraged to support</p> <p>The provision provides opportunities for whole body movements in order to develop proprioception. eg carrying, digging, pushing, pulling, stretching, jumping, climbing, throwing</p> <p>Outdoors provides opportunities to develop the vestibular sense - swinging, turning, being upside down, spinning.</p> <p>Forest sessions where children can be active</p> <p>Creating obstacle courses</p> <p>Large scale loose parts to lift, carry and construct with Frequent and varied opportunities to use the muscles in their hands, eg sponges in water, playdough, twisting tops off bottles, squeezing, pinching peeling fruit etc</p> <p>Visuals to support toileting Teeth brushing program</p>
Literacy	<p>Recognise their name in print</p> <p>Talk about stories shared</p> <p>Know that print carries meaning, and books are</p>	<p>Adults develop vocabulary through modelling language, expanding on what children say, labelling , repeating and rephrasing (Tier 2 words)</p> <p>Regular sharing of a variety of books Fostering a love of books</p>



	<p>read from left to right and top to bottom</p> <p>Retell a favourite story</p> <p>Join in with rhyming activities, showing an awareness of rhyme, rhythm and alliteration</p> <p>To explore blending sounds in cvc words</p>	<p>A range of books and stories available throughout the setting and a cosy and inviting reading area</p> <p>Puppets and roleplay resources support retelling of stories shared</p> <p>Scribble Club</p>
Maths	<p>Subitise to 3</p> <p>Recite numbers to 20</p> <p>Have an understanding of 1:1 correspondence.</p> <p>Show numbers to 5 on fingers</p> <p>Match amounts to numerals to 5</p> <p>Compare quantities using more than and fewer than</p> <p>Use language to talk about the property of shape eg 'pointy, straight, curved,</p> <p>Talk about patterns using everyday language</p> <p>Make an AB repeating pattern in play. Vocabulary: stripy, spotty, first, then, after.</p>	<p>Singing number rhymes to support understanding of ordinality</p> <p>Use of five frames supports 1:1 correspondence.</p> <p>Adults notice and talk about pattern in the environment and in books and stories - stripy, spotty</p> <p>Number resources in provision</p> <p>Adults model counting, subitising, and writing numerals</p> <p>Group time offers opportunities for number games, puzzles and active counting experiences such as what's the time Mr Wolf</p>
Expressive Art and Design	<p>Recognise and name colours</p>	<p>Painting area available everyday.</p>



	<p>Explore colour mixing</p> <p>Explore pattern using a variety of resources</p> <p>Draw with increasing detail eg, a circle representing a face</p> <p>Know how to use a paintbrush.</p> <p>Use different media to make marks - chalks, pens, paint, crayons</p> <p>Be able to talk about what they notice</p> <p>To know and confidently sing a range of nursery rhymes and songs</p> <p>To know how sounds can differ - loud and quiet To copy a beat.</p> <p>Use stories read in play</p>	<p>Children have access to a wide range of mark making materials inside and outside.</p> <p>Provocations provided</p> <p>Scribble Club</p> <p>Adults engage with children, notice what they are doing and interested in and provide commentary.</p> <p>Daily musical movement and rhymes</p> <p>Resources provided based on focus stories to encourage children to retell known stories</p> <p>Nursery rhymes identified for children to learn.</p>
<p>Understanding the World</p>	<p>Enjoy exploring the world through open ended resources</p> <p>Have opportunities to hold, tip, fill, empty and mix.</p> <p>Observe closely - sometimes using magnifying equipment. Care for plants and animals</p>	<p>Environment is organised for children to have independent access to resources.</p> <p>Mud kitchen provides opportunities for mixing different materials</p> <p>Adults model and encourage exploration and using magnifying glasses for</p> <p>Time lines of the order of the day</p>



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	<p>Notice and talk about the weather</p> <p>Vocab: fill, empty, float, sink, bark, seed, magnify, push, pull, attract, repel, melt</p>	
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