



# Curriculum Rationale

## Woodcot Primary School Year R EYFS Curriculum

Our curriculum is based around the educational programs in the EYFS statutory Framework and we plan around the seven areas of learning which are all interconnected. We aim to provide the foundational knowledge and skills that children will need for the next stage of learning in Key Stage 1.

We offer a play based curriculum with 3 short inputs each day and two sessions of discovery time where children can plan and lead their own learning. Research shows that progress is significantly enhanced through high quality interactions and therefore in Discovery Time adults are in provision with the children where we aim to create opportunities for Sustained Shared Thinking. 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.

Phonics and reading are delivered through Read Write Inc. Maths is delivered through Mastering Number and the Kinetic Letters program is used for Handwriting.

### 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 reception. 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)
For children to settle in, build friendships with other children and feel happy and safe in their environment, showing high levels of engagement and involvement.	Transition process Home visits All About Me Books Family Photos displayed Adult modelling, Child of the Day Compliments Review of discovery time Emotions check ins	Children will have a sense of belonging. They separate well from parents/carers. They can access the environment with confidence and show engagement.
For children to develop the Characteristics of Effective Learning - be curious, independent, willing to have a go, resilient and not afraid to make mistakes	Review of discovery time Adult modelling Stories linked to Growth Mindset Plan, do, review approach to provision School values	Children will be able to plan what they will do. They talk about what they have done, recognising things that went well and what they might change next time. They recognise that they might not



		always be able to achieve something straight away and mistakes lead to learning.
For children to understand their emotions, have the vocabulary to talk about their emotions and strategies to manage their feelings.	1 decision PSED sessions using the Emotions Shed Labelling emotions Body mapping 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.
For children to know the language and vocabulary needed to be able to communicate their ideas, and feelings with confidence. For children to be able to take part in back and forth conversations involving many turns with others. To use language to problem solve.	Adult interactions WellComm screening and intervention New vocabulary through Drawing Club 1 Decision PSED sessions Favourite 6 stories Poetry Basket P4C	Children will be able to interact with others in discovery time, sharing resources and taking turns. They will be able to take part in group time sessions, sharing their ideas and listening to others.
For our children to know a range of poems, rhymes and stories	Group time sessions Poetry Basket Favourite 6 Daily rhymes and stories	Children will recall and recite a range of stories, poems and rhymes well. They will be able to perform a poem, rhyme, story or song to an audience.
For our children to be storytellers.	Provision Helicopter Stories Drawing Club Favourite 6 Tales Toolkit Wigit symbols to aid understanding	Children will be able to use their imagination and think of ideas to come up with their own stories, showing an understanding of narrative, a developing vocabulary and speaking in coherent sentences. They will be able to write simple sentences that can be read by others.
For children to develop their number sense, having a good understanding of numbers to	Mastering Number Self-registration Subitising real life contexts and	Children will be able to perceptually and conceptually subitise amounts in order to



<p>ten and their compositions. To be able to reason with numbers and solve problems, developing strong foundations in number skills to support them in Key stage 1.</p>	<p>maths contexts. Noticing, Countdown to events, Games in provision Number rhymes stories and real-life contexts as vehicles for learning. Eg growing sunflowers, voting, games, snack time</p>	<p>develop <b>number sense</b> and calculation skills. They will be able to reason and explain their thinking.</p>
<p>For our children to have an awareness of where they live and respect for the natural world, and an awareness of the changing year.</p>	<p>Welly Walks Group Time Stories linked to the natural world Class Landmark Project Forest sessions Wanderlust Nature Study Community experiences such as library visits, beach visit</p>	<p>Children will show curiosity and be able to talk about seasonal changes in the environment over the year. They will know some ways we are able to take care of our environment.</p>
<p>To be able to ride a 2 wheeled bike</p>	<p>Gross Motor Outdoor Provision Schools Therapy Pack PE sessions to develop agility, balance, coordination, Gross motor skills provision - rope ladder, climbing frame</p>	<p>Children will be able to ride the 2 wheeled bike.</p>