

The Huncote Pre-School Curriculum

Our Vision

At Huncote Pre-School, we believe every child deserves a curriculum that nurtures curiosity, confidence and a lifelong love of learning. We provide a rich, play-based learning environment where children are valued as unique individuals and are encouraged to explore, investigate and make sense of the world around them through meaningful experiences and high-quality interactions. Our ambition is that every child leaves pre-school feeling happy, successful and ready for the next stage of their educational journey.

The Importance of Communication and Language

Communication and Language sits at the heart of our curriculum. We recognise that before children can become readers, writers, mathematicians or scientists, they must first develop the ability to listen, understand, communicate and express themselves confidently. Through stories, songs, rhymes, conversations, imaginative play and sustained shared thinking, adults' model ambitious vocabulary and create a language-rich environment where every interaction is viewed as an opportunity for learning.

Our Curriculum Journey

Our curriculum is carefully sequenced to begin with children's immediate experiences before gradually broadening their understanding of the wider world.

Children begin by learning about themselves, their families and what makes them unique through **All About Me**. They then explore the people, places and celebrations that form part of their lives in **In My Community**. As children's knowledge grows, they develop an understanding of animals and habitats through **Animal Kingdom**, before exploring growth, change and the natural environment in **Round and Round the Garden**.

Having established these foundations, children are encouraged to think beyond their everyday experiences through **Out of This World**, where they explore space, discovery and the past. Finally, children revisit and celebrate language, storytelling, performance and cultural experiences through **Nursery Rhymes**, strengthening the communication skills that underpin future learning.

Progression of Knowledge Across the Year

Theme	Big Idea
All About Me	Understanding self
In My Community	Understanding belonging
Animal Kingdom	Understanding living things
Round and Round the Garden	Understanding growth and change
Out of This World	Understanding the wider world
Nursery Rhymes	Understanding language, culture and performance

Our Curriculum Drivers

🗣️ Communication Children develop the vocabulary and confidence to express their thoughts, needs and ideas.

🌍 Curiosity Children develop a desire to explore, investigate and make sense of the world around them.

👉 Independence Children learn to make choices, solve problems, build relationships and take increasing responsibility for themselves.

How Children Learn

Our curriculum is underpinned by the principles of the Early Years Foundation Stage and Early Excellence pedagogy. We recognise that young children learn best through play, active exploration, hands-on experiences and positive relationships. Carefully planned continuous provision provides opportunities for children to revisit, practise and deepen their learning independently, whilst skilled adults extend thinking through questioning, modelling and conversation.

Knowledge, Vocabulary and Experiences

We believe that knowledge, vocabulary and experiences are equally important. Through high-quality texts, nursery rhymes, visits, visitors, celebrations and first-hand experiences, children develop an increasingly rich understanding of themselves, their community and the wider world. Key vocabulary is explicitly taught and revisited throughout the year, enabling children to communicate their ideas with growing confidence and understanding.

Preparing Children for Reception

Everything we do is designed to prepare children for a successful transition into Reception. By the time children leave pre-school, we want them to be confident communicators, curious explorers, independent learners, positive friends and resilient problem-solvers. We aim for every child to develop the foundations in communication, personal development, literacy, mathematics and understanding of the world that will enable them to flourish as they continue their learning journey.

Ultimately, We Want Children to Become

- Confident communicators
- Curious explorers
- Independent learners
- Positive friends
- Resilient problem-solvers
- Reception-ready children



Pre-School Curriculum



Tier 1: Early Excellence Pedagogy

The foundation of everything.

- Child-led play
- Active learning
- Positive relationships
- Enabling environments
- High-quality interactions
- Characteristics of Effective Learning

This is essentially *how* children learn.

Tier 2: Communication and Language

Communication and Language sits at the heart of our Pre-School curriculum and underpins all learning. We recognise that before children can become readers, writers, mathematicians or scientists, they must first develop the ability to listen, understand, communicate and express themselves confidently.

We place a strong emphasis on developing children's speaking and listening skills through high-quality interactions, storytelling, songs, rhymes, imaginative play and meaningful conversations. Adults model ambitious vocabulary, extend children's thinking through questioning and create a language-rich environment where every interaction is viewed as an opportunity to develop communication.

Through our carefully planned experiences, children learn to:

- Listen attentively and respond appropriately
- Develop and use new vocabulary
- Express their wants, needs, thoughts and feelings
- Join conversations and take turns in talk
- Retell familiar stories and rhymes
- Ask questions and share ideas
- Develop confidence when speaking to others

Our Talk for Writing approach, daily story times, nursery rhymes and rich play experiences provide children with repeated opportunities to hear, understand and use language in meaningful contexts. As children move through Pre-School, they develop from joining in with familiar refrains and simple conversations to retelling stories, sharing ideas and speaking with increasing confidence.

By placing Communication and Language at the centre of our curriculum, we ensure children develop the foundations needed to become confident communicators and successful learners, ready for the next stage of their educational journey

Tier 3: The Huncote Pre-School Curriculum

Built upon strong pedagogy and rich communication experiences is our carefully designed Huncote Pre-School Curriculum. Our curriculum provides children with meaningful opportunities to explore themselves, their community and the wider world through engaging themes, high-quality texts, first-hand experiences and purposeful play.

The curriculum is organised around six enquiry-based themes that reflect children's interests, experiences and developmental needs. Through these themes, children progressively develop knowledge, vocabulary, understanding and curiosity about the world around them.

Our six themes:

- All About Me
- In My Community
- Animal Kingdom
- Round and Round the Garden
- Out of This World
- Nursery Rhymes

These provide:

- Vocabulary
- Experiences
- Stories
- Knowledge of the world

Our curriculum supports children to:

- Learn about themselves, their families and their community.
- Develop an understanding of animals, plants and the natural world.
- Explore stories, rhymes and imaginative experiences.
- Build early mathematical understanding through practical experiences.
- Develop independence, confidence and positive relationships with others.
- Gain the knowledge, skills and vocabulary needed for a successful transition into Reception.
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Our curriculum journey moves from children's immediate experiences towards a broader understanding of the world. Children begin by learning about themselves and the people around them before exploring animals, growth, change, imagination and performance. This carefully sequenced approach ensures that learning is meaningful, connected and developmentally appropriate.

Through rich experiences, meaningful interactions and well-chosen stories, children develop the knowledge, vocabulary and confidence needed to become curious learners and active participants in their own learning journey.

Tier 4: Enhanced Continuous Provision

Continuous provision is where our curriculum comes to life. Children are given daily opportunities to explore, investigate, create, communicate and apply new learning through carefully planned indoor and outdoor environments. Provision is designed to be open-ended, engaging and responsive, allowing children to follow their interests whilst developing knowledge, skills and vocabulary across all areas of learning.

Our environments are thoughtfully enhanced to reflect current themes, stories, seasonal learning and children's fascinations. Through these experiences, children revisit and practise what they have been taught, building confidence, independence and deeper understanding over time.

Adults play a vital role within provision by:

- Modelling language and vocabulary
- Extending children's thinking through questioning

- Supporting problem-solving and collaboration
- Encouraging curiosity and exploration
- Identifying and responding to children's next steps in learning
- Creating meaningful opportunities for conversation and sustained shared thinking

Through continuous provision, children learn to:

- Make independent choices
- Develop positive relationships with others
- Apply new skills and knowledge in their play
- Explore and investigate the world around them
- Express ideas creatively
- Build resilience and perseverance
- Develop confidence as learners and communicators

Our provision reflects the belief that young children learn best through active, hands-on experiences. By providing a rich, language-filled environment where play and exploration are valued, children can revisit learning, deepen understanding and become confident, capable learners who are ready for Reception.

The Cherry on Top: Reception-Ready Children

At Huncote Primary School, everything within our pre-school curriculum is designed to prepare children for the next stage of their educational journey. Through a balance of high-quality interactions, language-rich experiences, purposeful play and carefully planned learning opportunities, children develop the skills, knowledge and confidence needed to thrive in Reception.

By the time children leave pre-school, we want them to be:

 **Confident Communicators** who can listen, understand and express their ideas.

 **Curious Explorers** who are eager to investigate, question and discover the world around them.

 **Independent Learners** who can make choices, manage simple routines and take pride in their achievements.

 **Positive Friends** who show kindness, cooperation and respect for others.

 **Resilient Problem Solvers** who are willing to try, persevere and learn from new experiences.

 **Ready for Reception** with the foundations in communication, personal development, literacy, mathematics and understanding of the world that will support future success.

Our ambition is that every child leaves pre-school feeling happy, valued and excited about learning, equipped with the confidence and skills needed to flourish as they begin their Reception journey.

The ages and stages of our children

We have one coherent pre-school curriculum, not three separate curriculums.

We organise children into three developmental groups:

- 2½-year-olds
- 3-year-olds
- 4-year-olds

This allows us to meet children's developmental needs whilst ensuring all children access the same ambitious curriculum journey.

Our children enter at different ages and stages of development. The groups help us provide age-appropriate experiences and support. The curriculum remains the same, but the level of challenge, adult interactions and expectations are adapted to children's developmental needs.

Our curriculum is designed to develop confident communicators, independent learners and curious thinkers. We place a strong emphasis on communication and language, personal development, physical development and developing positive attitudes to learning.

How Does Learning Progress?

2½-Year-Olds

Foundation Stage

We focus on:

- Secure relationships
- Communication and language
- Personal, social and emotional development
- Physical development
- Developing routines and independence

We build the foundations for future learning.

3-Year-Olds

Exploration Stage

We focus on:

- Vocabulary development
- Sustained play
- Curiosity and exploration
- Developing early mathematical and literacy concepts
- Increasing independence

Children broaden their experiences and deepen their understanding.

4-Year-Olds

Preparation for Reception

We focus on:

- Independence
- Self-regulation
- Communication and language
- Early literacy and mathematical thinking
- Readiness for Reception

Children are developing the skills, knowledge and behaviours needed for a successful transition into Reception.

We have one ambitious curriculum from age 2½ to school entry. Children access it at different stages of development, so we adapt teaching, support and challenge whilst maintaining clear progression towards Reception readiness.





Pre-School Overview 2026-2027

The pre-school class at Huncote Primary School follow the Early Years Foundation Stage Curriculum which is the statutory framework that sets out children's learning and development in the Foundation Stage. Our Seedlings start at 2 and a half years old, and the Little Acorns are from 3 years old and are the children that are due to start school the following year. It is worth noting that at different times of the day, our Little Acorns and Seedlings may be working on different areas to support their next steps.

Our curriculum is based on the 7 areas of learning, and we aim to incorporate the children's interests whilst developing key social/emotional skills, physical skills and communication skills too.

We have a cross curricular approach to teaching which means that we introduce a theme of work and build learning opportunities around that theme whilst aiming to incorporate the children's interests.

Each cohort varies and we aim to enhance the experience and opportunities available to all children through hands-on, inquisitive learning.

Children are taught through a range of ways including whole class discussions, group work, paired activities, and individual tasks.

The overview listed below provides an overview of what the children will gain and use during their time at pre-school but is also a working document which will develop throughout the year.

	Autumn 1 (8 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (4 weeks)	Summer 1 (8 weeks)	Summer 2 (5 weeks)
General Themes	All about me	In my community	Animal Kingdom	Round and round the garden	Out of this world!	Nursery Rhymes
Enquiry Question	What makes me special?	How do people around me help me and how do they	Could you have a tiger as a pet?	What lives in a garden and how do they grow and change?	What amazing things can we discover in	What can we learn from the rhymes we sing?

		celebrate special times?			space and from the past?	
End Points	By the end of this theme, children will: -Know that they belong to a family. -Know that people have similarities and differences. -Name some main body parts. -Talk about things they like and dislike. -Recognise and name familiar emotions. -Use vocabulary to describe themselves and the people important to them. Key Vocabulary family, body, head, arms,	By the end of this theme, children will: -Know that different people have different jobs in the community. -Recognise some people who help them. -Know that families celebrate special events and festivals. -Know that communities contain different places and buildings. -Begin to talk about winter seasonal changes. -Use vocabulary linked to celebrations and community life. Key Vocabulary community, village, church, doctor, nurse, firefighter, celebration, Christmas, Diwali, winter	By the end of this theme, children will: -Name a range of familiar farm and wild animals. -Know that animals live in different habitats -Recognise that animals have different needs. -Compare pets, farm animals and wild animals. -Use descriptive vocabulary to talk about animals. -Know that some animals are suitable as pets and some are not. Key Vocabulary animal, farm, jungle, habitat,	By the end of this theme, children will: -Know that plants need water, sunlight and care to grow. -Recognise common garden plants and minibeasts. -Know that living things grow and change over time. -Observe changes during spring. -Describe what they can see in the natural environment. -Use vocabulary related to growth and life cycles. Key Vocabulary seed, plant, grow, root, stem, leaf, flower, spring, caterpillar, butterfly	By the end of this theme, children will: -Know that Earth is the planet where we live. -Recognise that the Moon and stars are found in space. -Know that dinosaurs lived a long time ago. -Explore different materials and how they feel. -Investigate pushing and pulling objects. -Use vocabulary linked to space, movement and discovery. Key Vocabulary Earth, Moon, space, star,	By the end of this theme, children will: -Join in with a range of familiar nursery rhymes. -Recognise rhyming words and repeated phrases. -Use their senses to explore the world around them. -Talk about things they can see, hear, touch, taste and smell. -Retell parts of familiar rhymes and stories. -Speak with increasing confidence during songs, rhymes and group sessions. Key Vocabulary

	legs, mum, dad, brother, sister, happy, sad, special		pet, wild, farmer, lamb, chick, tiger		dinosaur, astronaut, push, pull, magnet, force	rhyme, song, hear, taste, smell, touch, see, loud, quiet, smooth, rough
Quality Texts	All Welcome here	Whose Hat Is This? by Sharon Katz Cooper Maisie goes to hospital Sparks in the sky Stickman Dear Santa	Farmer Duck Rumble in the Jungle Dear zoo Monkey puzzle Oi Dog!	What the ladybird heard Jasper's beanstalks The very hungry caterpillar Superworm	Dinosaurs love underpants 10 little dinosaurs Whatever next! There's no place like space	Humpty Dumpty Incy Wincy Spider Twinkle Twinkle Miss Polly
Parent Partnership /Collaborat ion	Parents send a family photo in	Community Walk	Discussion about pets	Grow a seed	Look at the moon	Teach my family a nursery rhyme
Special Events		Nativity Visit to Church	Animal Roadshow?			Sports Day Magician
CAL	Play is the most important part of our day here at pre-school and the interactions staff have with children are vital in promoting spoken language and building vocabulary. Group and story times are built into the day and these focus on using every opportunity for speaking and listening. Staff understand that the ability to listen well underpins all other learning. Key workers are able to promote good spoken language within these times and do this through songs, rhymes and stories. These times often focus on the development of new vocabulary linked to stories and staff encourage children to then use these in their play. Alongside all of this, staff ensure that the correct vocabulary is used for example correcting billy goat to goat and bunny rabbit to rabbit.					
Oracy Expectations	Physical - To make a range of vocal sounds (babbling, experimenting with pitch and volume) - To control breath while speaking (short phrases, not running out of breath) - To use facial expressions and basic gestures (pointing, waving, nodding) to communicate needs or feelings					

	Linguistic - To use single words and simple phrases to express wants and needs (e.g., “milk,” “go park”) - To imitate familiar words and phrases heard from adults or peers - To begin combining words into short sentences (e.g., “want toy,” “mummy go work”) - To name familiar objects and people Cognitive - To respond to simple questions with words or gestures (e.g., “Where’s your teddy?” → points or says “there”) - To follow simple instructions (e.g., “Put the block in the box”) - To begin expressing simple ideas or preferences (e.g., “I like dog”) - To use talk to explore and make sense of their world (e.g., talking to themselves during play) Social and Emotional - To show interest in others’ speech (e.g., turning head, watching speaker) - To engage in simple turn-taking in conversation (e.g., responding after someone speaks) - To use eye contact and proximity to initiate interaction - To express emotions through voice and gesture (e.g., excitement, frustration)					
Stem sentences	General Communication I think... I like... I don’t like... Can I try... I want to tell you...	Observing and Describing I see... It looks like... It feels... It sounds like... It smells like...	Asking Questions What is that? Why is it...? How does it...? Can you help me...? What happens if...?		Thinking and Reasoning I think it will... Maybe it’s because... It could be... I remember when... Let’s try...	
			Collaborating and Responding Can I help? Let’s do it together You did a good job! I agree because... I have a different idea...			
PSED Jigsaw	Being in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Everyone's Welcome	All Are Welcome Provision Ideas: Our Classroom” with mirrors, multicultural dolls, and dress-up clothes. Self-portraits: Using mirrors and skin-tone crayons to explore identity. Circle time: “What makes me special?”		The Colour Monster Provision Ideas: Emotion jars: Children sort coloured pom-poms into jars to show how they feel. Friendship station: Puppets or soft toys to act out kind and unkind scenarios. Feelings check-in: Visual chart with faces for children to point to how they feel each day.		Who's in My Family? Provision Ideas: Home corner: Add multicultural food, clothes, and family role-play props. Story circle: Invite children to talk about who lives in their home. Photo books: Create a class “Our Families” book with drawings or photos (with permission).	
Online Safety	Old MacDonald had a phone		Trolls stink		Chicken Clicking Questions for online safety books. Why is it important to ask a grown-up before using a phone or tablet? What should you do if something on a screen makes you feel worried or confused? Who can help you stay safe when using technology? Can you remember a rule from the story that helps keep us safe online?	
PD	Opportunities for outdoor play are vital in the EYFS. Our pre-school places equal value on outdoor and indoor play, and the well-resourced outdoor area is an important part of the continuous provision. We work on the premise that regular activity is vital for strengthening neural networks, where regular, intense exercise results in the growth of neurons to aid memory and learning. Opportunities in the outdoor area are designed to improve concentration, hand eye coordination, confidence and decision making.					
Wiggle	Movement 1 Movement 2	Movement 3 Movement 4	Movement 5 Movement 6	Movement 7 Movement 8	Movement 9	Movement 10
Get Set 4 PE	Introduction to PE 1 Key Skills	Dance Unit 1 Key Skills Physical: actions, dynamics, space, balance, jump	Gymnastics Unit 1 Key Skills	Ball Skills Unit 1 Key skills Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance	Fundamental s Unit 1 Key skills Physical: balance, run, jump, hop,	Games Unit 1 Key Skills Physical: run, balance, change

 These units link to the whole school PE planning	Physical: run, jump, hop, skip, balance, crawl, catch, throw Social: share, communication, work safely, co-operation, leadership Emotional: independence, perseverance, confidence Key knowledge I am beginning to balance I am beginning to negotiate space safely I am beginning to take turns with others I can explore movement skills I can make guided choices I can follow instructions with support.	Social: work safely, respect, collaboration Emotional: independence, confidence Key knowledge I am beginning to negotiate space safely I am beginning to use and remember sequences I am building confidence to try new challenges I can explore movement skills I follow instructions with support I show respect towards others	Physical: shapes, balances, jumps, rocking, rolling, travel Social: work safely, collaboration, share and take turns Emotional: determination, confidence Key knowledge I am beginning to negotiate space safely I am beginning to take turns I am building confidence to try new challenges I can explore movement skills I can match skills to tasks and apparatus I can use a range of large and small apparatus I follow instruction with support	Social: work safely, collaboration, co-operation, support others Emotional: perseverance, independence, honesty Key knowledge I am beginning to explore a range of ball skills I am beginning to negotiate space safely I am beginning to take turns with others I can make guided choices I persevere with support when trying new challenges I play ball games guided by the rules with support	change direction, catch, throw Social: support others, work safely, take turns Emotional: honesty, determination Key knowledge I am beginning to negotiate space safely I am beginning to take turns with others I am building my confidence to try new challenges I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games I follow instructions with support I play games honestly guided by rules with support	direction, throw, catch, jump Social, work safely, communication, co-operation, support and encourage others Emotional: confidence, honesty, determination, manage emotions Key knowledge I am beginning to explore a range of ball skills I am beginning to negotiate space safely I am beginning to take turns with others I am beginning to understand how I feel in different situations I can explore movement skills I follow instructions with support I play games honestly guided
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						by the rules with support
Rhyme Time Little Wandle 	Hey Diddle Diddle Hickory, Dickory Dock A Sailor went to sea Jack and Jill	Twinkle Twinkle Little Star, Miss Molly had a Dolly Down at the station	The Wheels on the bus Wind the bobbin up Row row row your boat	Round and round the garden Ring a ring a roses One two buckle my shoe	Mary, Mary quite contrary Incy wincy spider Humpty Dumpty	Baa Baa black sheep 1,2,3,4,5 once I caught a fish alive The Grand old duke of York
Foundations in Phonics Little Wandle  Little Acorn children	No sounds – focus on Rhyme time and settling children into your setting's routines.	s a t p i n m d Sound focus Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.) • In each session, play: • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). • The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session. Oral blending focus In each session, play: • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) • The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.	g o c k e u	r h b f l	j v w y z q u ch	ck x sh th ng nk

Talk 4 Writing in Pre-School 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Mr Wiggle and Mr waggle	The Stickman	Dear Zoo	The very hungry caterpillar	Whatever Next!	Nursery Rhymes
Talk Focus	-Joining in with repeated phrases -Listening and attention -Turn taking in conversation	-Story retelling - Character feelings	-Repetition and refrains - Describing animals	-Sequencing - Story language	Imaginative storytelling	- Repetition - Performance - Rhythm
Oracy Progression	Uses eye contact and joins in with actions Uses single words and simple phrases Answers simple questions about stories Takes turns in conversation	Uses voice and actions to retell familiar parts Uses simple sentences to describe characters and events Recalls key events from familiar stories Talks about characters' feelings	Speaks audibly when joining repeated refrains Uses descriptive vocabulary from stories Predicts what might happen next Listens and responds to others' ideas	Uses actions to support sequencing Uses sequencing language: first, next, then Sequences events in order Retells stories collaboratively	Uses expression when telling stories Uses imaginative vocabulary in play and storytelling Suggests changes to stories Shares story ideas with peers	Performs rhymes and stories to a small audience Recalls and uses familiar story and rhyme language independently Creates own simple narratives based on familiar structures Performs confidently and speaks in front of others

Story Pattern	Character → Journey → Visit → Return	Lost → Search → Return Home	Repeated request pattern	Change and transformation	Adventure journey	Rhymes
Key Vocabulary	-friend -house -hill -open -close -knock -visit	-family -lost -worried -rescue -home	-enormous -fierce -tall -naughty -pet	-egg -caterpillar -cocoon -butterfly -grow	-rocket -moon -astronaut -adventure	-rhyme -repeat -sing -perform -verse -audience
Development Matters Links	Communication & Language -Enjoy listening to longer stories and can remember much of what happens. -Learn new vocabulary. -Use a wider range of vocabulary. PSED -Develop friendships with other children.	Communication & Language -Understand 'why' questions. -Use longer sentences. -Enjoy listening to longer stories. PSED -Talk about their feelings using words like happy, sad, worried and excited.	Communication & Language -Use a wider range of vocabulary. -Understand a question or instruction that has two parts. -Develop communication but may continue to have problems with irregular tenses and plurals. Understanding the World	Communication & Language -Enjoy listening to longer stories. -Extend vocabulary through conversations and stories. Understanding the World -Understand the key features of the life cycle of a plant and an animal. Mathematics	Communication & Language -Use talk to organise ideas and play. -Develop pretend play. Expressive Arts & Design -Develop their own ideas and decide how to express them. -Engage in imaginative play.	Communication & Language -Sing a large repertoire of songs. -Know many rhymes. Expressive Arts & Design -Take part in pretend play. -Explore and engage in music making.

	-Become more outgoing with unfamiliar people. Physical Development -Increasingly able to use and remember sequences and patterns of movements linked to music and rhymes.		-Begin to understand the need to respect and care for living things.	-Talk about and explore patterns.		
Reception Readiness	Joins in with story actions and repeated language.	Retells 3-4 key events from a familiar story using props and adult support.	Uses descriptive language during story retell.	Sequences events using first, next and then.	Suggests simple changes to characters, settings or events in familiar stories.	Performs familiar rhymes with confidence.
Reception Link	-Retelling simple stories with actions -Beginning story mapping	-Sequencing events -Understanding story structure	-Innovating repetitive texts -Oral sentence building	-Oral retelling using story maps -Understanding beginning, middle and end	- Story innovation -Creating new settings	-Oral storytelling confidence -Performing familiar texts
	Teaching approaches used throughout the year • Story actions • Oral retelling • Story maps					

	• Small world play • Puppets and props • Role play • Songs and rhymes		
End of Pre-School Talk for Writing Expectations	Autumn Joins in with actions and repeated words	Spring Retells familiar stories using props	Summer Changes parts of familiar stories and creates own ideas
	By the end of pre-school children will typically: Communication & Language • Enjoy listening to and talking about stories. • Learn and use new vocabulary. • Use longer sentences. • Take turns in conversations. Storytelling • Join in with repeated refrains. • Retell familiar stories using props and actions. • Sequence key events. • Suggest simple innovations to stories. • Create simple imaginative narratives through play.		

Maths White Rose  These units link to the whole school maths planning	Comparison 1 More than, fewer than, same Shape, space and measure 1 Explore and build with shapes and objects Pattern 1 Explore repeats Counting 1 say number names	Counting 2 Begin to order number names Subitising 1 I see 1, 2, 3 Pattern 2 Join in with repeats Shape, space and measure 2 Explore position and space	Subitising 2 Show me 1, 2, 3 Counting 3 Move and label 1, 2, 3 Shape, space and measure 3 Explore position and routes Pattern 3 Explore patterns	Counting 4 Take and give 1, 2, 3 Shape, space and measure 4 Match, talk, push and pull Subitising 3 Talk about dots Comparison 2 Compare and sort collections	Pattern 4 Lead on own repeats Shape, space and measure 5 Start to puzzle Pattern 5 Making patterns together Subitising 4 Make games and actions	Counting 5 Show me 5 Pattern 6 My own pattern Counting 6 Stop at 1, 2, 3, 4, 5 Comparison 3 Match, sort, compare
UW	Children in our pre-school are supported to develop their understanding of the world through rich, hands-on experiences embedded in continuous provision. Opportunities to explore, investigate, and make sense of their environment are woven into everyday play and learning. These experiences are regularly enhanced to reflect current themes—such as seasonal changes, cultural celebrations, and community roles—as well as the children’s own interests. This approach nurtures curiosity, respect for diversity, and a growing awareness of the world around them, in line with the EYFS framework.					
Science These units link to the whole school	Understanding the World Development matters 3–4-year-old statements • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. What Science Looks Like in Pre-School? In pre-school, science is all about exploring, noticing, and wondering. It’s not about facts and worksheets—it’s about giving children the chance to play, discover, and ask questions about the world around them.  Seasons and Weather We help children:					

Science planning	• notice the changes in the world around them—like when the leaves fall, the sun feels warmer, or it starts to get dark earlier. • talk about the weather every day, children might draw what they see or help make a simple weather chart. • read lovely books about the changing seasons and talk about what's happening outside.					
	🌳 Outdoor Adventures We help children: • by going on regular walks/garden adventures to explore nature.					
	• look for signs of animals, spot bugs, and notice how things change with the seasons—like animals going to sleep for winter or coming out at night. • to talk about what they see, like “That tree has no leaves now!” or “I saw a worm wriggling!”					
	🐛 Caring for Nature We help children: • learn to look after the world, like watering plants or being gentle with bugs.					
	• by giving them lots of chances to touch, smell, and listen to nature—feeling bark, smelling flowers, or hearing birds. • talk about how we can take care of our planet, even in small ways.					
	Ourselves <i>What is amazing about me?</i> Key knowledge/skills Pre-School will... - Learn to understand and name who is in our family. - Talk about their likes and dislikes. Talk about differences and Similarities Key vocabulary: Myself, me, family,	In my community <i>Why is my community special?</i> Key knowledge/skills Pre-School will... -Observe seasonal changes in winter Key vocabulary: Cold, dark, icy, snow, freezing, slippery, frozen,	Animal Kingdom <i>Could you have a tiger as a pet?</i> Key knowledge/skills Pre-School will... - Explore a range of materials to collage a farm animal. - Explore a range of natural materials in their outdoor environment to create flower pictures.	Round and round the garden <i>What can we find outside?</i> Key knowledge/skills pre-school will... - Plant seeds and care for growing plants. - Understand the key features of a life cycle of a plant and animal. - Observe and explore a range of plants and flowers in the natural environment.	Out of this world! <i>Do all materials feel the same?</i> Key knowledge/skills pre-school will... - Explore which materials are magnetic. - Explore how to push and pull difference objects with force. - Explore and feel the	Nursery Rhymes <i>What can you see? (Senses)</i> Key knowledge/skills Pre-School will... - Learn about their five senses and explore each one: touch a range of materials, smell a range of scents, hear

	head, arms, body, legs, house, mum, dad, brother, sister		Key vocabulary: Farm, animals, horse, cow, pig, piglet, sheep, lamb, chick, chicken, duck, ducklings, farmer, hay, mud	-observe seasonal changes in spring Key vocabulary: Growing, planting, cress, plant, seed, water, soil, sun, grow, stem, leaf, petal, spring, blossom, daffodils, bud, tree, bumble bee, ladybird	texture of a range of different materials. Key vocabulary: Push, pull, fast, slow, force, fall, drop, heavy, light, magnet,	different musical instruments, explore what they can see in a range of pictures, taste a range of different biscuits Key vocabulary: senses, hear, taste, see, touch, smell, feel, sweet, sour, rough, bumpy, smooth, loud, quiet, bright
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Science

By the end of Pre-School children will:

- Know that plants and animals are living things.
- Know that living things grow and change over time.]
- Know that plants need water, sunlight and care to grow.
- Know that animals live in different habitats and have different needs.
 - Notice changes in the weather and seasons.
 - Explore materials and describe what they feel like.
 - Explore forces through pushing and pulling objects.
 - Use their senses to investigate the world around them.

Through meaningful experiences, stories, conversations, visits and play, children begin to develop the foundations of historical and geographical understanding. They learn about their own lives and families, their local community, seasonal change, different environments and events from the past. These experiences provide the building blocks for future learning in History and Geography in Key Stage 1.

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UW/ Geography	Autumn 1: All About Me Enquiry: Where do I belong? Knowledge I live in a home. I belong to my nursery. Different people live in different homes. Vocabulary • home • nursery • room • house • belong	Autumn 2: In My Community Enquiry: What is in our village? Knowledge Huncote is our village. Different people help us. We can identify familiar places. Vocabulary • village • road • church • shop • community	Spring 1: Animal Kingdom Enquiry: Where do animals live? Knowledge Different animals live in different places. Some animals live on farms. Some animals live in jungles. Vocabulary • habitat • farm • jungle • animal • home	Spring 2: Round and Round the Garden Enquiry: What can we find outside? Knowledge Gardens contain plants and minibeasts. Weather affects living things. Spring brings changes. Vocabulary • garden • plant • flower • bug • weather	Summer 1: Out of This World Enquiry: What is our world like? Knowledge We live on Earth. Earth is where people and animals live. Space is above Earth. Vocabulary • Earth • space • planet • moon • sky	Summer 2: Nursery Rhymes Enquiry: What do we notice around us? Knowledge We can use our senses to explore places. Different places sound and feel different. Vocabulary • near • far • outside • environment
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						• explore
	Geography By the end of Pre-School children will: • Know where they belong within their family, nursery and local community. • Know that places have different features and purposes. • Know that people, animals and plants live in different environments. • Know that weather and seasons change across the year. • Know that Earth is the place where people and animals live. • Begin to use geographical vocabulary to talk about places and the natural world.					
UW-RE	Religious Education is delivered through our Understanding the World curriculum and woven throughout our long-term plan. Children explore a range of festivals, celebrations, family traditions and cultural experiences, including Diwali, Christmas, Chinese New Year and Easter. Through stories, discussions, role play, visitors and first-hand experiences, children learn about similarities and differences between people, families and communities. These experiences help children develop curiosity, respect and an understanding of the diverse world around them, in line with the EYFS Understanding the World area of learning. People, Culture and Communities Children will learn that: • People belong to different families and communities. • People celebrate special events in different ways. • Some people have religious beliefs and traditions. • Different religions have special places and special stories. • We show respect for similarities and differences. Key Vocabulary • celebration • church • festival					

	• Diwali • Christmas • faith • special • tradition				
	All About Me RE Link -Families can be the same and different. -People belong to different communities.	In My Community RE Link -Christmas is celebrated by Christians. -Diwali is celebrated by many Hindus and Sikhs. -Churches are special places for Christians. -Families have different traditions.	Animal Kingdom RE Link -Caring for animals and living things. -Showing kindness and respect.	Round and Round the Garden RE Link -Caring for the natural world. -Looking after living things. -Easter is a special celebration for Christians. -Some families celebrate Easter in different ways.	Out of This World RE Link -Wondering about the world around us. -Asking questions about things we cannot easily explain.
RE By the end of Pre-School children will: • Know that people celebrate special occasions in different ways. • Know that some people go to special places such as churches. • Talk about similarities and differences between families. • Show respect for people whose experiences are different from their own. • Recognise some religious celebrations including Christmas and Diwali.					

EAD	Children in our pre-school have daily access to a rich and varied range of expressive arts and design opportunities through continuous provision. Creative areas are thoughtfully planned and resourced to encourage exploration, imagination, and self-expression. These areas are regularly enhanced to reflect current themes—such as seasonal celebrations, cultural events, and topic-based learning—as well as the evolving interests of the children. This ensures that creativity is meaningful, engaging, and inclusive, supporting children’s development across the EYFS framework.		
Art <i>These units link to the whole school art planning.</i>	Pre-school- Monochromatic Colour Play and Sorting - Activity: Provide a tray of mixed coloured objects (buttons, blocks, pom-poms) and ask children to sort by colour. - Learning: Builds awareness of colour families and visual discrimination. 2. Single Colour Painting - Activity: Offer just one colour of paint (e.g., red) with white and black to mix. Let children explore how the colour changes. - Learning: Introduces the idea of shades and tones in a hands-on way. 3. Monochrome Sensory Collage - Activity: Create a collage using only materials of one colour (e.g., green leaves, green paper, green fabric). - Learning: Encourages texture exploration and colour focus.	Pre-School- Chromatic  1. Colour Sorting and Matching Activity: Provide coloured objects (e.g. blocks, pom-poms, fabric swatches) and ask children to sort them into colour groups. Learning Focus: Identifying and naming colours EYFS Link: <i>Mathematics – Compare quantities and sort objects; Expressive Arts – Explore colour</i> Extension: Use colour paddles or transparent sheets to overlay and explore changes.  2. Sensory Colour Mixing Activity: Use finger paints or coloured water in trays for children to mix and explore new colours. Learning Focus: Understanding that colours can change when mixed EYFS Link: <i>Understanding the World – Explore how things work; Expressive Arts – Explore colour mixing</i> Extension: Add shaving foam or jelly for texture and sensory engagement.	Pre-School- Clay Sculpture Theme: “Let’s Explore Clay!” Learning Intentions To explore clay using hands and simple tools. To notice and describe textures and changes. To develop hand strength and coordination. To express ideas through sensory play. Development Matters Links Expressive Arts and Design Notice patterns with strong contrasts and be attracted by sensory experiences. Start to make marks intentionally. Explore different materials, using all their senses to investigate them. Physical Development Use large and small motor skills to do things independently. Develop manipulation and control.

		 3. Colour Stories and Emotions Activity: Read a story like <i>The Colour Monster</i> and talk about how colours can show feelings. • Learning Focus: Associating colours with emotions • EYFS Link: <i>Personal, Social and Emotional Development</i> – <i>Talk about feelings; Communication and Language – Use new vocabulary</i> • Extension: Children choose a colour to show how they feel and create a simple drawing.  4. Nature Colour Hunt Activity: Go outside and collect natural items (leaves, flowers, stones) and match them to colour cards. • Learning Focus: Observing colours in the environment • EYFS Link: <i>Understanding the World</i> – <i>Explore the natural world; Expressive Arts – Use colour in creative work</i> Extension: Create a nature collage using the collected items	Communication and Language Understand simple questions and instructions. Use a wider range of vocabulary. Session Structure (30–40 minutes)  1. Welcome & Sensory Warm-Up (5–10 mins) Invite children to feel and talk about different textures (e.g., soft fabric, rough sponge). Introduce clay: “This is clay. How does it feel?”  2. Clay Play Exploration (20–25 mins) Provide small balls of clay on trays or mats. Encourage children to: Squash, roll, poke, pinch, and pat the clay. Use simple tools: wooden sticks, rolling pins, plastic animals, shells, or leaves to press into the clay. Add water to explore changes in texture. Adult prompts: “What happens when you press your finger in?” “Can you make a snake shape?” “What does it feel like now?”  3. Optional Animal Link
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			Offer plastic animal figures to press into the clay (e.g., paw prints, tails). Talk about the animals: "Whose footprint is this?" Sing a related song like Old MacDonald or Walking Through the Jungle. 💎 4. Clean-Up & Reflect (5 mins) Encourage children to help tidy up. Ask: "What did you make?" "How did the clay feel?" Resources Needed Air-dry clay or soft modelling clay Rolling pins, wooden sticks, plastic forks Natural materials: leaves, shells, stones Animal figures or footprint stamps Aprons, table covers, hand wipes Substantive Knowledge Clay is a soft material that can be shaped. Tools and hands can change the clay's form and texture. Animals have different footprints and textures (fur, scales, etc.).
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			Understanding the World Explore the natural world around them. Describe what they see, hear and feel while outside.
	DT By the end of Pre-School children will: • Explore and investigate a variety of art materials. • Use painting, drawing, printing, collage and modelling to create simple artworks. • Notice colour, pattern, texture, line and shape in the environment around them. • Express ideas, experiences and interests through creative work. • Talk about their creations using simple artistic vocabulary. • Develop the confidence to experiment, create and evaluate their own work.		
DT	In our pre-school setting, children experience a wide range of design and technology activities that encourage creativity, problem-solving and exploration. These activities are carefully planned to support the Development Matters guidance for children aged 2–4 years, ensuring progression across the EYFS. Our Approach Children are provided with opportunities to: • Explore materials and tools safely, developing fine motor skills and confidence. • Experiment with joining techniques such as tape, glue, and simple connectors. • Create purposeful designs through play, using construction kits, recycled materials and natural resources. • Investigate how things work, fostering curiosity and early engineering thinking. • Collaborate and share ideas, supporting communication and language development. • Engage in simple cooking activities, such as making pancakes, fruit salads, or baking, to learn about processes and changes in materials.		
Music	<u>Unit 1 – Body Percussion</u>	<u>Unit 2 – Who's Working? People who help us</u>	<u>Unit 3 – Busy in the Garden</u>

By the time children leave Pre-School, we want them to be able to:

Communication and Language

- Listen during short group sessions.
 - Follow simple instructions.
- Use short sentences to communicate ideas and needs.
 - Join in with stories, songs and rhymes.

Personal, Social and Emotional Development

- Build positive relationships with adults and peers.
 - Take turns and share with support.
- Show increasing independence in routines.

Physical Development

- Move confidently in a range of ways.
 - Use tools and equipment safely.
- Develop increasing control with mark-making tools.

Literacy and Mathematics Foundations

- Join in with rhyme and sound play.
- Recognise and talk about some sounds.
 - Count small groups of objects.
 - Recognise simple patterns.

Understanding the World

- Talk about themselves, their family and community.
 - Notice changes in the natural world.
 - Explore and investigate through play.

Expressive Arts and Design

- Explore materials creatively.
- Sing familiar songs and rhymes.
- Engage in imaginative and role play.

All About Me

Enquiry Question- What makes me special?

Key Vocabulary

- family
- body
- head
- arms
- legs
- special
- same
- different

Key Knowledge

- Everyone is special.
- Families can be different.
- People have similarities and differences.
- We all have feelings.

Key Text

- All Are Welcome

Experiences

- Family photographs
- Self-portraits
- Mirror exploration

In my Community

Enquiry Question- How do people around me help me and how do they celebrate special times?

Key Vocabulary

- community
- village
- church

Key Knowledge

- Different people help us.
- Communities contain places and people.
- Families celebrate in different ways.

Experiences

- Walk around Huncote
- Visit to church
- Nativity

• doctor • firefighter • celebration		
Animal Kingdom Enquiry Question- Could you have a tiger as a pet?		
Key Vocabulary • habitat • farm • wild • pet • jungle	Key Knowledge • Animals live in different habitats. • Animals have different needs. • Some animals are pets.	Experiences • Animal visitor • Animal role play • Habitat exploration

Round and Round the Garden Enquiry Question- What lives in a garden and how do they grow and change?		
Key Vocabulary	Key Knowledge • Plants grow from seeds.	Experiences

Out of this World

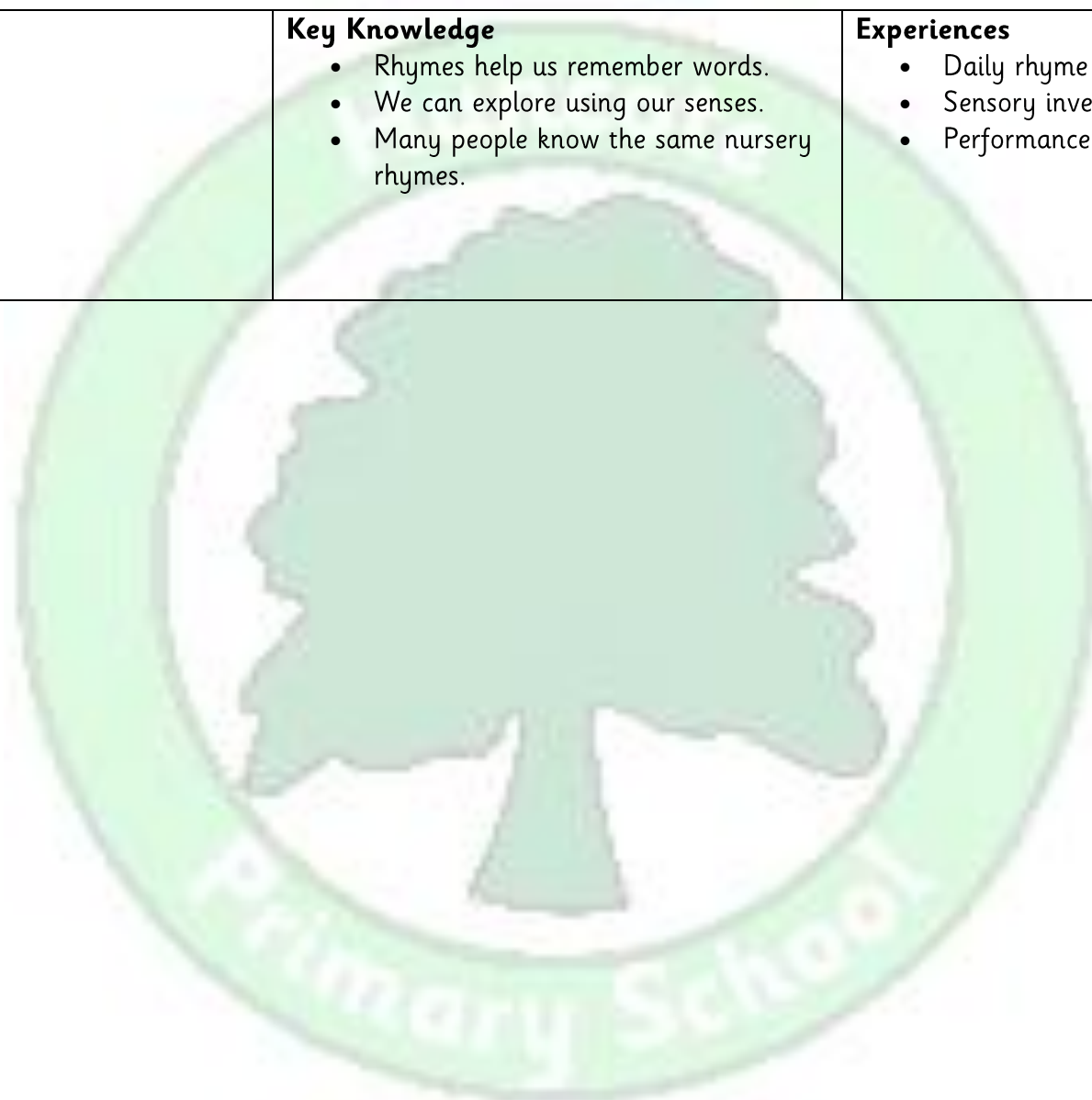
Enquiry Question- What amazing things can we discover in space and from the past?

Key Vocabulary	Key Knowledge	Experiences
• Earth • Moon • astronaut • dinosaur • force	• Earth is where we live. • The Moon is in space. • Dinosaurs lived long ago.	• Space role play • Material investigations • Dinosaur exploration
• seed • grow • stem • leaf • butterfly	• Living things change. • Gardens contain plants and minibeasts	• Planting seeds • Minibeast hunts • Life cycle observations

Nursery Rhymes

Enquiry Question- What can we learn from the rhymes we sing?

Key Vocabulary	Key Knowledge	Experiences
- rhyme - song - hear - smell - touch	- Rhymes help us remember words. - We can explore using our senses. - Many people know the same nursery rhymes.	- Daily rhyme sessions - Sensory investigations - Performance opportunities



Provision Enhancements linked to themes

Theme 1: All About Me

Enquiry Question: What makes me special?

Small World Enhancements

- Diverse family figures
- Dolls and babies
- Homes and furniture
- Family photographs

Vocabulary

- family
- home
- mum
- dad
- brother
- sister

Adult Interactions

- Tell me about your family.
- Who lives with you?
- How are these families similar or different?

Role Play Enhancements

- Home corner
- Baby care resources
- Telephones
- Dressing-up clothes

Vocabulary

- care
- kind
- helpful
- baby

Adult Interactions

- How can we look after the baby?
- What jobs do people do at home?

Creative Enhancements

- Mirrors
- Skin-tone paints
- Self-portrait resources

Vocabulary

- face
- eyes
- hair
- special

Investigation Enhancements

- Mirrors
- Family photos
- Magnifying glasses

Vocabulary

- same
- different
- notice
- observe

Outdoor Enhancements

- Large-scale body drawing
- Obstacle courses

Vocabulary

- balance
- climb
- jump
- body

Provision Enhancements linked to themes

Theme 2: In My Community

Enquiry Question: How do people around me help me and how do they celebrate special times?

Small World Enhancements - Community helper figures - Village buildings - Emergency vehicles Vocabulary - community - village - help - job	Role Play Enhancements - Doctors surgery - Post office - Fire station Vocabulary - doctor - nurse - firefighter - police	Creative Enhancements - Celebration crafts - Firework paintings - Cards and decorations Vocabulary - celebration - festival - special	Investigation Enhancements - Maps - Photos of Huncote - Winter investigation tray Vocabulary - village - road - church - winter	Outdoor Enhancements - Community vehicle course - Delivery role play Vocabulary - direction - journey - travel
Adult Priorities - Model ambitious vocabulary. - Extend children's thinking through questioning. - Encourage sustained shared thinking. - Support turn-taking and conversation. - Link play back to stories, experiences and key learning. - Identify and respond to individual next steps.				

Provision Enhancements linked to themes

Theme 3: Animal Kingdom

Enquiry Question: Could you have a tiger as a pet?

Small World Enhancements • Farm animals • Jungle animals • Zoo animals Vocabulary • animal • habitat • farm • jungle	Role Play Enhancements • Veterinary surgery • Pet shop Vocabulary • pet • vet • care • healthy	Creative Enhancements • Animal collage materials • Animal pattern painting Vocabulary • fur • feathers • scales	Investigation Enhancements • Animal footprints • Animal textures • Sorting animals Vocabulary • wild • pet • habitat	Outdoor Enhancements • Animal movement trail • Habitat building Vocabulary • stalk • crawl • jump • shelter
Adult Priorities • Model ambitious vocabulary. • Extend children's thinking through questioning. • Encourage sustained shared thinking. • Support turn-taking and conversation. • Link play back to stories, experiences and key learning. • Identify and respond to individual next steps.				

Provision Enhancements linked to themes

Theme 4: Round and Round the Garden

Enquiry Question: What lives in a garden and how do they grow and change?

Small World Enhancements • Minibeasts • Garden figures • Flower beds Vocabulary • garden • bug • flower	Role Play Enhancements • Garden centre • Flower shop Vocabulary • plant • water • grow	Creative Enhancements • Nature printing • Flower collage • Observational drawing Vocabulary • petal • leaf • stem	Investigation Enhancements • Planting station • Magnifiers • Life-cycle cards Vocabulary • seed • root • grow • change	Outdoor Enhancements • Planting area • Bug hunts • Watering station Vocabulary • caterpillar • butterfly • soil • blossom
Adult Priorities • Model ambitious vocabulary. • Extend children's thinking through questioning. • Encourage sustained shared thinking. • Support turn-taking and conversation. • Link play back to stories, experiences and key learning. • Identify and respond to individual next steps.				

Provision Enhancements linked to themes

Theme 5: Out of This World

Enquiry Question: What amazing things can we discover in space and from the past?

Small World Enhancements

- Dinosaurs
- Space figures
- Rockets

Vocabulary

- dinosaur
- astronaut
- Earth
- Moon

Role Play Enhancements

- Space station
- Rocket launch centre

Vocabulary

- space
- planet
- rocket

Creative Enhancements

- Galaxy painting
- Junk-model rockets
- Dinosaur art

Vocabulary

- star
- planet
- space

Investigation Enhancements

- Magnets
- Push/pull resources
- Material exploration

Vocabulary

- magnet
- force
- push
- pull

Outdoor Enhancements

- Rocket obstacle course
- Moon walking challenges

Vocabulary

- fast
- slow
- heavy
- light

Adult Priorities

- **Model ambitious vocabulary.**
- **Extend children's thinking through questioning.**
- **Encourage sustained shared thinking.**
- **Support turn-taking and conversation.**
- **Link play back to stories, experiences and key learning.**
- **Identify and respond to individual next steps.**

Provision Enhancements linked to themes

Theme 6: Nursery Rhymes

Enquiry Question: What can we learn from the rhymes we sing?

Small World Enhancements - Nursery rhyme characters - Story props Vocabulary - rhyme - story - character	Role Play Enhancements - Nursery rhyme theatre - Puppet stage Vocabulary - perform - sing - pretend	Creative Enhancements - Character masks - Rhyme artwork Vocabulary - design - create - decorate	Investigation Enhancements - Sound exploration - Sensory trays - Musical instruments Vocabulary - hear - loud - quiet - sound	Outdoor Enhancements - Humpty Dumpty wall - Incy Wincy water play - Action rhyme trail Vocabulary - climb - fall - splash
Adult Priorities Model ambitious vocabulary. Extend children's thinking through questioning. Encourage sustained shared thinking. Support turn-taking and conversation. Link play back to stories, experiences and key learning. Identify and respond to individual next steps.				