

UGLEY DUCKLINGS PRE-SCHOOL

Our Curriculum

Learning, Growing and Thriving Together



Every child is unique, capable and full of potential.

Our Curriculum

At Ugley Ducklings Pre-School, we believe that every child is unique, capable and full of potential.

Our curriculum is designed for children aged 2-4 years and provides a happy, nurturing and stimulating environment where children feel safe, valued and confident to explore the world around them.

We recognise that children develop at different rates and in different ways. Our curriculum therefore starts with the individual child - their interests, experiences, abilities and needs.

Through a balance of child-led play, carefully planned experiences, meaningful interactions and adult-guided learning, we aim to give every child the strongest possible foundations for their future.

Our Curriculum Intent

Our aim is for every child who attends Ugley Ducklings Pre-School to:

- feel happy, safe, secure and valued
- develop confidence and independence
- build positive relationships with children and adults
- become a confident communicator
- develop curiosity and a love of learning
- learn to manage their feelings and behaviour
- develop strong physical skills
- explore, investigate, question and problem-solve
- develop their imagination and creativity
- learn about themselves, their community and the wider world
- respect and celebrate differences
- develop the skills they need for the next stage of their education.

Above all, we want children to enjoy their childhood and develop a lifelong enthusiasm for learning.

The Early Years Foundation Stage

Our curriculum is underpinned by the Early Years Foundation Stage (EYFS) and is organised around the seven areas of learning and development.

The Three Prime Areas

Communication and Language

Communication is at the heart of everything we do. We provide a language-rich environment where children are encouraged to listen, talk, ask questions, share their ideas and develop their vocabulary. Stories, songs, rhymes, conversations and imaginative play are an important part of every day.

Personal, Social and Emotional Development

We help children develop positive relationships, confidence and a strong sense of themselves. Children learn to recognise and express their emotions, consider the feelings of others, develop friendships, take turns and become increasingly independent. Our practitioners provide warm, responsive relationships so that children feel secure and ready to learn.

Physical Development

Children have regular opportunities to be active and develop their gross and fine motor skills. Running, climbing, balancing, dancing, throwing, catching, digging, building, drawing, painting and using tools all help children develop strength, coordination and control. We also encourage children to become increasingly independent with their personal care and to begin understanding healthy choices.

The Four Specific Areas

Literacy

We aim to develop a love of books, stories and language. Children enjoy stories, rhymes, songs and conversations throughout their day. They learn how books work, notice sounds and rhymes and have many opportunities to make marks and give meaning to their early writing.

Mathematics

Mathematics is incorporated naturally into children's play and everyday experiences. Children explore numbers, counting, shapes, patterns, size, quantity, position and measurement through practical experiences such as construction, cooking, puzzles, songs, outdoor play and everyday routines.

Understanding the World

We encourage children to be curious about the world around them. Children explore nature, seasons, animals, plants, materials, technology, people, occupations, families, communities and different cultures. First-hand experiences help children investigate, ask questions and develop their understanding of how the world works.

Expressive Arts and Design

Children are given the freedom to explore their imagination and creativity. Through painting, drawing, modelling, music, dance, singing, role play, construction and imaginative play, children can experiment with ideas and express themselves in their own individual ways.

How Children Learn

Learning Through Play

We believe that play is fundamental to young children's learning. When children are deeply involved in play, they are developing language, concentration, creativity, problem-solving, physical skills and relationships - often all at the same time.

Our practitioners carefully observe children's interests and development and use this knowledge to provide experiences that extend their learning. Adults join children's play sensitively, introducing new vocabulary, asking questions, modelling skills and helping children develop their ideas.

Following Children's Interests

Young children learn particularly well when something captures their curiosity. Our planning is flexible and responsive. Practitioners use their knowledge of the children to build learning opportunities around their interests while also introducing new experiences, ideas and vocabulary.

Rather than expecting every child to complete identical activities, we recognise that meaningful learning may look different for each child.

Our Youngest Children

We recognise that two-year-olds have different developmental needs from older pre-school children. For our youngest children, particular emphasis is placed on:

- secure relationships with familiar adults
- communication and language
- emotional development
- sensory exploration
- physical development
- developing independence
- learning alongside other children
- predictable routines and a strong sense of belonging.

As children develop, experiences gradually become broader and more challenging.

Experiences, Inclusion and Partnership

Outdoor Learning

Outdoor learning is an important part of our curriculum. The outdoors provides opportunities for children to move freely, investigate nature, take appropriate risks, solve problems and experience the changing world around them. We encourage children to explore and learn outdoors throughout the year.

Independence and Confidence

We want children to develop a strong "I can have a go" attitude. Throughout the day, children are encouraged to make choices, look after their belongings, help with routines, solve simple problems and attempt things for themselves. Adults are always available to provide support, but we also recognise the importance of giving children time and confidence to discover what they can achieve independently.

Inclusion and SEND

At Ugley Ducklings Pre-School, every child belongs. We are committed to providing an inclusive environment in which all children are valued and respected.

We recognise that some children may require additional support or adaptations to access learning successfully. We work closely with parents and carers and, where appropriate, other professionals to identify children's individual needs and provide suitable support.

Our curriculum celebrates different families, cultures, backgrounds, abilities and experiences and helps children learn to respect both similarities and differences.

Working in Partnership with Parents

Parents and carers know their children best, and we value the important role families play in children's learning and development. We aim to develop open, trusting relationships with families and regularly share information about children's experiences, interests and progress.

We also welcome information from home so that we can build on children's experiences and provide continuity between home and pre-school.

Preparing for the Next Stage

Being ready for school is about much more than knowing letters and numbers. We help children develop the wider skills that will support them throughout their education, including:

- confidence
- independence
- communication
- listening and attention
- resilience
- curiosity
- positive relationships
- managing emotions
- following routines
- making choices
- asking for help when they need it
- developing a positive attitude towards learning.

When the time comes for children to move on to school, we work with families and receiving schools to help make the transition as positive as possible.

Our Curriculum in Practice

Our curriculum is not simply a list of activities. It can be seen in the conversations we have, the stories we share, the questions children ask, the friendships they develop, the problems they solve, the risks they learn to manage and the discoveries they make.

Practitioners continually observe, interact and reflect so that experiences remain meaningful, challenging and appropriate for each child.

At Ugley Ducklings Pre-School, we want every child to leave us feeling:

I am important. I am capable. I am curious.

I can make friends. I can communicate. I can have a go.

I am ready for my next adventure.