

Our Vision

We aim to provide outstanding, high-quality care and education within a nurturing environment where children and staff flourish together.

Our Mission Statement

At HETTY Preschool, we take pride in our child-centred approach to learning, which encourages and allows every child to be who they are meant to be, irrespective of gender, age, faith or ability.

Our curriculum builds on every child's previous learning and experiences, enabling every child to achieve their full potential, whatever their starting point.

We inspire, support and model outstanding practice in our early years setting.

We encourage our children to have inquisitive minds and aim to enthuse them in their learning. We strive to make them curious about the world in which they live and secure in the person they are, with a sense of physical, mental and emotional well-being.

We endeavour to promote curiosity and independence in our children. We equip them with the skills, knowledge, and a questioning approach that will enable problem-solving, emotional stability, and resilience throughout their lives, encouraging them to make informed decisions and adopt openness to new thinking and ideas.

We use a range of teaching approaches which enable children to learn in ways that reflect their individual needs, interests and stages of development.

We recognise that every child is unique and deserves to feel happy, safe, secure and included. Inclusion is at the heart of everything we do at HETTY. We work closely with parents, carers and other professionals to understand each child's individual needs, remove any barriers to learning and make appropriate adjustments. This ensures that every child feels valued, develops a strong sense of belonging and receives the support they need to learn, develop and flourish.

Working in partnership with parents and carers, we create a nurturing and inclusive environment where every child feels valued, develops a strong sense of belonging and is supported to flourish.



Curriculum Implementation

At HETTY Preschool, our curriculum is delivered through secure relationships, meaningful experiences and play. Every child belongs to a Key Group and is supported by a dedicated key person who works closely with them and their family to support their well-being, learning and development. Wherever possible, children remain with the same key person throughout their time at HETTY, providing consistency, and a strong sense of belonging.

Children learn through a balance of child-initiated play, exploration, continuous provision, small-group experiences, focused teaching and real-life opportunities. Extended periods of uninterrupted play support deep engagement, exploration and the Characteristics of Effective Teaching and Learning. Free-flow indoor and outdoor learning, open-ended resources and a rolling snack system promote independence, conversation and sustained engagement.

HETTY Preschool operates across a mixed-age learning environment and a preschool learning environment, Rocket Room. Children in the year before school access both environments throughout the week, benefiting from focused preschool learning alongside the opportunities offered by a mixed-age community. First4Maths and Little Wandle Foundations are delivered across both environments. First4Maths supports children's mathematical development, while Little Wandle Foundations develops early listening, language and phonological awareness skills.

Learning is adapted to children's developmental stage and individual needs. Children revisit key concepts, knowledge and skills throughout their time at HETTY, building secure foundations for future learning and progress.

Practitioners work collaboratively to deliver the curriculum and support children's progress across the setting. Through sustained shared thinking, in-the-moment interactions and carefully planned experiences, practitioners build on children's interests, strengths and next steps.

Strong partnerships with families and our partner primary school enrich children's experiences and support transition to the next stage of learning. We also work closely with other receiving schools to ensure every child experiences a positive and well-supported transition. These experiences help children develop confidence, independence, resilience and a sense of belonging within the wider community.

HETTY Preschool Long -Term Plan 2026 - 2027

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
 The three CoETL	CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING (COETL) The Characteristics of Effective Teaching and Learning describe how children learn within the Early Years Foundation Stage and underpin all areas of learning and development. Playing and Exploring – <i>“Children investigate and experience things, and ‘have a go’.”</i> (EYFS Statutory Framework, DfE, 2025) Development Matters highlights that children may: • realise that their actions have an effect on the world • make independent choices and follow their interests • respond to new experiences with curiosity • guide their own thinking and actions in play • begin to plan and think ahead • bring their own interests and fascinations into their play and experiences At HETTY Preschool, children are encouraged to explore freely, follow their interests, investigate resources and engage in meaningful play experiences supported by skilled practitioners. Active Learning – <i>“Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.”</i> (EYFS Statutory Framework, DfE, 2025) Development Matters highlights that children may: • participate confidently in familiar routines • show goal-directed behaviour • begin to predict familiar sequences and routines • keep trying when things are difficult • begin to recognise and correct mistakes independently • take pride in their achievements					

	At HETTY Preschool, children are supported to develop concentration, resilience and confidence through repetition, secure routines and encouragement from adults. Creating and Thinking Critically – <i>“Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”</i> (EYFS Statutory Framework, DfE, 2025) Development Matters highlights that children may: • take part in pretend play and imaginative experiences • make links between experiences and ideas • sort and organise materials in different ways • solve real problems through exploration and play • review their progress while trying to achieve goals • think beyond the ‘here and now’ through imaginative play • concentrate on achieving something and ignore distractions At HETTY Preschool, children are encouraged to think creatively, solve problems, test ideas and develop independence through open-ended experiences and sustained shared thinking.
Overarching Principles 	The Early Years Foundation Stage (EYFS) is underpinned by four guiding principles which shape practice and support children’s learning and development. Unique Child – <i>“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.”</i> Positive Relationships – <i>“Children learn to be strong and independent through positive relationships.”</i> Enabling Environments – <i>“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.”</i> Learning and Development – <i>“Children develop and learn at different rates.”</i> (EYFS Statutory Framework, DfE, 2025) Learning Through Play At HETTY Preschool, we believe children learn best when they are engaged, curious and actively involved in meaningful experiences. Our curriculum is underpinned by the ethos of learning through play, recognising that play supports children’s development across all areas of learning. Through play, children explore, build relationships, solve problems and make sense of the world around them. Children learn through self-led play, carefully planned experiences and high-quality interactions with skilled practitioners.

Practitioners observe children's interests, schemas and play patterns, joining play to model language, extend thinking and deepen learning through sustained shared thinking and responsive interactions.

Children are supported to take appropriate risks within safe, carefully considered environments that promote wellbeing, confidence, resilience and independence.

Inclusion and SEND

At HETTY Preschool, we recognise that children learn, develop and communicate in different ways. Our curriculum is adapted to support all children, including those with SEND, neurodiverse profiles, communication differences and differing starting points.

Our SENCO works closely with families, key persons, the wider staff team, and external professionals, where appropriate, to ensure children receive the right support, helping every child feel valued, included, and well supported as they prepare for the next stage of their learning. Practitioners adapt teaching, environments and provision to ensure all children can access the curriculum and make progress from their individual starting points.

Curriculum Overview – Themes, Texts and Significant Experiences						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
I WONDER... These themes can be tailored to support children's interests to respond to and extend children's emerging interests.	My body, My senses Keeping Healthy My family, My pet. My friends at home and around the world My emotions, How do I make others feel? <i>Weather / Seasons</i>	Harvest, Diwali, Bonfire Night Christmas Autumn – changes, animal homes <i>Weather / Seasons</i>	Animals around the world Climates / Hibernation Changes – ice <i>Weather / Seasons</i>	Plants & Flowers Planting seeds Reduce, Reuse & Recycle Caring for our planet Lifecycles Minibeasts <i>Weather / Seasons</i>	People who help us How to look after my body Oral hygiene Weather/ Seasons	Under the sea Marine life Seaside and Summer adventures Starting school - transition <i>Weather / Seasons</i>
HIGH-QUALITY TEXTS These core books are our starting points! Practitioners will freely add or swap books to follow the children's current interests, requests, and backgrounds.	Amazing Brown Bear, Polar Bear Carabella Brushes Her Teeth / Crocs Brushes His Teeth / Dagobert Goes to the Dentist Hair Love! / I Love My Hair I am HAPPY Living with Mummy, Living with Daddy / Two Homes Maisy and the Wobbly Tooth Our Skin / This is ME. We're all different, and it is fantastic! / The Best Me! The Colour Monster The Rabbit Listened Kind/ Kindness What Happened to You?	A Very Noisy Christmas Jesus' Christmas Party Christmas & Winter collections Poppy Day Stickman Thankful for the Little Things The Best Diwali Ever The Leaf Thief Traditional Fairy Tales The Smartest Giant in Town	My First Chinese New Year Super Duck series Handa's Collection / Handa's Noisy Night / Handa's Hen / Handa's Surprise My First Book of Garden Birds One Snowy Night Peace at Last The Gruffalo The Go Away Bird The Owl That Was Afraid of the Dark / WOW Said the Owl We Are Going on a Lion Hunt	Caterpillar and Beans / Caterpillar to Butterfly Errol's Garden Hooray for Hoppy Hoppy Sam's Sunflower / Ten Seeds The Secret Sky Garden The Very Hungry Caterpillar What Can You See in Spring? When Spring Comes	Busy People Series (Doctor, Firefighter, Police Officer, Vet) Hospital Dog Katie Goes to the Hospital Supertato The Crocodile Who Was Afraid of Water You Choose	Colour Monster Starts School Come to School Too, Blue Kangaroo! Commotion in the Ocean Owl Babies / Ruby's Worry The Rainbow Fish The Invisible String The Koala Who Could The Wide, Wide Sea / What the Ladybird Heard at the Seaside

WOW MOMENTS	October - Black History Month	Halloween (31 st Oct)	The RSPB Big Schools' Birdwatch (5 th Jan – 12 th Feb)	Easter celebrations	Visits from Community Heroes	Father's Day
	Space Week (4 th – 10 th Oct)	Bonfire Night (5 th Nov)	Chinese New Year (6 th Feb)	Easter egg hunt	National Smile Month (17 th May to 17 th June 2027)	Sports Day
		Diwali (8 th Nov)	Valentine's Day (14 th Feb)	Easter (26 th – 29 th Mar)		School Transition Programme,
		Anti-bullying week (9 th - 13 th Nov)	World Book Day (4 th Mar)	Earth Day (22 nd Apr)		Leavers' Day Trip
		National Nursery Rhyme Week (9 th – 13 th Nov)	Oral Health Day (5 th Mar)			Leaver's Graduation
		Remembrance Day (11 th Nov)	Mother's Day (7 th Mar)			
		Children in Need (19 th Nov)				
		St Andrew's Day (30 th Nov)				
		Hanukah (4 th -12 th Dec)				
		Christmas Celebrations (25 th Dec)				

Curriculum Enhancement Overview

Values, Enrichment, Assessment and Family Partnerships

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
VALUES Our values underpin daily life at HETTY Preschool and support children in developing the foundations of British Values through positive relationships, respect, independence, responsibility and active participation within the setting and wider community.	Friendship	Respect	Curiosity	Kindness	Independence	Responsibility
MAKING A DIFFERENCE	Making new friends	Children in Need fundraising		Growing Vegetables and Flowers	Thank you cards for superheroes	
ENRICHMENT Enrichment and cultural capital opportunities may reflect children's interests, seasonal events and experiences throughout the year. These experiences help children develop knowledge of the wider world, broaden their life experiences, build aspirations, celebrate diversity and develop a sense of belonging within their community	Community walks Exploring autumn nature and art.	Celebrating cultural festivals Christmas celebrations	Exploring ice and seasonal change	Growing food Observing plant and caterpillar life cycles	Community visitors and real-life experiences responding to children's interests (e.g. artist, baker, potter, vet, police officer, fire service, nurse etc.).	Sports Day Leavers' Day Trip by Train Exploring Delamere Forest Graduation Celebrations

ASSESSMENT OPPORTUNITIES (Ongoing Throughout the Year)	Assessment at HETTY Preschool is based on practitioners' knowledge of each child. Ongoing observations on Evidence Me, parent contributions, WOW moments, professional discussions and key person reflections inform planning, identify next steps and support children's progress across all areas of learning.					
Key Assessment Focus	Leuven scales baseline	Leuven Scales Assessment	Leuven Scales Assessment	Leuven Scales Assessment	Leuven Scales Assessment Parents Evening	End-of-year reports Transition handover
PARENTAL INVOLVEMENT (Ongoing Throughout the Year)	Settling-in sessions, All About Me booklet, Evidence Me sharing, Reading folder contributions Open-door policy					
Additional Parent Events		Christmas Celebrations			Parents Evening	Parents Evening For new starters Sports Day Graduation

Core Rhymes, Songs and Poems

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
At HETTY Preschool, children build a rich repertoire of nursery rhymes, songs and poems through Little Wandle Rhyme Time and shared singing experiences. Familiar rhymes are revisited throughout the year to develop children's language, listening, confidence and enjoyment of rhyme, while also supporting early mathematical understanding. Practitioners respond to children's interests, favourite songs and rhyme requests.	Pat-a-Cake	Humpty Dumpty	The Grand Old Duke of York	Hickory Dickory Dock	Miss Molly Had a Dolly	Hey Diddle Diddle
	Round and Round the Garden	Jack and Jill	Down at the Station	One, Two, Buckle My Shoe	Wheels on the Bus	A Sailor Went to Sea
	Twinkle, Twinkle, Little Star	Ring-a-ring-a-roses	Incy Wincy Spider	5 Currant Buns	5 Monkeys Swinging in a Tree	1, 2, 3, 4, 5 Once I Caught a Fish Alive
	Wind the Bobbin Up	Baa Black Sheep	Knocking Number Rhyme	Jack and Jill	5 Little Speckled Frogs	I Can Count Finger Rhyme
	Clap Clap Hands 1, 2, 3	2 Little Dickie Birds	3 Blind Mice	When I Was One	Round and Round the Mulberry Bush	10 Fat Sausages
	Hickory Dickory Dock	When Goldilocks Went to the House of the Bears	Wind the Bobbin Up	The Wheels on the Bus	I'm a Little Teapot	5 Little Ducks
	Little Miss Muffet		I Can Sing a Rainbow	Wiggly Woo	Joanie Works with 1 Hammer	10 Green Bottles
	The Hokey Cokey			Mary Had a Little Lamb	Mary, Mary, Quite Contrary	
	Roses Are Red, Violets Are Blue (Poem)					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
COMMUNICATION AND LANGUAGE	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. <i>(EYFS Statutory Framework, DfE, 2025)</i>					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Communication and Language develops through warm relationships, meaningful interactions, stories, songs, rhymes, conversations and play. Children build listening, attention, understanding and speaking skills while developing vocabulary, confidence and the ability to express ideas, needs and feelings.	• Settle into the setting and build positive relationships • Talk about familiar people, experiences and interests • Listen to simple stories and begin to understand what is happening with picture support • Join in with songs, rhymes and repeated story language • Follow simple instructions and routines • Understand simple who, what and where questions • Begin to engage in conversations with adults and peers	• Initiate conversations with adults and friends • Talk about experiences and ideas during discussions • Enjoy listening to longer stories and remember much of what happens • Join in confidently with rhymes, songs and repeated language • Understand and follow two-part instructions • Begin to understand and answer why questions • Take part in group discussions and listen to others	• Start and maintain conversations for many turns • Express a point of view and discuss ideas, even when they disagree • Retell familiar stories and talk confidently about books • Sing a wide repertoire of songs, poems and rhymes • Follow more complex instructions independently • Respond confidently to how and why questions • Listen carefully and understand why listening is important

	• Learn and use new words through play, stories and daily experiences • Use talk during pretend play and everyday experiences • Focus on activities of interest for short periods • Begin to use longer phrases and simple sentences	• Use a wider range of vocabulary throughout the day • Use talk to organise play and collaborate with others • Pay attention to more than one thing at a time and focus for increasing periods • Use longer sentences of four to six words to share ideas, experiences and needs	• Use new vocabulary confidently across different contexts • Use language to negotiate, explain, problem-solve and plan • Maintain concentration and move away from distractions when engaged in learning • Use increasingly detailed and well-structured sentences to explain ideas
	Emerging	Developing	Flourishing
Provision and Teaching Approaches At HETTY Preschool, practitioners create a language-rich environment through stories, songs, rhymes, role play, conversations and shared experiences. Practitioners model and extend language through meaningful interactions and shared experiences.	• Practitioners adapt communication using visuals, repetition, gestures and modelling to support understanding and participation • Practitioners support settling-in and relationship building to encourage communication and belonging • Practitioners use familiar stories, songs and rhymes with repetition and visual support to develop understanding and attention • Practitioners use simple conversations, modelling and pretend play to support early language development • Small-group experiences encourage listening, turn-taking and interaction	• Practitioners extend vocabulary through daily conversations, stories and group discussions • Practitioners support story retelling, role-play and talk routines to develop confidence and understanding • Listening games and small-group interactions support attention, understanding and collaboration • Practitioners scaffold back-and-forth conversations, helping children share ideas, explain thinking and organise play	• Practitioners use high-quality texts and story discussions to deepen vocabulary and understanding • Sustained shared thinking and problem-solving conversations extend children's language and reasoning • Practitioners encourage children to explain ideas, opinions and experiences in increasing detail, deepening language and thinking • Collaborative play and extended conversations support confident communication across different contexts

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Personal Social And Emotional	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. <i>(EYFS Statutory Framework, DfE, 2025)</i>					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Personal, Social and Emotional Development is supported through secure attachments, a highly nurturing environment, consistent routines, and high-quality interactions, promoting children’s wellbeing, emotional security, and positive relationships.	• Develop secure relationships with key persons and trusted adults, e.g. child is comforted and settled by key person on arrival • Begin to develop a sense of belonging within the HETTY community, e.g. child separates more confidently from main carer through familiar routines and emotional security • Feel emotionally secure through consistent routines and predictable	• Show increasing independence in play and daily routines, e.g. confidently choosing resources and managing simple self-care tasks • Develop friendships through sharing, turn-taking and cooperative play, e.g. negotiating roles in role play and taking turns with resources • Begin to talk about feelings and understand the feelings of others, supported through stories and daily interaction	• Build strong, secure relationships with peers and adults, sustaining friendships and cooperative play, e.g. children plan and maintain roles in group play independently • Use talk confidently to negotiate ideas, solve problems and resolve conflicts, e.g. children independently agree rules in games or role play • Show a secure understanding of rules and routines, beginning to explain why they matter, e.g. child reminds peers of expectations during play

	experiences, e.g. child follows familiar daily routines with adult support • Begin to recognise and name simple emotions through stories and adult modelling, e.g. child identifies feelings such as happy or sad • Engage in early social interaction through parallel play alongside others, e.g. child plays next to peers in sand or role play without pressure to interact • Show increasing independence (“me do it”), e.g. child attempts to put on a coat or wash hands with support • Begin to show empathy and care for living things, e.g. child observes or helps care for a classroom pet or plants with adult support	• Use role play to build friendships, communication and social understanding, e.g. working together in a role play café or home corner • Develop increasing self-regulation through consistent routines and adult support, e.g. following familiar expectations during group times and transitions • Show growing independence and confidence during rolling snack and daily routines, e.g. serving drinks and chatting with peers • Develop awareness of healthy choices through Healthy Me activities, e.g. discussions about food, hygiene and movement • Take increasing responsibility within the setting, e.g. helping care for pets, plants and shared resources • Begin to resolve disagreements and solve problems with adult Support	• Develop increasing emotional regulation and use strategies with growing independence, e.g. child chooses a calm space or uses breathing strategies when needed • Show high levels of independence in self-care and daily routines, e.g. independently managing toileting, hygiene and snack routines • Develop a strong sense of belonging, identity and responsibility within the setting, e.g. child helps care for the environment or takes responsibility for classroom roles • Participate confidently in group activities and wider social situations, e.g. child joins games and group experiences independently • Show empathy and awareness of others’ feelings, e.g. child comforts a peer or offers support during play • Negotiate, problem solve and resolve conflicts with increasing independence
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	Emerging	Developing	Flourishing
Provision & Teaching Approaches At HETTY Preschool, practitioners support children to recognise and manage emotions, gradually developing self-regulation through warm relationships, co-regulation and consistent routines. Children are supported to build positive relationships, develop a sense of belonging and resolve conflicts peacefully through HETTY's six-step conflict resolution approach and sensitive adult guidance. Practitioners recognise that children express and regulate emotions in different ways, adapting support to meet individual needs.	• Secure key person relationships and attachment-focused practice • Consistent routines supporting emotional security and belonging within the HETTY community • Emotional literacy through stories and adult modelling of feelings language • Opportunities for parallel play and early friendships • Adult support to develop sharing, turn-taking and social interaction • Clear and consistent boundaries and routines • Caring for pets and living things to develop empathy and responsibility • Small-group experiences supporting emotional and social development	• Opportunities for sharing, turn-taking, cooperation and friendship building • Emotional literacy supported through stories, discussions and daily interactions • Role play and collaborative play supporting communication, friendships and social understanding • Consistent routines and adult guidance supporting self-regulation and positive behaviour • Rolling snack opportunities promoting independence, conversation and social interaction • Healthy Me activities, community experiences and responsibility roles	• Free-flow provision promoting independence, choice and Confidence • Opportunities for cooperative play, teamwork and sustained friendships • Adult support for conflict resolution, negotiation and problem-solving with increasing independence • Consistent expectations and routines supporting responsibility and self-regulation • Emotional regulation strategies and calming approaches modelled and encouraged • Opportunities for independence in self-care and daily routines • Experiences promoting belonging, responsibility and contribution to HETTY community • Opportunities to participate confidently in group activities, transitions and new experiences Experiences that promote empathy, kindness and awareness of others

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (EYFS Statutory Framework, DfE, 2025)					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Physical Development is supported through active play, movement, fine motor experiences and self-care routines.	Gross Motor - Develop confidence in walking, running, climbing, balancing, and exploring different environments - Enjoy moving in different ways through music, action songs and outdoor play - Begin to explore bikes, scooters, climbing equipment and large play resources with growing confidence - Explore different ways of moving, including crawling, jumping, rolling, and negotiating obstacles	Gross Motor - Develop increasing coordination, balance, riding, climbing and ball skills through active play - Move confidently when climbing, balancing, jumping and negotiating physical challenges - Develop coordination and body control through movement, dancing and action songs - Collaborate with others to move, build and transport large materials, such as wheelbarrows, planks and large blocks - Show increasing confidence using bikes, scooters and large play equipment	Gross Motor - Move confidently with increasing control, coordination, balance, and spatial awareness - Take part confidently in team games, cooperative challenges and physical activities - Select and use equipment appropriately to achieve their goals - Assess and manage risks with increasing independence during physical play and outdoor learning Fine Motor - Use a range of tools safely and effectively, including pencils, scissors, paintbrushes, gardening tools, and food preparation equipment

	Fine Motor • Develop hand strength and coordination through sensory play, threading, construction and mark-making • Explore mark-making using crayons, chalk, paintbrushes, and other tools • Begin to manipulate objects, tools, and materials with increasing control • Explore filling, emptying, pouring, digging, and transporting materials Self-Care and Independence • Begin to feed themselves using spoons and forks • Attempt dressing and undressing with support • Begin to manage handwashing and personal care routines • Begin to make simple choices and do things independently	Fine Motor • Develop increasing fine motor control through threading, weaving, playdough, mark-making, cutting and creative experiences • Use one-handed tools safely with growing confidence, including scissors, paintbrushes and trowels • Show increasing control when drawing, painting and making marks • Begin to show a preference for a dominant hand Self-Care and Independence • Show increasing independence in dressing, toileting, handwashing and daily routines • Use cups, plates, knives, forks and spoons with growing confidence • Develop independence during rolling snack, pouring drinks and making healthy choices • Develop awareness of healthy lifestyles through Healthy Me activities	• Demonstrate a comfortable pencil grip and increasing control in drawing and early writing • Show a clear hand preference and use fine motor skills with increasing precision • Create recognisable drawings, marks, and early letter forms Self-Care and Independence • Independently manage dressing, toileting, handwashing, and mealtime routines • Understand and make healthy choices relating to food, exercise, and personal hygiene • Take responsibility for their own belongings and personal needs • Show confidence and independence in daily routines and transitions
Provision and Teaching Approaches At HETTY Preschool, practitioners support	• Weekly movement experiences support climbing, balancing, coordination, ball skills and body control • Free-flow outdoor play provides opportunities for bikes, scooters, climbing, balancing, transporting and managed risk-taking • Forest and garden experiences encourage digging, den building, transporting and exploring movement in		

Physical Development through active play, movement, fine-motor experiences, and daily self-care routines. Adults adapt and scaffold experiences to support all children.	different environments • Practitioners support fine motor development through threading, weaving, playdough, mark-making, cutting, construction and sensory play • Adults model the safe use of tools, including scissors, trowels, litter pickers and child-safe food preparation equipment • Music, movement, parachute games and dance support coordination, body awareness and self-regulation • Rolling snack and daily routines promote independence, self-care and healthy choices • Targeted movement support, including the Movers Programme, helps develop strength, coordination, balance, motor skills and confidence where needed
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (EYFS Statutory Framework, DfE, 2025)					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Literacy is developed through stories, rhymes, songs, conversations, mark-making and a language-rich environment, fostering a love of books while developing vocabulary, phonological awareness, early reading and writing skills. Practitioners adapt support for all children,	• Enjoy sharing books with adults and begin to choose favourite stories independently. • Join in with songs, rhymes, and repeated story language. • Listen and respond to stories using pictures and props to support understanding. • Repeat words and phrases from familiar stories and rhymes. • Notice familiar print in the environment, such as logos, signs, and the first letter of their name. • Enjoy drawing freely and making marks with increasing purpose.	• Engage in conversations about stories and learn new vocabulary • Enjoy a range of fiction, non-fiction, rhyme and information books • Begin to understand that print carries meaning and has different purposes • Understand book features, page sequencing and how books are organised • Recognise and suggest rhymes and begin to hear initial sounds in words • Begin to hear, blend and segment simple sounds and words • Talk about story characters, settings and events	• Understand key concepts about print, including directionality, page sequencing, and the purpose of print. • Develop increasing phonological awareness by identifying rhymes, syllables, and initial sounds • Orally blend and segment simple words. • Talk confidently about familiar stories, characters, and events. • Retell familiar stories with increasing detail and sequence. • Choose books independently for enjoyment and information. • Understand that writing communicates meaning. • Begin to write their name with increasing accuracy

including those with SEND, EAL, neurodiverse profiles and differing starting points.	• Begin to give meaning to marks and drawings.	• Retell familiar stories using pictures, props, role play or drawings • Use letter and print knowledge in play and mark-making • Begin to write recognisable marks and some letters, including those from their name	• Use recognisable letters and letter-like forms to represent meaning in writing • Begin to represent ideas, experiences, and stories through drawing and early writing.
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Provision and Teaching Approaches At HETTY Preschool, practitioners support Literacy through stories, rhymes, songs, mark-making and a language-rich environment. Adults model and scaffold early literacy through stories, rhymes, mark-making and shared reading experiences.	• Daily story sharing, nursery rhymes, songs and finger rhymes develop listening, attention, language and enjoyment of books • Little Wandle Foundations for Phonics supports listening, environmental sounds, rhyme, alliteration and oral blending through playful experiences adapted for all children • Daily access to fiction, non-fiction, dual-language and culturally diverse books promotes inclusion and reading for pleasure • Story retelling through puppets, props, role play and small-world play develops vocabulary, comprehension and storytelling • Practitioners provide mark-making and writing opportunities indoors and outdoors using a range of materials and media • Practitioners model and extend vocabulary through conversations, stories and sustained shared thinking • Listening games, rhyme activities and sound play develop phonological awareness and early reading skills • Home book bags and family engagement support shared reading experiences and a love of books at home • Targeted support, including key person strategies and ELKLAN-informed approaches, is provided where needed
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (EYFS Statutory Framework, DfE, 2025)					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Mathematics is developed through hands-on, play-based experiences, daily routines, songs, stories and purposeful adult interactions. We follow the First4Maths programme to support progressive mathematical learning for all children, including those with SEND, neurodiverse	• Begin to recognise small quantities without counting (subitising up to 3) • Begin to recite numbers in sequence and use number words in play • Show finger numbers and begin counting small sets • Explore shape, space and measure through physical play • Begin to use simple positional language (in, on, under) • Notice patterns in the environment and daily routines • Compare quantities informally (more / fewer / lots)	• Count objects accurately with one-to-one correspondence • Recognise and subitise small amounts • Link numerals to quantities up to 5 • Begin to solve simple number problems in play and everyday routines • Use mathematical language (more than, fewer than, heavier, lighter) • Explore 2D and 3D shapes using informal and mathematical language • Use positional language (in front, behind, under, next to)	• Develop increasing confidence in counting and understanding cardinality • Use numbers in play and real-life problem solving • Confidently subitise and compare quantities • Use and apply mathematical vocabulary accurately • Recognise, describe and manipulate shapes in different contexts • Understand and explain position, direction and movement • Create, extend and explain patterns independently • Compare and measure with increasing accuracy • Explain reasoning using mathematical language

profiles and differing starting points. Children develop number sense, counting, shape, space, measure and problem-solving through play, exploration and small-group learning.	• Explore size, weight and capacity through sensory play • Begin to make marks and explore number symbols in play • Engage in simple sequencing using “first” and “then”	• Talk about and create simple patterns (ABAB, colour, size and shape) • Describe routes, movement and direction in play • Compare size, length, weight and capacity • Begin to explain mathematical thinking in play	• Apply maths confidently across all areas of provision
Provision and Teaching Approach At HETTY Preschool, practitioners support Mathematics through hands-on, play-based experiences, real-life routines and purposeful interactions. Adults model and extend mathematical language, adapting and scaffolding learning for all children.	• Mathematics is delivered through high-quality continuous provision using real objects, loose parts, blocks, Numicon, puzzles, sand, water, construction, stories, songs, movement and active learning. • Children develop number sense, counting, subitising, shape, space, measure and problem-solving through play, exploration, sensory experiences, real-life routines and purposeful adult interactions. • Practitioners consistently model and extend mathematical language through everyday experiences and sustained shared thinking, helping children develop confidence in mathematical vocabulary and concepts. • First4Maths revisits Cardinality and Counting, Measures, Spatial Reasoning, Shape, and Sorting and Sequencing each half term through nursery rhymes, games, stories and hands-on exploration, helping children revisit and deepen understanding over time. • As many children attend HETTY for more than one year, they revisit mathematical concepts at increasing levels of complexity. Weekly objectives guide teaching, while practitioners differentiate in the moment within mixed-age groups to support and challenge children from their individual starting points.		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension (EYFS Statutory Framework, DfE, 2025)					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+)
EYFS Focus: Understanding the World is developed through hands-on exploration, real-life experiences, natural environments and meaningful interactions. Children explore people, places, nature, technology and their community through play, discussion, observation and first-hand experiences.	• Explore natural materials and objects using all senses indoors and outdoors • Repeat actions and begin to notice cause and effect • Explore familiar routines, people and experiences from home and the setting • Begin to notice differences between people and experiences • Notice changes in weather, seasons and the natural environment • Explore materials with different properties through sensory play • Begin to join in with simple celebrations and shared experiences • Show curiosity about the world through play,	• Use all senses to explore natural materials, objects and environments • Talk about what they see, notice and experience using a widening vocabulary • Explore how things work through investigation and play • Begin to make sense of their own life story and family experiences • Show interest in occupations and how people help us in the community • Plant and care for living things, noticing growth and change over time • Begin to understand simple life cycles of plants and animals • Notice differences in materials and talk about change	• Talk confidently about their own experiences, family and community • Make connections between their own life and the lives of others • Show respect, curiosity and understanding of differences between people and communities • Observe and talk about life cycles and changes in plants and animals • Care for the natural environment and living things with increasing independence • Explore and explain how things work using increasing vocabulary and understanding

	exploration and observation	• Develop awareness of differences between people, communities and ways of life • Know that there are different countries, cultures and celebrations	• Talk about materials, their properties and how they change • Show curiosity about occupations and how people help us • Know about different countries and begin to compare experiences, traditions and cultures
Provision and Teaching Approaches At HETTY Preschool, practitioners support Understanding the World through hands-on exploration, outdoor learning, real-life experiences and meaningful interactions. Adults encourage curiosity, discussion and investigation, helping children explore people, places, nature, technology and their community.	• Natural resources, sensory play and loose parts encourage exploration and investigation indoors and outdoors • Forest and outdoor learning support digging, bug hunting, environmental observation and exploration of seasonal change • Planting, growing and life cycle experiences help children notice growth and change over time • Practitioners support scientific thinking through observation, simple investigations and discussion • Cooking, food exploration, walks and seasonal experiences help children explore change and the world around them • Community visits and visitors help children learn about occupations, people and the wider community		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What Makes Me Special?	What Do We Celebrate?	Can We Bounce into Spring?	How Does the Garden Grow?	Who Are Our Superheroes?	What Do We Do in the Summer?
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (EYFS Statutory Framework, DfE, 2025)					

	Emerging (Typically 2–3 Years)	Developing (Typically 3–4 Years)	Flourishing (Typically 4+ Years)
EYFS Focus: Expressive Arts and Design is developed through music, movement, role play, storytelling, art, construction and creative exploration. Children express ideas, feelings and experiences through a wide range of materials, media, music and imaginative play.	• Show interest in sounds, music and singing • Join in with action songs, rhymes and familiar routines • Explore marks, paint and creative materials using their senses • Express ideas and feelings through mark-making and creative play • Explore instruments and sound makers in different ways • Begin pretend play, using one object to represent another • Explore a range of materials and their properties • Create simple models and representations of ideas	• Listen and respond to music, sounds and rhythms with increasing attention. • Remember and sing familiar songs and rhymes. • Explore colour, texture and different ways of joining materials. • Develop ideas and choose materials to express them. • Draw with increasing detail and purpose. • Create representations of people, objects and experiences. • Develop imaginative play and storylines using role play and small world resources. • Build and create more complex structures and models.	• Express ideas, experiences and emotions through art, music, movement and imaginative play • Select and use a range of materials and techniques with increasing independence • Create detailed drawings, paintings, models and constructions • Develop narratives and storylines through role play, small world and storytelling • Sing familiar songs and participate confidently in performances • Use instruments, movement and music to communicate ideas and feelings • Adapt and refine creative work through exploration and experimentation

			Show originality and creativity in their choices and representations
Provision and Teaching Approach At HETTY Preschool, practitioners support Expressive Arts and Design through music, movement, storytelling, role play, art, construction and open-ended creative experiences. Adults encourage children to explore materials, express ideas and develop imagination through play, creativity and meaningful interactions.	- Daily singing, nursery rhymes, music and movement support confidence, participation and self-expression. - Open-ended creative opportunities using a wide range of materials encourage curiosity, imagination and independent thinking - Children are encouraged to observe real objects, nature and living things, and have a go at representing what they see through drawing, painting, modelling and creative making - Role-play, storytelling and small-world experiences support imagination, language and narrative development - Creative opportunities, including art, model making and construction, help children explore colour, texture, shape and form - Seasonal celebrations, performances and opportunities linked to children's interests foster imagination and creative expression - Practitioners model techniques, introduce new skills and sensitively scaffold learning, helping children build confidence, skills and independence over time		

Supporting documents, including the High-Quality Texts bibliography, First4Maths weekly planning, Little Wandle Foundations weekly planning, and curriculum references, are available on request and reviewed annually alongside the curriculum.



Appendix 1

Vocabulary Development at HETTY Preschool

Vocabulary is developed across all areas of learning through meaningful experiences, play, conversation and high-quality interactions.

Area of Learning	Examples of Vocabulary
Personal, Social and Emotional Development	feelings, emotions, friendship, kindness, sharing, turn-taking, respect, responsibility, confidence, independence, proud, worried, excited, calm, helpful
Physical Development	balance, climb, jump, stretch, crawl, throw, catch, healthy, exercise, strong, muscles, hygiene, toothbrush, wash, safety
Communication and Language	listen, talk, question, answer, explain, describe, discuss, remember, predict, retell, conversation, opinion, instruction
Literacy	book, story, rhyme, character, author, illustrator, title, page, sound, letter, word, mark-making, sequence, beginning, middle, end
Mathematics	number, count, more, fewer, same, different, pattern, shape, measure, compare, size, length, height, capacity, weight
Understanding the World	family, community, celebration, festival, culture, season, weather, habitat, lifecycle, minibeast, planet, recycle, environment, occupation, explore
Expressive Arts and Design	colour, texture, pattern, design, artist, sculpture, painting, music, rhythm, beat, instrument, performance, audience, create, imagine
Vocabulary is Supported Through: • Storytelling, books, songs and nursery rhymes • Child-initiated play and exploration • Small-group experiences and focused teaching • First4Maths and Little Wandle Foundations • Community visitors, cultural experiences and enrichment opportunities • Outdoor learning and nature exploration • Sustained shared thinking and meaningful conversations • Real-life experiences, celebrations and events Practitioners model, introduce and revisit vocabulary throughout the day through high-quality interactions, helping children understand, use and apply new language in meaningful contexts.	

Appendix 2

LITTLE WANDLE FOUNDATIONS						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Progression of sounds	<i>Phase one phonics</i>	s a t p i n	m d g o c k e	u r h b f l	v w y z q u c h	ck x sh th ng nk
Phonemic awareness focus	<i>Developing listening skills through songs, rhymes, games, environmental sounds, etc.</i>	Teach children to hear the same initial sound for words and names of objects	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds	Teach children to identify initial sounds of word and names of objects. Teach children to articulate sounds correctly including playing with voice sounds.	Teach children to identify initial sounds of words and objects	Teach children to identify the final sounds of words and objects
Oral blending focus		Teach children to blend CVC words using oral blending and objects.	Teach children to blend CVC words using oral blending and objects.	Teach children to blend CVC words using oral blending and objects.	Teach children to blend CVC words using oral blending and objects.	Teach children to blend CVC words using oral blending and objects.
Oral Blending		Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	Words with sounds the children know: y-e-s m—e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x

Appendix 3

First4Maths supports early mathematical development through play-based mastery experiences aligned with the EYFS framework.

Curriculum Overview for Nursery with Extra Activities for Younger Children (Black focus objectives are for N2 children and some N1 children) (Blue focus objectives are related objectives for younger children who have started Nursery in the term after their 2nd birthday)

First4Maths						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First4Maths provides progressive mathematical learning opportunities for children aged 2–4 years. The main focus objectives support children across the nursery age range, with additional stepping-stone objectives for younger children and those at earlier stages of development. Children explore the same mathematical themes through	Number - Cardinality & Counting 1.1 1.1 Accurate and consistent verbal counting to 5, Singing Songs with number range 1-3 Rhyme – Clap Clap Hands 1 2 3 Measures 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) Understand and respond to language of big and small	Number - Cardinality & Counting 2.1 one-to-one correspondence and cardinality to 3 Rhyme –Baa Baa Black Sheep 2.2 subitising 1 and 2 Noticing one and lots Rhyme – 2 Little Dickie Birds Measures 2.1 Understand and use specific attributes to compare length (long, short) Understand and respond to language of bigger and smaller	Number - Cardinality & Counting 3.1 one-to-one correspondence and cardinality to 5 Rhyme – Knocking Number Rhyme 3.2 subitising 3 Singing Songs with number range 1-5 3 Rhyme – Blind Mice Measures 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Understand and respond to language of long,	Number - Cardinality & Counting 4.1 Begin to recognise numerals and match to sets Noticing pairs of objects and beginning to say 2 for this quantity Rhyme – 5 Currant Buns Measures 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) Understand and respond to language of heavy and light	Number - Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance Developing Counting like behaviours Rhyme – 5 Monkeys Swinging in a Tree Number - Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking Notice when a set has considerably more (no need to count) and respond to word more	Number - Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 Developing Counting Like behaviours Rhyme – 1 2 3 4 5 Once I Caught a Fish Alive Number - Composition 6.1 Separate a group of three or four objects in different ways Understand and respond to language of enough/not enough Rhyme – I Can Count Finger Rhyme

practical experiences, with practitioners adapting activities and expectations to meet individual needs and stages of development.	Rhyme – Hickory Dickory Dock Spatial Reasoning 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) Understand and respond to simple language of position in play (in, on) Rhyme – Little Miss Muffet Shape 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws) Play with Shape sorters and nesting cups – link to spatial words above Learn to line up blocks to make paths	Rhyme –Incy Wincy Spider Spatial Reasoning 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) Understand and respond to simple language of direction (up, down) Rhyme – Row, Row, Row Your Boat Shape 2.1 Explore construction with 3D shapes – combining shapes in two dimensions Learn to stack blocks in a tower using flat surfaces. Stack then knock down – link to spatial words above Rhyme – Humpty Dumpty Sorting & Sequencing 2.1 Sort by 2	tall and short Rhyme – Wind the Bobbin Up Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) Understand and respond to simple language of position (in, on, under). Rhyme – The Grand Old Duke of York Shape 3.1 Explore pattern and picture making with 2D pattern blocks Try to match colours and shapes on very simple shape images. with 2D pattern blocks or simple inset puzzles with pictures in the holes, Rhyme – Twinkle Twinkle Little Star	Rhyme – Jack and Jill Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) Alongside 4.1 Understand and respond to language of movement (forwards backwards) Rhyme –When I Was One Shape 4.1 Begin to notice properties of 3D shape and find shapes that are the same Learn to stack blocks in a tower more efficiently by choosing biggest to go at the bottom and selecting lots of blocks that are	Rhyme – 5 Little Speckled Frogs Measures 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) Understand and respond to language of now and next/later Make links to regular events in routine e.g. lunchtime Round the Mulberry Bush Spatial Reasoning 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along) Understand and respond to	Number - Comparison 6.1 Making equal sets Understand and respond to language of the same Rhyme –10 Fat Sausages Measures 6.1 Understand and use specific attributes for capacity (full, empty, part, full) Understand and respond to words linked to capacity like pour, fill, empty and full Rhyme – I'm a Little Teapot Spatial Reasoning 6.1 Understand and use language of distance (far away, near, how far?) Understand and respond to language of turn over/flip Rhyme – 5 Little Ducks

	Rhyme – The Hokey Cokey Sorting & Sequencing 1.1 Sort by a single property – colour Colour matching and using colour words blue, red and white Patterned songs and rhymes with simple actions Rhyme – Roses are Red, Violets are Blue	properties - colour and size Colour matching and using colour words yellow, green and black Patterned songs and rhymes with simple actions Rhyme – When Goldilocks Went to the House of the Be	Sorting & Sequencing 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape) Colour matching and using colour words orange, purple and pink Patterned stories with simple actions. Rhyme – I Can Sing a Rainbow	the same Rhyme – Wheels on the Bus Sorting & Sequencing 4.1 Simple AB sequences varying colour or size (continue and copy patterns) Colour matching and using colour words brown, and grey Rhyme – Wiggly Woo	language of turn/rotate Mary Had a Little Lamb Shape 5.1 Explore more complex construction with 3D shapes combining shapes to make arches and enclosures Play with simple inset puzzles where you need to turn the pieces to fit and make links to spatial vocab above. Rhyme – Joanie Works with 1 Hammer Sorting & Sequencing 5.1 Simple AB sequences of sounds, actions and objects (make own patterns) Size matching and using words big and small Rhyme – Mary Mary Quite Contrary	Shape 6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes Try to match colours and shapes on simple Numicon images and make links to spatial vocab above Rhyme – 10 Green Bottles
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British Values at HETTY Preschool

At HETTY Preschool, British Values are promoted through everyday experiences, positive relationships, play, exploration and meaningful interactions. Children develop the foundations of British Values through our curriculum, routines, enrichment opportunities, family groups and strong partnerships with families and the local community.

British Value	What This Looks Like at HETTY Preschool
Democracy	Children are encouraged to make choices, share their ideas and influence their learning through child-led play, conversations and activities that respond to their interests. Children learn that their voice matters and that others have ideas and opinions too.
Rule of Law	Children learn about routines, boundaries, safety and expectations through daily experiences. They develop an understanding of taking turns, caring for resources, following agreed rules and respecting others.
Individual Liberty	Children are supported to develop confidence, independence and decision-making skills. Opportunities such as self-registration, rolling snack, free-flow play and choosing resources help children become independent learners.
Mutual Respect	Through family groups, key person relationships and collaborative play, children learn kindness, empathy, cooperation and respect for others. They are encouraged to celebrate achievements, listen to different viewpoints and develop positive relationships.
Tolerance and Respect for Different People and Communities	Children learn about different cultures, celebrations, families, occupations and communities through stories, cultural festivals, community visitors, enrichment experiences and inclusive practice. Children are encouraged to value and respect similarities and differences.

Examples of British Values in Practice at HETTY

- Family groups and key person relationships
- Child-led play and following children's interests
- Rolling snack and developing independence
- Self-registration and making choices
- Community walks and local experiences
- Shared events and experiences with the host primary school
- Honours assemblies and celebrating achievements
- Sports Day, Graduation and transition experiences
- Working together, taking turns and solving problems through play
- Caring for resources, the environment and one another

References

Department for Education (2025) *Statutory Framework for the Early Years Foundation Stage*. London: Department for Education.

Department for Education (2023) *Development Matters: Non-statutory Curriculum Guidance for the Early Years Foundation Stage*. London: Department for Education.

