



## **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.

## 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 days 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** – Support children who need help with the toilet to gain independence.

Learning to dress and undress themselves when going to the toilet.

Understanding the importance of washing hands.

How to stay safe in the sun

## Expressive Arts and Design

- Experiment/explore/create with paint/materials to create Superheroes, caterpillars, butterflies, plants, minibeasts using fingers, leaf painting, brushes, pipette, bubble wrap, water paints, spray bottles, ice, materials.
- Create a sensory tray of minibeasts include different habitats using conkers, acorn, grass, hay, straw etc to describe textures
- In home corner set up as a post office use imaginative play based on their first-hand experiences. 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 baskets.
- 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 names and minibeasts.
- 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 2025

**Superheroes**  
**Hungry Caterpillar**  
**Minibeasts**  
**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.
- Life cycle of a caterpillar
- 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.
- Use fingers to represent numbers in rhymes and during play.
- Recognize numbers 1-5.
- 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 (worms/caterpillars)
- Cooking – weekly skills
- Number blocks 1-5
- 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

- Rhyme bags older children
- Sound bags older children
- Clap syllables of their names, minibeasts names.
- Listen to stories and a range of poems with increasing attention and recall.
- Listening activities using the Interactive Whiteboard and sound walks.
- 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.