



## 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 2023/2024

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 with these needs and interests.

	Autumn Term (14 weeks)	Spring Term (11 weeks)	Summer Term (13 weeks)
<b>Curriculum Themes</b>	All About Me - Colour Harvest – changes in our local landscape. 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	All About Me – Where we live Life Cycle of a plant & planting Insects Science - Space People who look after us. Sports days
	Interwoven within these themes will include occupations, healthy eating as well as the seven areas of learning.		
<b>Children's interests/ individual learning Or Children's specific needs</b>	Meeting our families. Things that move & nursery rhymes Super Star Sport fortnightly sessions  Nursery Rhyme week – number rhymes Maths in Autumn  The Bear Stays up for Christmas – Literacy	Interests:- - Animals - Puzzles – a range of inset, small and large piece puzzles across topic.  Develop maths through art.	Interests:- - Space - Nursery rhymes to aid literacy - Looking for insects  Develop maths through art.  Transition school leavers to Hunsdon JMI School  STEM activities throughout the term.
<b>Curriculum Festivals and Celebrations</b>	Halloween Bonfire Night Remembrance Day – Being a soldier Christmas	Chinese New Year Shrove Tuesday St Patricks Day 15/3 Mother's Day Easter	St George's Day May Day Father's Day
<b>PSE topic</b>	Routines and Rules	Friendships	Feelings
<b>Wow Moments</b>	Ride on a bus Pumpkin picking	Watching our bulbs grow. Waiting for chicks to hatch	Watching the worms activity in our wormery

	Picking a Christmas Tree Visiting the microlights Nativity/carol concert Christmas party and visit from Santa	Mother's Day Tea party.	Planting seeds – Osteospermums; Evening Primrose and watching them grow  Father's Day Breakfast morning Getting dressed and undressed
Possible trips/visitors	Weekly walks to the aerodrome, dell and the park. Trip on a bus to the park, explore different play equipment. Trip to Hatters Farm – picking pumpkins – where do they come from. Visit from the Gardening Club to plant bulbs. Visit to see the microlights. Trip to Dane End Christmas Tree Farm – pick our Christmas tree	Weekly walks to the aerodrome, dell and the park.  Author visit 7/3 – That's My Flower  Hertfordshire Zoo visit for – dinosaurs, jungle animals and farm life.  Visit from Tractor John and his tractor.	Where We Live walks Weekly walks to the aerodrome, dell and the park. Beekeeper visit Visit the village allotments. Visit from the Gardening Club Trip on a train
Parental Involvement	Staggered starts (across year) All About Me booklet (across year) Settling in (across year) Core book list (across year) Wow moments and observations from home learning via newsletter and show and tell Nativity/carol concert Christmas party Unique Child Summaries Accompany on trips	Mother's Day tea party 14/3 Unique Child Summaries Accompany to trips. Wow moments and observations from home learning via newsletter and show and tell.  Parent consultations with transition children.	Dental questionnaire Father's day event Attend Sports Day 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.
- Throwing, catching, kicking, jumping, and hopping.
- Participate in the Wake-up song each morning.
- Able to use a range of different vehicles.
- Participate in races.
- Create obstacle courses using tyres, planks, tunnels and crates
- Develop ball skills e.g. bouncing, throwing, catching and kicking.
- Take part in our sports days of yoga, races, dance, tennis (use village tennis courts).

### Fine Motor Skills

- Using nuts and bolts, tweezers, threading, puzzles to develop pincer grip etc.
  - Over 3's write their name/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 and draw lines and circles.
  - Use different one-handed tools to manipulate different materials e.g. scissors, paintbrush, knife and fork, playdoh tools, hammers, spanners, spades.
- Self Care** – Be able to put on their coats and older children do up zips/buttons. Using cutlery in play and during snack and lunch. Support children who need help with the toilet to gain independence. Importance of washing hands and using tissues.

## Understanding of the World

- Explore and respond to different natural phenomena on our walks over the aerodrome. Visit the allotments.
- Explore the village and where we live.
- Investigate insects/minibeasts in our wildlife garden and aerodrome.
- Create a wormery.
- Understand the life cycle of a plant.
- Plant seeds and plants.
- Look after our plants, watch as they change.
- How people help us.
- Trip on a train.
- Explore space
- STEM activities throughout the summer term.

## Mathematics

- Link numerals and amounts.
- Make comparisons between objects relating to size, length, weight – measure plants.
- Use a variety of construction materials to build, talk about the shapes 2d and 3d they are using.
- Make shapes using a range of resources e.g. sticks, bottle tops, buttons.
- Create patterns ABAB and extend beyond. Talk about patterns throughout our topics.
- Correct a ABAB pattern.
- Play board games around topics
- Weekly cooking
- Complete puzzles
- Term topic on Minnie Pwerle's Artwork to see shapes and patterns.

## MEDIUM PLAN

### Summer 2024

#### All About Me – Where I Live

#### Planting – 'That's My Flower'

#### Minibeasts

#### Space & Science

#### How People Help us

#### Sports Days

## Personal, Social and Emotional

### PSE Theme - Feelings

- Home Corner** – Promote role-play activities, value of friendships and demonstrate friendly behaviour, turn taking and tolerating delay with peers in all activities.
- Termly PSE theme is feelings – use our feelings board.
  - Talk about their feelings, can they describe how they feel and what makes them feel that way. Staff to talk about how they feel adding their name/photo to the board.
  - Show confidence in new social situations and feel more confident when taken out around the village and enjoy exploring e.g. on trips, within school.
  - Our transitions programme.

## Expressive Arts and Design

- Join in with songs and rhymes, use musical instruments linked to topics
- Listen to different music, see what movements it creates.
- Make imaginative and complex small worlds i.e. cities, village using a range of resources e.g. blocks and other construction materials.
- Encourage play in our homecorner.
- Design sunflowers using artist Vincent Van Gogh as inspiration using a range of different materials
- Term topic on Minnie Pwerle's artwork.
- Create using flowers, paint, paper, recycling, shapes,

## Literacy

- Understand what a book is.
- Explore books in line with our topic e.g. minibeasts, plants, space
- Ask questions about the books we read, make comments and share ideas. Sequence the stories.
- Join in with songs and rhymes
- Engage in extended conversations about new stories and learning new vocabulary.
- Can they spot words that rhyme. Continue a rhyming string.
- Continue to develop writing their name.
- Use magnetic letters to spell their name.
- Count the syllables in their name by clapping.

## Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Understand why questions.
- Encourage a wider vocabulary using relevant words linked to topic.
- Encourage children to talk about what they see and describe what is happening.
- Encourage children who need Speech and Language support.
- Understand prepositions e.g. first, last, under, next to, besides, in front, behind, on top.