Kempshott Under Fives Preschool Curriculum 2023/24

Our ethos - Wondrous curiosity, creative thinkers, happy, healthy and safe children, all encompassed in a calm and seasonal approach to learning.

Intent	Implementation	Impact
Curious Learners (Characteristics of Effective Teaching and Learning)	• Provocations • Invitations to play • Provide opportunities for new experiences • Staff challenging and questioning • STEM activities • Being outdoors in nature	2.5 – 3 years • Be willing to try out new experiences, both practical and creative • Explores different media and materials in their play • Observes others in their play • Use technology and cause and effect toys • Enjoys being outside, noticing and naming things • Asks questions using the words 'who' and 'what' 4 years plus • Shows an interest in different cultures, celebrations and experiences of others • Uses cameras and other technology to record and find information • Discusses what they observe when outside • Talks about things in the past and in the future • Asks questions using 'why', 'when' and

		'how' • Starts to reason and predict
Risk-takers (Characteristics of Effective Teaching and Learning)	• Climbing equipment in the garden and slides • Using water play, both in trays and with guttering • Provide 'risky' experiences i.e. sparklers for Bonfire Night • Places to 'hide' around the environment • Wheeled vehicles in the garden for 'speed' • Woodwork opportunities i.e. using real tools	2.5 – 3 years • Explores sensory play opportunities • Eager to try new experiences • Will attempt to use climbing equipment • Access wheeled vehicles 4 years plus • Confidently uses climbing equipment and slides • Happy to access 'risky' experiences i.e. sparklers • Eager to try new experiences • Running and stopping with control.
A love of nature (Hygge in the Early Years Accreditation)	• Nature Study Programme • Walks in the surrounding environment • Free-flow use of the garden • Garden being an 'enhanced environment' for learning • In the moment planning • Seasonal provocations • Being able to experience all weathers • Staff modelling a love of nature, as well as challenging children's knowledge	2.5 – 3 years • Happy to access the outdoor area • Naming and noticing things outside • Shows an interest in nature observations i.e. squirrels in the garden • Displaying awe and wonder 4 years plus • Discussing what they have observed in nature, both present and past • Showing awe and wonder in their own discoveries • Asking questions about the natural world
Creative thinkers (Hygge in the Early Years, EYFS and Characteristics of Effective Teaching and Learning)	• Creative opportunities in all areas of provision i.e. art area, role-play • Extend creativity with new provocations • Provide sensory experiences i.e. gloop, flour, cereal etc • Staff questioning, extending and challenging	2.5 – 3 years • Eager to try new creative experiences • Impulsive and curious about their environment • Active pretend play – one thing represents another

	creativity • Opportunities for singing and music i.e. instruments, rhymes, registration	• Wants to share songs and finger rhymes • Constructing models 4 years plus • Acts out puppet shows and scenes from television • Role-play with small world and larger resources • Imaginative play • Recites nursery rhymes and songs • Eager to try new creative experiences
Healthy and independent (EYFS)	• Discuss the weather at registration, and make connections as to what we need to wear outside • Self-serve snack and help to prepare it • Independent use of the toilet, with visual prompts to aid handwashing and wiping our noses • Making healthy choices from our lunchboxes first • Learning to put on our coats and to dress ourselves • Toilet-training • Mr Crocodile puppet bag, to encourage good oral health	2.5 – 3 years • Identify the weather. Name coats, boots, gloves etc • Show an interest in snack-time • Wash hands, with adult support • Toilet-training successful (if applicable) • To be independent, but still require some dependence on staff. 4 years plus • Shows independence and a desire to show staff that they can do it! • Use the toilet independently • Wash hands and wipe our noses • Dress themselves – putting on coat, shoes etc • Make healthy lunchbox choices • Self-serve at snacktimes
Calm and contented (Hygge in the Early Years)	• Hygge ethos throughout setting – cosy, calming environment with staff that create safety and security • Yoga – breathing techniques and self-	2.5 – 3 years • Recognise basic feelings (sad, happy, angry and scared) using words • Allow an adult to support with emotions,

	regulation tips • Wellbeing room after lunch • Group times providing activities to aid emotional wellbeing and naming our emotions • Staff deal with strong emotions in a calm manner	especially during times of frustration • Begin to express how they feel • Can be emotionally dependent on a staff member 4 years • Recognise more complex feelings in themselves and others • Self-regulate with support from an adult • Shows sensitivity to others • Happy to transition from parents/carers in the morning
Good communicators (EYFS)	• Staff talking, questioning and providing conversational opportunities • Staff modelling speech • Listening to storis to help with understanding skills • Playing focus and attention games i.e. Kim's game • Listening to the children and valuing their voice and opinions	2.5 – 3 years • Can initiate a conversation with a familiar adult, generalisng words • Use words in 1 or 2 word phrases, moving onto longer phrases by 3 years • Enjoys listening to stories and looking at picture books • Role-play on their own, interacting with adults and mimicking their own home life experiences • Use personal pronouns and plurals • Asks questions beginning with 'what' and 'why' • Consonant sounds can be muddled 4 years plus • Interact with adults and peers, listening and responding in context • When questioned, can give answers, and use new vocabulary in their speech • Uses longer sentences with 'because' • Can re-tell a story, sequencing events

		• Fully intelligible speech
Respectful and kind (EYFS, Hygge in the Early Years)	• Reminders of 'our golden rules' • Opportunities for turn-taking activities • Positive role-modelling from staff • Access to books displaying diversity and inclusion • Opportunities to share on an everyday basis	2.5 – 3 years • Recognise basic feelings • Show empathy i.e when someone is sad • Show a caring nature ie through role-play • Form attachments to staff 4 years plus • Recognise more complex feelings in themselves and in others • Show sensitivity to others, with care and empathy • Understands the needs of others, and shares and takes turns • Has an understanding of right and wrong • Forming friendships
Ready to write (EYFS)	• Opportunities for mark-making in all areas of provision • Malleable materials on offer to build finger and hand strength • Write Dance group activities • Opportunities to develop arm strength	2.5 – 3 years • Happy to make marks in lots of ways • Can draw circles, lines and dots • Holds a pencil in a preferred hand • Happy to access playdough activities 4 years plus • Gives meaning to their marks • Holds a pen/pencil in an adult fashion • Draw a person with basic features • Copy some letter shapes
Ready to read (EYFS)	• Letters and Sounds Phase 1 activities • Access to our reading corner at all times • Extending books through activities i.e acting out stories with figures etc • Library basket (parent/setting link) • Online storytime • World Book Day	2.5 – 3 years • Listens to short stories • Name what they can see in pictures • Listen and join in with rhymes and action songs • Turns book pages singly 4 years

	• Self-registration • Lots of singing opportunites	• Listens to long stories with attention • Can tell long stories • Can repeat nursery rhymes and songs, with hardly any errors • Can clap out and copy a rhythm