



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 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. 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	Dinosaurs and Volcanoes Little Club – music Stanley Stick Magnets & Force The Scarecrow's Wedding
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 Patricks 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

<p>Wow Moments</p>	<p>Trip to Hatters Farm Hunsdon Community Events Christmas Lunch to sing our carols Nativity/carol concert Christmas party and visit from Santa</p>	<p>Mother's day coffee morning. Easter fun morning Hatching and looking after our chicks.</p>	<p>Summer Outing PYO trip</p>
<p>Possible trips/visitors</p>	<p>Weekly walks to the aerodrome, dell and the park. Hatters Farm Select a Christmas tree at Dane End Christmas Farm</p>	<p>Weekly walks to the aerodrome, dell and the park. Visit a farm – Harlow Park Farm Visit from Tractor John & his Tractor</p>	<p>Weekly walks to the aerodrome, dell and the park. Visit the village allotments. Visit from the village Gardening club</p>
<p>Parental Involvement</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>Assessment/Moderation</p>	<p>Settling in EYFS two-year check Observations Cohort tracking Termly Unique Child Summaries Planning to include child's interests and specific learning needs SEND</p>	<p>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</p>	<p>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</p>

Physical Development

Gross Motor

- Running on whole foot and negotiating space whilst playing outside.
- Moving in different ways by jumping, hopping, 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.
- Participate in our sports day's races, yoga, walks to the aerodrome and park.

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, tweezers, nuts and bolts, stencils and threading.
- Using scissors to cut out shapes, craft materials
- Manipulate different materials e.g. clay, playdoh, sand, water
- Older children write their names; younger children make marks to represent their names.

Self-Care

- Learning to dress and undress themselves when going to the toilet/getting ready for outdoor play as part of transition.
- How to stay safe in the sun.

Expressive Arts and Design

- Experiment/explore/create with paint/materials to create dinosaurs, insects & plants using fingers, leaf painting, brushes, pipettes, bubble wrap, water paints, spray bottles, ice, material, flowers.
- Create a sensory tray of insects include different habitats using conkers, acorn, grass, hay, straw etc to describe textures.
- In "create corner" use toilet rolls, egg boxes, paper plates, cardboard shapes, wool etc to create using a variety of resources.
- Still life drawings or paintings.
- In home corner as a house with babies and different resources. Outside – mud kitchen.
- 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.
- Manipulate materials e.g. playdoh, clay.
- Sing rhymes/songs with actions and sounds linked to topics using rhyme basket e.g. Wheels on the Bus, Old MacDonald Had a Farm and Autumn and colour rhymes etc. Use musical instruments tapping out a beat e.g. elephant feet, loud and softly.
- Use scarves and ribbons to move to music and rhymes.
- Clapping syllables in their name.
- Join in with Little Club

Communication and Language

- Uses language/vocabulary to recall what happens as they watch our caterpillars and plants. What do they see?
- Listen to simple stories and begin to understand what is happening.
- Learn new words around the topics that reflects their experiences e.g. Life cycle of a caterpillar, different parts of a plant.
- Understands why questions.
- Understand prepositions e.g. first, last, under, next to, besides, in front, behind, on top.

MEDIUM PLAN - Summer 2026

Dinosaurs & Volcanoes

Insects

Planting

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.
- Summer nature walks around the village, aerodrome, park and dell. Notice how the environment is changing over time.
- Plant bulbs, seeds, seedlings. Watch what happens. Understand Life cycle of a plant. How do we care for plants?
- Investigate insects. Explore habitat and how to look after them. Be brave when meeting insects.
- Investigate dinosaurs and volcanoes, what causes them
- How to look after insects and plants
- Outside insect investigation area.
- Celebrating traditions e.g St George's Day.

Mathematics

- Counting 1-5 and when secure 1-10.
- Recognize numbers 1-5. Number of the day.
- Understand characteristics of shapes
- Create ABAB patterns moving to more complicated patterns.
- Match quantity to number.
- Create buildings using shapes, blocks, wood
- Height and length by measuring (plants/insects)
- Cooking – weekly skills
- 3D shapes

Personal, Social and Emotional

Termly 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
- Show understanding and cooperates with boundaries and routines.
- Follow rules, understand why they are important and remembering them – use visual aides.

Literacy

- Letter of the day – thinking of words beginning with that letter, make lists. Sound bags for older children.
- Clap syllables of their names, dinosaur names.
- Encourage children to read books/show interest in their illustrations in line with our topic.
- Core books and story buckets.
- Join in with rhymes and songs.