Intent

Hunsdon Ducklings Pre-school aims to provide every child the opportunity to establish a secure foundation of learning by providing a fun, relaxed and stimulating setting, where children feel confident to try new experiences and become increasingly independent. We engage children in learning from the very start and it is our intent that they transition towards primary school as happy, well-rounded, self-assured individuals who are skilful communicators and curious about the world around them and have begun to develop a love of playing and learning. The staff work hard as a team to create a positive, caring and welcoming atmosphere who put the children at the heart of everything they do. Whilst recognising that every child is an individual, and their learning requirement and styles are unique to them, we follow personal interests and individual needs that allows us to plan and provide opportunities throughout our EYFS curriculum. This allows children to blossom and achieve their best.

We strive to provide a broad, balanced and differentiated curriculum which is personalised and flexible and engages, challenges and motivates our children as they begin their learning journey. It reflects all the seven areas of learning and development whilst supporting children's learning characteristics, by offering a balance of child-initiated and adult-led learning using continuous play/provision, whole group and small group activities.

Implementation

Hunsdon Ducklings Pre-school's curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage and is a coherently planned learning experience based around themed topics which build upon the children's current knowledge and understanding to allow them to explore and discover the world around them.

Theme based planning allows children to learn through interactive, hands-on activities whilst making connections and transferring and applying their knowledge. Furthermore, our processes allow planning to be flexible and adjusted where necessary allowing the children to independently make choices and demonstrate the characteristics of effective learners. Planning activities aims to foster good social relationships, promote equal opportunities and support children with special educational needs.

Our planning and learning environments are based on each individual child's needs and interests. Prior to entry, Parents complete 'All About Me' booklets with detailed information about their child. This information helps us to recognise children's strengths and interests and allows us to plan sequentially so that prior learning can be valued and built upon.

Our booklet is based around the three prime areas of learning, traditions and cultural experiences and members of their family. Prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children.

Our daily routines support children to settle in. Strong keyworker relationships are created in our positive and nurturing environment which enables interactions that are emotionally supportive and responsive Ongoing termly assessment allows us to respond to the children's learning by enhancing ideas and modelling vocabulary that are relevant to their individuality.
We record observations through our learning journals which is shared with parents/carers. All staff contribute to the curriculum and planning which we reflect upon to see what has worked, what needs to be revisited and what did not work/what was not well received.
Enabling environments within the setting aim to capture the children's imaginations and allows them to explore, create, construct and pretend whilst embedding literacy and mathematical skills whilst at play. Our resources reflect our broad, balanced and inclusive curriculum creating a challenging and exciting area to play and learn that is tailored to the specific needs of our children. Our curriculum is enriched through activities such as cooking (develops their mathematical understanding), yoga (strengthens their gross motor skills) and art (enhances their imagination) as well as themed days and alongside educational trips and visits (reinforces their learning).

Impact

We measure impact through evidence and observations in children's Learning Journeys to support all seven areas of the EYFS curriculum. Observations and formative assessments inform future planning and ensure that all children are able to build on their current knowledge, skills and vocabulary at a good pace. We regularly review observations and assessments to ensure that our judgments are consistent and accurate throughout the Early Years. Our curriculum aims to foster good social relationships, promote equal opportunities and support children with special educational needs.
The impact of our curriculum is seen through:-

- Children are becoming confident to try new experiences and are increasingly independent whilst establishing a secure foundation for learning.
- Children leave the setting feeling curious about the world around them and have begun to develop an inquisitive and empathetic nature and a love of learning which starts with discovery through play.
- Children transition towards primary school as happy, confident and skilful communicators.
- Children who demonstrate high levels of engagement during child-initiated learning which allows them to confidentially explore, create, construct and pretend.

Hunsdon Ducklings Early Years Foundation Stage Curriculum 2025/2026

Below is an outline of our curriculum which we plan around our children's needs and interests. We build upon the children's current knowledge and understanding to allow them to explore and discover the world around them. This is a working document that changes regularly to meets the needs and interests of the cohort.

	Autumn Term (14 weeks)	Spring Term (11 weeks)	Summer Term (13 weeks)
Curriculum Themes	All About Me – Holiday books Under the Sea – 'Somebody Swallowed Stanley' book Transport Fairies and Shapes Exploring Autumn – how the seasons change our plant life, weather, colour, habitat, environment, food. Including the book Owl Babies. Christmas including the book 'The Street where Santa lives'	All About Me Habitat – exploring regions hot and cold, animals and insects that live in these environments, food, weather Life cycle of a chicken	Life Cycle of a plant & animal Planting Insects Rhyme How to Look After Ourselves Sports
	Interwoven within these themes will include occupations, healthy eating as well as the seven areas of learning.		
Children's interests/ individual learning Or Children's specific needs	Meeting our families. Talking about the children's 'My Summer holiday' booklet. Exploring shape – circles/spots using artist Yayoi Kusama Develop shape and counting skills linked through the topics (need) Exploring The Dell, Aerodrome and Park looking for autumnal objects. Little Club - Music	Hatching chicks Little Club - music	
Curriculum Festivals and Celebrations	Halloween & pumpkins Bonfire Night Remembrance Day – Poppies Christmas – Carol concert and Party	Holi – Festival of colour 22/3 St David's Day 1/3 St Patricks Day 17/3 Eid 10/3 Mother's Day 7/3 Easter 28/3	St George's Day 23/4 Father's Day 20/6

PSE topic	Routines and Rules including the book 'Why Can't I'	Friendships	Feelings
Wow Moments	Trip on the Bus Trip to Hatters Farm Hunsdon Community Events Christmas Lunch to sing our carols Nativity/carol concert Christmas party and visit from Santa	Mother's day coffee morning. Easter fun morning Hatching and looking after our chicks.	Summer Outing Father's Day Breakfast
Possible trips/visitors	Weekly walks to the aerodrome, dell and the park Trip on the bus. Hatters Farm Select a Christmas tree at Dane End Christmas Farm	Weekly walks to the aerodrome, dell and the park.	Weekly walks to the aerodrome, dell and the park. Visit the village allotments. Visit from the village Gardening club
Parental Involvement	Staggered starts (across year) All About Me booklet (across year) Settling in (across year) Core book list Wow moments and observations from home Nativity/carol concert Christmas party Unique Child Summaries Accompany on trips Home learning via Newsletter and show and tell.	Mother's Day tea party Wow moments and observations from home Core book list Unique Child Summaries Accompany to trip Home learning via newsletter and show and tell	Dental questionnaire Wow moments and observations from home Core book list Unique Child Summaries Accompany to trip Home learning via newsletter and show and tell
Assessment/Moderation	Settling in EYFS two-year check Observations Cohort tracking Termly Unique Child Summaries Planning to include child's interests and specific learning needs SEND	Settling in Wellcomm EYFS two-year check Observations Cohort tracking Termly Unique Child Summaries Planning to include child's interests and specific learning needs SEND	EYFS two-year check Observations Cohort tracking Termly Unique Child Summaries. Transition summaries for leavers. Planning to include child's interests and specific learning needs SEND

MEDIUM PLAN - Autumn 2026

Sea Life

Transport

Fairies

Autumn – change in the season

Physical Development

Gross Motor

- Running on whole foot and negotiating space whilst playing outside.
- Moving in different ways by jumping, hoping, skipping, running, throwing, kicking, catching e.g. different animals using whole body i.e. elephant stomping and swinging arms as a trunk.
- Participate in the wake up song each morning.
- Use scarves and ribbons to music
- Create obstacle courses using tyres, planks and crates
- Use a range of equipment footballs, bats, hoops, balls and vehicles.

Fine Motor Skills

- Use different one-handed tools to manipulate different materials e.g. hammer in golf tees, scissors to cut patterns, pipettes, paintbrush, jugs, pipes, puzzles, buckets, spade, tweezers, nuts and bolts, stencils and threading.
- Using scissors to cut out shapes and craft materials
- Manipulate different materials e.g. clay, playdoh, sand, water

Self-Care – Support children who need help with the toilet to gain independence. Understanding the importance of washing hands.

Coats – Learning to put on coats and doing them up.

Expressive Arts and Design

- Experiment/explore/create with paint/materials to create various topic animals. Autumn art using fingers, leaf painting, brushes, pipette, bubble wrap, water paints, spray bottles, ice, hay, leaves and straw.
- Create station – different materials/resources allowing children free choice.
- Create sensory trays for: sea life - pasta, water, sand, shells, pebbles; autumn - leaves, conkers, acorns etc to describe textures
- In home corner set up as a kitchen/cafe use imaginative play based on their first-hand experiences.
- Explore colour by mixing to make different colours and shades.
- Make imaginative and complex habitats and 'small worlds' using small world equipment i.e. road, buildings, farm, woodland, buildings, building blocks, stones, logs, bamboo, fake grass, shells, sand, water. Link to topics sea life, transport and fairies.
- Manipulate materials e.g. playdoh, pasta, material, and create objects in line with topics.
- Sing rhymes/songs with actions and sounds linked to topics using rhyme basket e.g. Wheels on the Bus, Old MacDonald Had a Sea and Autumn and colour rhymes etc. Use musical instruments tapping out a beat e.g. loud and softly, fast and slow
- Use scarves and ribbons to move to music and rhymes.

Communication and Language

- Uses language/vocabulary to recall what happened over the summer using their My Summer booklets and explain people that are important to them.
- Listen to simple stories and begin to understand what is happening.
- Learn new words around the topics that reflects their experiences e.g. the names of colours, what lives under the sea, what happens to our fields, different autumnal objects, patterns, shapes.
- Understands who, what, where questions.

Mathematics

- Counting 1-5 and when secure 1-10.
- Use fingers to represent numbers in rhymes and during play.
- Recognize numbers 1-5.
- Sorting by size, colour, sea/autumnal objects
- Combine objects by stacking and inserting objects.
- Identify simple patterns through activities.
- Create ABAB patterns.
- Match quantity to number.
- Create using shapes. Using blocks, objects in paint.
- Recognise shapes and use them in their play.
- Cooking

Personal, Social and Emotional

Termly PSE theme – Routines and Rules

Settling in – Is able to separate from main carer and seeks comfort from a familiar adult and is confident in asking for help.

- Show understanding and cooperates with boundaries and routines.

-Chooses activities for themselves or with support and becomes interested in others play and begin to make friends using the home corner and other activities.

- Follow rules, understand why they are important and remembering them – use visual aides.
- Be confident when taken out around the village and on our trips.

Understanding of the World

- Create and explore habitats and 'small worlds' using small world equipment and different textures i.e. road, buildings, farm buildings, building blocks, stones, logs, bamboo, fake grass, shells, sand, water fairy worlds
- Talk about themselves and their families when talking about their summer diaries.
- Sea life – talk about pollution. What should/shouln't be in the sea.
- Introduce the children to different objects e.g. autumnal objects (conkers, fir cones, acorns).
- Autumn nature walk around the village, aerodrome, park and dell. Notice how the environment is changing over time.
- Enjoy trips and talk about their experiences e.g. going on a bus, trip to the microlights, trip to see the canal boats
- Feel confident around new people e.g. tractor John
- Plant bulbs and prepare our garden for autumn.
- Outside sea world & autumnal investigation area.

Literacy

- Nursery rhyme bags
- Sound bags
- Clap syllables of their names, animal names.
- Listen to stories and a range of poems.
- Listening activities using the Interactive Whiteboard, listening and sound walks.
- Encourage children to read books/show interest in their illustrations in line with our topic e.g. sea life, transport, fairies and autumn.
- Core books and story buckets.