



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 confidently 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 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 Transport Patterns Exploring Autumn – how the seasons change our plant life, weather, habitat, environment, food. Including the book Walters Wonderful Web for shape. Gingerbread Man story Christmas	All About Me Habitat – exploring regions hot and cold, animals and insects that live in these environments, food using story Three Little Pigs, Snow Thief and books on Africa ABC rhymes 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. Pattern work Knowing their shapes through story Walters Wonderful Web. Exploring The Dell, Aerodrome and Park Little Club - Music	Garden Watch – looking after our birds What has happened to the bulbs we have planted? Hatching chicks Author visit – Ian Brown Little Club - music	
Curriculum Festivals and Celebrations	Halloween & pumpkins Bonfire Night Remembrance Day – Georgia O' Keefe & Poppies Christmas – Carol concert and Party	Holi – Festival of colour St David's Day 1/3 St Patrick's Day 17/3 Eid 20/3 Mother's Day 15/3 Easter	St George's Day May Day Father's Day
PSE topic	Routines and Rules	Friendships	Feelings

Wow Moments	<ul style="list-style-type: none"> Trip to Hatters Farm Hunsdon Community Events Christmas Lunch to sing our carols Nativity/carol concert Christmas party and visit from Santa 	<ul style="list-style-type: none"> Mother's day coffee morning. Easter fun morning Hatching and looking after our chicks. 	
Possible trips/visitors	<ul style="list-style-type: none"> Weekly walks to the aerodrome, dell and the park. Hatters Farm Select a Christmas tree at Dane End Christmas Farm 	<ul style="list-style-type: none"> Weekly walks to the aerodrome, dell and the park. Visit a farm – Harlow Park Farm Visit from Tractor John & his Tractor 	<ul style="list-style-type: none"> Weekly walks to the aerodrome, dell and the park. Visit the village allotments. Visit from the village Gardening club
Parental Involvement	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Dental questionnaire Father's day event 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	<ul style="list-style-type: none"> Settling in EYFS two-year check Observations Cohort tracking Termly Unique Child Summaries Planning to include child's interests and specific learning needs SEND 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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

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.

Expressive Arts and Design

- Sing rhymes/songs with actions and sounds linked to topics and daily routines
- Move to music i.e. Wake Up Song Little Club use ribbons and scarves as they dance to music
- Explore musical instruments tapping out a beat e.g. drums and cymbals
- 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/hairdressers/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 habitats using a range of different materials e.g wooden blocks, duplo, mega blocks, stickle bricks and natural resources
- Create various art pieces using paint, fabrics, sticks, sponges, paintbrushes, shape e.g. Paint their face/body, a range of animals from different habitats e.g. giraffe, farm animals, Arctic and African animals.

Mathematics

- Sort animals and objects by size, colour and pattern
- Sorting in 3's
- Match number to numeral
- Build using 2d shapes, can they name the shapes they use. Older children do they know their characteristics.
- Explore African patterns
- Cooking.
- Tall and short activities
- 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

MEDIUM PLAN

Spring 2026

All About Me

Habitats – Three Little Pigs, Arctic, Africa

Rhyming - ABC Rhymes

Farm life

Life Cycle of a Chicken

Festivals

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: Mother's Day, Holi, Easter, Eid
- Explore different natural materials e.g. moss, bark, leaves, ice
- Explore habitat's i.e. arctic, Africa, farms – what animals live in the different habitats? What is the weather like? Plant life?
- Explore winter – what happens? What is hibernation?
- Trips – 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

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.
- Identify rhyming words in stories and rhymes
- Make marks to represent their names. Older children write their initial and form other letters in their name.
- Use chalk outside to draw and write.