



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 2021/2022

| | Autumn Term (14 weeks) | Spring Term (12 weeks) | Summer Term (13 weeks) |
|--|---|---|--|
| Themes | All About Me - Elmer Harvest – changes in our local landscape Exploring Autumn – how the seasons change our plant life, weather, habitat, environment Christmas – Jesus' Christmas Party | All About Me – Revisit Habitat – exploring regions hot and cold, town and village life Being healthy including our teeth Life cycle of an animal – chicken | All About Me – Revisit Life Cycle of a plant Planting Science weeks Being healthy Sports |
| Children's interests/ individual learning Or Children's specific needs | Nursery Rhymes Finger counting Nursery Rhymes Super Star Sport fortnightly sessions | Going on a Bear Hunt Shapes in our environment World book day Music and rhyme threaded throughout topic Super Star Sport fortnightly sessions | Transitions throughout term. Super Star Sport fortnightly sessions. Dinosaurs (Life Cycle). Wildlife garden project. Creating Looking after people & animals. What do I look like? Incorporating occupations throughout term. |
| Festivals and Celebrations | Diwali Bonfire Night Remembrance Day Christmas | Chinese New Year (1wk) Shrove Tuesday St David's Day Mother's Day St Patricks Day Holi Easter | St George's Day May Day Eid & Ramadan Father's Day Queen's Platinum Jubilee |
| PSE topic | Routines and Rules | Friendships | Feelings |
| Wow Moments | Trip on a bus Ark Farm Exploring a mackerel Nativity/carol concert Christmas party and visit from Santa | Our bear hunt experiences Garden bird watch Exploring a chicken Hatching our chicken eggs Looking after our chicks | Jubilee street party 27/5 with Hunsdon JMI Sports Day with Hunsdon JMI school |
| Possible trips/visitors | Autumn walk/local area Ark Farm visit Tractor John and his Tractor | Shape walk/local area & park visit | Author visit Fruit picking Walk to Allotment & village shop Gardener visitor to help plant. |

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|-----------------------|---|---|--|
| | | | <p>Veterinary Nurse visit – Looking after animals</p> <p>Police Officer visit – Looking after people</p> <p>Cameraman – What do I look like</p> <p>Paradise Wildlife park – Dinosaur trial.</p> <p>Trip to the library</p> |
| Parental Involvement | <p>Staggered starts (across year)</p> <p>All About Me booklet (across year)</p> <p>Settling in (across year)</p> <p>Core book list</p> <p>Wow moments and observations from home</p> <p>Nativity/carol concert</p> <p>Christmas party</p> <p>Unique Child Summaries</p> <p>Parent meetings</p> <p>Accompany to trip</p> | <p>Garden bird watch at home</p> <p>Dental questionnaire</p> <p>Mother's Day tea party</p> <p>Wow moments and observations from home</p> <p>Unique Child Summaries</p> <p>Parent consultations</p> <p>Accompany to trip</p> <p>Home learning via newsletter and show and tell</p> | <p>Jubilee street party</p> <p>Parent visit for Ramadan/Eid</p> <p>Father's day event</p> <p>Wow moments and observations from home</p> <p>Unique Child Summaries</p> <p>Parent consultations</p> <p>Accompany to trip</p> <p>Home learning and show and tell via newsletter</p> |
| Assessment/Moderation | <p>Settling in</p> <p>EYFS two-year check</p> <p>Observations</p> <p>Cohort tracking</p> <p>Termly Unique Child Summaries</p> <p>Planning to include child's interests and specific learning needs</p> <p>SEND</p> | <p>Settling in</p> <p>EYFS two-year check</p> <p>Observations</p> <p>Cohort tracking</p> <p>Termly Unique Child Summaries</p> <p>Planning to include child's interests and specific learning needs</p> <p>SEND</p> | <p>Settling in</p> <p>EYFS two-year check</p> <p>Observations</p> <p>Cohort tracking</p> <p>Termly Unique Child Summaries</p> <p>Planning to include child's interests and specific learning needs</p> <p>SEND</p> |

Physical Development

Birth to 3

- Enjoy starting to kick, throw & catch balls.
- Begin to be independent e.g. feeding themselves, dressing and undressing and pour drinks.
- Use different tools e.g. paintbrushes, gardening tools, pencils, stencils, scissors.

3 & 4 years olds

- Develop fine motor skills through a number of activities in order to use one handed tools and have a comfortable grip when holding pencils.
- Be independent at getting dressed/undressed, putting on coats and doing zips.
- Choose the right resources to carry out their plan
- Changing into PE kit in readiness for school.

All

- Join in with 'Wake-up Song.
- Parachute games
- Dinosaur yoga
- Superstar sports
- Practising sport day races

Understanding of the World

All

- Science weeks take part in our experiments. Comment on what they see.
- Walk to a local allotment. What can they see growing.
- Life cycle of a dinosaur and a plant.

Birth to 3

- Repeat actions that have an effect during our science weeks – pull, push, twist.
- Explore materials with different properties during science weeks and our dinosaur worlds.
- Explore natural materials whilst planting.

3 & 4 year olds

- Explore how things work during our experiments. Talk about the difference between materials and the changes they see.
- Explore and talk about different forces during science weeks
- Show interest in different occupations
- Understand the key features of the Life cycle of a plant
- Plant seeds and care for growing plants

Mathematics

All

- Shape and number of the week.
- Weekly cooking

Birth to 3

- Take part in finger rhymes with numbers.
- Compare sizes e.g. big/small, high/low, tall, heavy.
- Compare amounts in a group lots, more, same
- Develop counting skills

3 & 4 Year olds

- Say one number for each item 1-5.
- Fast recognition of up to 3 numbers.
- Link numerals and amounts.
- Weighing objects.
- Make comparisons between objects relating to size, length, weights and capacity.

MEDIUM PLAN

Summer 2022

Easter week

Science week – The Enormous Turnip

Dinosaurs

Prep for Growing

Incorporating occupations throughout.

Personal, Social and Emotional

PSE Theme – Feelings & Emotions

As we celebrate Ramadan and Eid develop friendship by making a friendship friend chain.

Using our good deed tree children to hang their name when they have done a good deed/been helpful.

Birth to 3

- Talk about feelings e.g. "I'm sad because.... Or I'm happy because....."
- Develop friendships through our homecorners.
- Play with increasing confidence on their own or alongside their peers.
- Learn to use the toilet with help, then independently.
- Feel confident when taken out to allotment and village shop.

3 & 4 Year olds

- Talk about their feelings expanding to using words like angry, worried, excited.
- Understand how others may be feeling.
- Be confident as children visit Hunsdon JMI for weekly visits .
- Begin to resolve conflicts and rivalries.

Expressive Arts and Design

Birth to 3

- Join in with songs and rhymes, take part in action rhymes.
 - Explore musical instruments during Dinosaur weeks
 - Explore different materials
 - Give meaning to marks they work.
 - Explore paint
- ### 3 & 4 year olds
- Explore colour and colour mixing
 - Create their own dinosaur using a range of materials – give it a name.
 - Join in singing and use musical instruments with meaning.

All

- Create a turnip and a dinosaur sun catcher.
- Paint a volcano explode with paint.
- Whole setting create a canvas using paint and a pull-back vehicle makes.
- Manipulate dough to create a fossil.

Literacy

All

- Create prop buckets for different books for the children to create the story.
- Draw their own dinosaur giving it a name.
- Paint what they see at the allotment

Birth to 3

- Enjoy sharing books and ask questions about the book.
- Make marks on their pictures that stand for their name.
- Notice their name and the initial letter.
- Enjoy/join in with songs and rhymes.

3 & 4 year olds

- Write some or all of their name.
- Spell out their name
- Spot and suggest rhymes.
- Recognise words with the same initial sound.

Communication and Language

Birth to 3

- Encourage single word responses alongside gestures for new children to develop their talking.
- Listen to stories and understand what is happening.
- Start to say how they are feeling
- Understand simple questions i.e. who, what, where

3 & 4 years

- Expand vocabulary on different emotions/feelings.
- Describe what they see during our experiments and as we plant seeds
- Describe habitats of Dinosaurs.
- Talk about familiar books
- Understand Why questions