

Hunsdon Ducklings Early Years Foundation Stage Curriculum 2024/2025

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 meet the needs and interests of the cohort.

	Autumn Term (14 weeks)	Spring Term (11 weeks)	Summer Term (13 weeks)
Curriculum Themes	All About Me – Elmer & Colour Exploring Autumn – how the seasons change our plant life, weather, habitat, environment, food. Christmas	All About Me – Revisit Our Family Habitat – exploring regions hot and cold, animals and insects that live in these environments, food. Life cycle of a chicken	Life Cycle of a plant & animal Planting People who look after us. 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 Gruffalo topic Visit from Ark Farm animal experience Little Club - Music	Meeting out new families. Hatching chicks Theme days: dinosaurs, fairies, transport Little Club	
Curriculum Festivals and Celebrations	Halloween & pumpkins Bonfire Night Remembrance Day – Being a soldier Christmas – Carol concert and Party	Chinese New Year 29/1 Ramadan 28/2 Shrove Tuesday 4/3 St David's Day 1/3 St Patricks Day 17/3 Eid 30/3 Mother's Day 30/3 Easter	St George's Day May Day Father's Day
PSE topic	Routines and Rules	Friendships	Feelings
Wow Moments	Trip to Hatters Farm Nativity/carol concert Christmas party and visit from Santa	Trip to Lee Valley Adventure Park Mother's day coffee morning Meet a snake	

Possible trips/visitors	Weekly walks to the aerodrome, dell and the park. Visit from the Gardening Club to plant bulbs. Ark Farm – animal experience.	Weekly walks to the aerodrome, dell and the park. Trip to Hayes Hill Farm Visit from Tractor John & his Tractor	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 Unique Child Summaries Accompany to trip Home learning via newsletter and show and tell Parent consultations	Dental questionnaire Father's day event Wow moments and observations from home 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

Physical Development

Gross Motor

- Running on whole foot and negotiating space whilst playing outside.
- Moving in different ways jumping, hopping, skipping, running, throwing, kicking, catching
- Participate in the Wake-up song each morning.
- Use scarves and ribbons to music
- Use a range of equipment footballs, bats, hoops, balls and vehicles.
- Create obstacle courses using tyres, planks and crate

Fine Motor Skills

- Use different one handed tools to manipulate different materials e.g. hammer in golf tees, scissors, pipettes, paintbrush, jugs, pipes, puzzles, tweezers, nuts and bolts, stencils and threading.
- Use scissors to cut out different materials
- Manipulate different materials e.g. dough, playdoh, foam,
- Over 3's form the initial letter in their name e.g using fingers in different textures, a pencil and on interactive whiteboard. Under 3's make marks, draw lines and circles.

Self – care - Support children who need help with the toilet to gain independence. Learning to put on coats and doing them up

Expressive Arts and Design

- Sing rhymes/songs with actions and sounds linked to topics
- Move to music i.e. Wake Up Song; use scarves and their bodies to move to Chinese music
- Explore musical instruments tapping out a beat e.g. drums and cymbals
- Use ribbons and scarves to dance to music.
- Explore and describe different textures using senses i.e. foam, rice, sticks, pasta, paint, moss, fabric, glitter, bark, straw, leaves, fake snow, leaves
- In home corner/outside set up as a kitchen/investigation area/camp.
- Create and explore '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, moss, straw, leaves, bark
- Create different habitat's using natural resources
- Build using a range of different materials e.g wooden blocks, duplo, mega blocks, stickle bricks
- Create various art pieces using paint, fabrics, sticks, sponges, paintbrushes, shape e.g. Paint their face, Chinese lantern, blossom, a range of animals from different habitats e.g. flamingo, walrus, squid, fish, design a pair of socks, farm animals.

Mathematics

- Sort animals and objects by size and colour.
- Match number to numeral
- Create a face using shapes.
- Build using 2d shapes, can they name the shapes they use. Older children do they know their characteristics.
- Pairing objects and counting in 2's
- Cooking.
- Range of different puzzles.
- Fill and empty containers using water, rice, sand etc
- Measuring different animals by using cubes, count the cubes
- Sing number rhymes
- Book Simon Sock a Maths week - plan activities around gaps in children's learning.

Communication and Language

- Listening to stories with attention and recall. Join in with repeated refrains and anticipate key events.
- Enjoy fiction and non fiction books in line with our topics
- Enjoy our Nursery rhymes and talk about our core books.
- Introduce new vocabulary in line with topics so children begin to use longer sentences.
- Talk about their facial features.
- Use pronouns to describe who they are i.e. my, his, her, he, she, I, we, him, you.
- Understands who, what, where questions

MEDIUM PLAN

Spring 2025

Themed Days – Children's interest

All About Me

Chinese New Year

Habitats - arctic, Savannah, Ocean,

Rivers, Farm

Maths Week

Farm life

Understanding of the World

- Create and explore 'small worlds' using small world equipment and different textures i.e. road, buildings, farm buildings, building blocks, stones, logs, bamboo, fake grass etc
- Celebrate festivals: Chinese New Year, Shrove Tuesday, Mother's Day, Valentines, Easter, EID
- Explore different natural materials e.g. moss, bark, leaves, ice
- Explore habitat's i.e. arctic, savannah, ocean, rivers, farms – what animals live in the different habitats? What is the weather like? Plant life?
- Explore winter – what happens? What is hibernation?
- Trips – Ride on a bus, a walk along the River Lea, farm visit, Mother's Day coffee morning
- Life cycle of a chicken.
- Monitor what is happening to our bulbs.
- Enjoy our walks around the village, Aerodrome, Park and Dell

Personal, Social and Emotional

PSE Topic - Friendships

- Choose activities for themselves or with support and becomes interested in others play. Begin to make friends using the home corner and other activities.
- Talk about themselves, who is in their family.
- Develop friendships
- Encourage turn taking and sharing resources.
- Be comfortable and confident in new social situations i.e. trips, visitors
- Settling in new children – is able to separate from main carer and seeks comfort from a familiar adult. Begin to understand and cooperate with boundaries and routines.

Literacy

- Join in with our stories. Describe the story and characters. Listen with increasing attention and recall. Use our Core Books and story buckets.
- Join in with Nursery Rhymes, use nursery rhyme bags.
- Give meaning to marks they make.
- Clap syllables of their names, animal names.
- Listening activities using the interactive whiteboard
- Identify rhyming words in stories.
- Make marks to represent their names. Older children write their initial and form other letters in their name.
- Phonics phase 1
- Use chalk outside to draw and write.
- Books**
- Show interest in illustrations in books on display, in line with our topic and our core books. Be able to repeat words and phrases, recall characters, ask questions, make comments, sequence and share ideas.