



## **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
	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.	
<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 Picking a Christmas Tree Visiting the microlights Nativity/carol concert Christmas party and visit from Santa	Watching our bulbs grow. Waiting for chicks to hatch Mother's Day Tea party.	

Possible trips/visitors	<p>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</p>	<p>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.          Harlow Pets Corner – farm life.</p>	<p>Weekly walks to the aerodrome, dell and the park.          Visit the village allotments.          Visit from the village Gardening club</p>
Parental Involvement	<p>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</p>	<p>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.</p>	<p>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          Parent consultation with non transition children..</p>
Assessment/Moderation	<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.
- Throwing, catching, kicking, jumping, and hopping.
- Using hoops.
- Participate in races.
- Participate in the Wake-up song each morning.
- Able to use a range of different vehicles.
- Create obstacle courses using tyres, planks and crates
- Fortnightly visits from Superstar Sports

### Fine Motor Skills

- Using nuts and bolts, tweezers, threading, puzzles to develop pincer grip etc.
- 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
- Use different one-handed tools to manipulate different materials e.g. hammer in golf tees into a pumpkin, scissors to cut patterns, pipettes, paintbrush, jugs, pipes, puzzles

**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.

## Expressive Arts and Design

- Maths through art topic – using artwork by Minnie Pwerle and Jasper Johns to explore maths, patterns, texture. Using a range of materials and tools.
- Sing rhymes/songs with actions and sounds linked to topics
- Move to music i.e. Wake Up Song; use scarves and their body to move to Chinese 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/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
- Create various art pieces using paint, fabrics, sticks, sponges, paintbrushes, shape e.g. family tree, Chinese lantern and dragon, sponge a person using shapes, make a den, a bears face.

## Mathematics

- Maths through art topic – using artwork to look for shapes, patterns and numbers.
- Order bears/dinosaurs by size and colour.
- Match number to numeral
- Create a face using shapes.
- 2d shapes whilst building concentrating on their characteristics.
- Pairing objects and counting in 2's
- Weekly cooking.
- Range of different puzzles.
- Fill and empty containers using water, rice, sand
- Sort animals by size, category (hibernate/don't hibernate or migrate/hibernate/adapt

## Communication and Language

- Listen to simple stories (0-3)/longer stories (3/4) and begin to understand what is happening recall characters, sequence pictures. i.e. Bears Snores on and Monkey Puzzle.
- Identify familiar objects and properties in books and play
- Understand Why questions.
- 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.
- Recall facts about bears and different habitat.

## MEDIUM PLAN Spring 2024 All About Me Habitats – woodland, artic, jungle Dinosaurs 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: Chinese New Year, Shrove Tuesday, Mother's Day, Valentines, Easter
- Explore different natural materials e.g. moss, bark, leaves, ice
- Look at maps – identify where China is. Where do different bears/animals live?
- Explore habitat's – where do animals live? Make a den or hibernation box, make different habitat's e.g. woodland, artic, jungle and farm.
- Explore winter – what happens? What is hibernation?
- Talk about their family and traditions using their Christmas photos.
- Look at their differences and similarities – what do they notice.
- Trips to zoo and farm. Visit from an Author.
- Life cycle of a chicken.
- Monitor what is happening to our bulbs.

## Literacy

- Pay attention and respond to the pictures and words in books (Core Books). **Use story buckets.**
- Join in with Nursery Rhymes, use nursery rhyme bags.
  - Repeat words and phrases from books e.g. Bear Snores On, Monkey Puzzles.
  - Ask questions about the books we read, make comments, sequence and share ideas.
  - Sound bags with objects beginning with SAPTIN.
  - Give meaning to marks they make.
  - Clap syllables of their names, animal names.
  - Listening activities using the interactive whiteboard
  - Make marks giving meaning to their pictures.
  - Identify rhyming words in stories.
- 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.

## 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