

Pixie Pre-school

Curriculum Overview and Planning

Intent

Curriculum aims

This document provides a full-year curriculum overview for Pixie Preschool. It is designed to support high-quality, play-based teaching across the EYFS, while allowing staff to adapt provision in response to individual children's interests, needs and next steps.

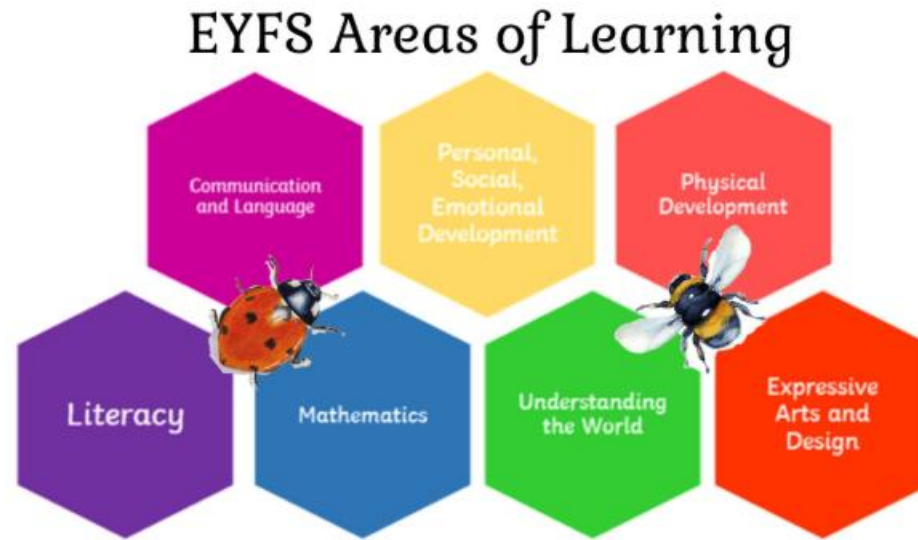
Our curriculum is designed to provide children with strong foundations for future learning, while recognising that young children learn best through play, exploration, meaningful experiences and positive relationships. Our approach is guided by the EYFS and Development Matters, alongside carefully selected programmes and approaches that complement our provision.

As a school-based preschool, we are in the unique position to create continuity between children's preschool experiences and their eventual transition into Reception. Where appropriate, we introduce children to familiar approaches, vocabulary, routines and programmes that continue into school. This does not mean bringing Reception learning into Preschool early; instead, it allows us to provide developmentally appropriate foundations that help children approach their next stage with confidence, familiarity and enthusiasm.

National and Statutory Guidance

Early Years Foundation Stage Statutory framework and Development Matters Guidance Alignment

Our curriculum is underpinned by the EYFS and informed by Development Matters. Each half term, a range of developmentally appropriate objectives across the seven areas of learning are selected as key learning focuses.



These objectives inform our long-term planning and ensure children experience a broad, balanced and progressive curriculum across all areas of the EYFS.

Our long-term plan provides the framework for our curriculum rather than a rigid programme that every child must follow in the exact same way. Young children develop at different rates and bring their own experiences, fascinations and interests into the setting. Practitioners therefore use their knowledge of individual children to adapt and extend the planned curriculum.

Additional experiences, enhancements, activities and resources are planned each week in response to children's individual targets and next steps, emerging needs and current interests. This allows us to balance intentional teaching with responsive, child-led learning and ensures that our curriculum remains meaningful and relevant to the children.

Purpose of Study (curriculum drivers)

Confident Communicators

We aim to support children to become confident communicators who can express their needs, thoughts and feelings and ideas. We encourage this through conversations, storytelling, songs, roleplay, group times and language-rich environments where every child feels listened to and valued.

Independent Learners

We encourage children to become independent learners who are willing to explore, investigate and try new things. Through continuous provision, child led play and opportunities to make choices, children develop confidence in their own abilities and begin taking responsibility for their learning.

Kind and Caring Individuals

We support children to become caring, respectful and understanding members of the community. Through positive role modelling, collaborative play and discussions around feelings and relationships, children learn empathy, kindness and how to build positive friendships.

Resilient and Emotionally Secure Children

We aim to help children develop resilience, perseverance and emotional confidence. By creating a safe, supportive environment and encouraging children to manage challenges, take risks and celebrate effort, we build strong emotional wellbeing and self-esteem.

Creative and Curious Thinkers

We nurture curiosity and creativity by providing open-ended resources, imaginative play opportunities, problem solving activities and hands-on experiences. Children are encouraged to ask questions, explore ideas and think critically about the world around them.

Continuity of learning from pre-school EYFS to reception EYFS (School Readiness)

At Pixie Preschool, school readiness means much more than being able to recognise, letters, write a name or count to a particular number. Our priority is to help children develop the broad foundations that enable them to thrive when they move into Reception.

We support children to become confident communicators, curious learners, increasingly independent individuals and positive members of the group. Throughout their time with us, children are supported to develop their communication and language, physical skills, emotional regulation, resilience, independence, listening and attention, confidence, friendships and ability to manage everyday routines.

Practical independence is encouraged throughout the preschool day. Children are supported to make choices, look after their belongings, attempt tasks for themselves, communicate their needs, follow familiar routines, manage personal care with increasing independence and ask for help when needed.

We also recognise that being ready for school does not mean every child reaching exactly the same point. Each child arrives with their own strengths, experiences and developmental journey. Our role is to recognise their individual starting points and help each child make meaningful progress from them.

Because Pixie Preschool is part of Shillington Lower School, transition is not treated as something that happens only during the final few weeks of preschool. Familiarity with the school environment, shared approaches and expectations can develop naturally over time.

We use shared spaces within the school such as the hall for PE and lunch time, weekly library visits, the school field for our Outdoor Explorer sessions and coordinate the use of the Reception playground frequently. Where appropriate, we join the school for trips within the village, accessing the local playing fields and joining celebrations at our local Church. We coordinate joint experiences such as fire engine and tractor visits with our Reception Class as well as joining in with whole school activities such as Sports Day and our annual 'Fun Run'. It is important for our preschool children to feel the same sense of community in the wider school environment as that in the Pixie playroom.

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Ultimately, our aim is for children to leave Pixie Preschool happy, confident, curious and excited about learning. We want them to enter Reception feeling that school is somewhere familiar, safe and welcoming.

Inclusion and SEND

We recognise that early identification and timely intervention are fundamental to ensuring that every child is able to access, participate in and benefit from our curriculum. We use our knowledge of child development and careful observation alongside building strong relationships with each child to identify where a child may need additional support. We focus on understanding the individual child rather than simply identifying areas of difficulty.

Where concern arises, practitioners liaise with the school SENCO and agree a Learning Plan which is shared with all preschool staff to ensure adaptations and support are consistent. We discuss this sensitively with parents/carers and agree appropriate next steps. A child does not need formal diagnosis to receive additional support. Support is put into practice through our everyday provision, including adapted resources, changes to the environment, variations to communication and targeted interventions.

Support for children with SEND is embedded in to our inclusive curriculum and continuous provision. We provide high quality interactions and experiences for all children and make reasonable adjustments so that children can participate in meaningful play.

Inclusion and Diversity

Our inclusive curriculum has been designed to represent a range of cultures and races and to celebrate our difference and uniqueness. Our curriculum resources support inclusion and diversity and are reviewed regularly.

Implementation

Indoor/Outdoor Free-flow Learning

At Pixie Preschool, we recognise both the indoor and outdoor environments as equally valuable spaces for learning. Wherever possible, children are given opportunities to move freely between the two environments, allowing them to make choices about where, how and with what they would like to explore and learn.

Our free-flow approach reflects our understanding that young children learn best when they are active, engaged and able to follow their interests. Children do not all learn in the same way or feel most confident within the same environment. Some children may communicate more freely outdoors, while others may become deeply engaged in

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imaginative, creative or investigative play indoors. Providing access to both environments gives children greater ownership of their learning and enables practitioners to respond to individual interests, needs and learning styles.

We do not view particular areas of learning as belonging exclusively indoors or outdoors. All seven areas of the EYFS can be supported across both environments, and meaningful learning can happen wherever children are engaged, curious and appropriately challenged.

Although learning is not restricted to a particular environment, this does not mean that the indoor and outdoor spaces need to mirror one another. Instead, we consider the unique possibilities offered by each environment and plan provision accordingly.

The outdoor environment naturally provides opportunities for children to experience larger spaces, bigger movements, greater physical challenge, changing weather, nature and the wider world. Children can transport materials over greater distances, build on a larger scale, run, climb, balance, dig, investigate natural materials and experience concepts such as speed, distance, force, capacity and measure in meaningful contexts.

The indoor environment provides different opportunities for sustained concentration, quieter interactions, detailed investigation, small-scale construction, books, creative experiences and access to resources that may be better suited to a more contained environment.

Resources and experiences are therefore chosen according to what is safe, purposeful and appropriate for the space, rather than because particular learning is considered to be "indoor learning" or "outdoor learning".

Our aim is to create an environment in which children have the freedom to explore without unnecessary restrictions, while being supported by thoughtful organisation, clear boundaries, appropriate resources and knowledgeable practitioners. In doing so, our indoor and outdoor spaces work together to create one rich, stimulating and inclusive learning environment.

Continuous Provision

We recognise that high quality continuous provision is fundamental to delivering an ambitious, inclusive and engaging curriculum. Our carefully planned learning environment provides a balance of familiarity, consistency and challenge, allowing children to develop confidence and independence. Our continuous provision is not just a collection of activities or resources; it is a purposefully planned environment which contributes to development in all 7 areas of learning.

Our continuous provision is carefully structured to ensure that children have access to a broad range of learning experiences throughout the day. Each area of our indoor and outdoor environment is designed to promote particular skills, knowledge and understanding while providing opportunity for children to revisit, practice and build upon previous learning and experience. We recognise that repetition is an essential part of early childhood development, enabling children to deepen their understanding, refine skills and develop core independence.

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Child initiated learning is integral; we understand the importance of giving children ownership over their learning experiences, allowing them to follow their interests, make choices, solve problems, and develop their own ideas. Although our core provision stays consistent, it is regularly reviewed and enhanced to reflect our half termly themes, the children's emerging interests and identified targets and next steps.

The Pixie timetable

Each day has a theme which supports child development and enables the facilities and resources within the main school to be used and explored building confidence and familiarity and supporting transition. This is in addition to the planned adult led themes, continuous provision and child-led learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor explorers (main school grounds)	Music Makers (main school)	Library visit (main school)	Pixies love PE (main school / main playground / field)	Mini chefs

Essential Letters and Sounds



We follow the Essential Letters and Sounds (ELS) phonics programme, providing children with a consistent, structured and developmentally appropriate introduction to daily early phonics. Phonic awareness begins from the very start of a child's time with us through playful opportunities to develop listening and attention, sound discrimination, oral blending, rhythm, rhyme and an awareness of sounds within words.

As children become developmentally ready, we gradually introduce letter sounds using the language, routines and approaches of ELS. Phonics is embedded within meaningful play, stories, songs, games and the wider learning environment, helping children to develop early literacy skills in an engaging and developmentally appropriate way.

Introducing a consistent phonics approach from the beginning helps children build strong foundations for later reading and writing. Regular exposure allows children to develop confidence with sounds and language over time, while ensuring that learning is appropriate to each child's individual stage of development.

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Children become familiar with the routines, language and approaches they will encounter as they move into school. This continuity supports a smooth and confident transition into Reception, allowing children to build upon their existing knowledge and skills from the very beginning.

Get Set 4 PE



We use Get Set 4 PE to provide a progressive and engaging approach to children's physical development. Through pre planned age-appropriate activities, children develop fundamental movement skills including balance, coordination, agility, spatial awareness, running, jumping, throwing and catching.

Sessions are playful and adapted to meet the developmental needs of our children. Alongside physical development, children learn to listen and respond to instructions, cooperate with others, take turns, manage space safely and develop confidence.

Using Get Set 4 PE provides continuity for children moving to Reception where children will continue to experience the programme. Becoming familiar with the elements of the approach helps children to understand the routines and expectations associated with PE and structured physical activities.

Zones of Regulation

WHAT ZONE ARE YOU IN?



At Pixie Preschool, supporting children’s personal, social and emotional development is central to our curriculum. Children need to feel safe, secure and understood before they can fully engage with learning, relationships and the wider preschool environment.

We introduce children to simple, age-appropriate concepts associated with the Zones of Regulation, helping them begin to recognise, name and communicate different emotions and feelings. Visual prompts, modelling, stories, conversations and everyday experiences are used to help children develop an increasingly rich emotional vocabulary.

Practitioners model emotional language and co-regulation throughout the day. Rather than expecting young children to regulate independently before they are developmentally ready, trusted adults support them to understand their feelings and develop strategies they can draw upon themselves.

The approach also provides useful continuity as children move through Shillington Lower School, supporting shared language around emotions, wellbeing and self-regulation. Children enter Reception with experience of talking about how they feel, seeking support when they need it and beginning to identify strategies that help them manage different emotions.

Impact

Formative Assessment and Next Steps

Observation and assessment are an integral part of everyday practice. We recognise that young children demonstrate their knowledge, skills and understanding most effectively through their play, interactions, conversations and experiences. We therefore observe children naturally as they explore both the indoor and outdoor environments, taking time to notice what children can do independently, what they are beginning to develop and where adult support may help them to progress further.

Assessment is ongoing and purposeful rather than being treated as a separate activity. Practitioners use their professional knowledge of each child alongside the EYFS and Development Matters to build a clear picture of their development across the seven areas of learning, using ‘Insight Tracking’ to ensure each child’s progress is recorded without taking adult time away from the children. We value what practitioners know about children through spending time with them and do not believe that every achievement needs to be formally documented. Significant observations, children’s work, conversations and photographs are used where they provide meaningful evidence of learning and development.

Each child has individual targets and next steps, which are informed by observations, assessment, discussions with parents/carers and the child’s own interests and experiences. These next steps are used to inform weekly planning, enhancements to continuous provision and adult interactions. This enables us to provide learning

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opportunities that are responsive to the children rather than following a rigid programme of activities. We continually consider how the environment, resources and their own interactions can provide the appropriate level of challenge and support for each child.

Summative Assessment

Insight is used to track progress and this is reported back to parents / carers and for those children continuing at Shillington lower School, their data is shared with the EYFS reception team.

Full-Year Long-Term Overview

Half Term	Theme Intent	Weekly Topics	End of Half-Term Expected Outcomes
Autumn 1 – Settling and Self	To help children settle happily, build secure relationships, understand routines and develop a strong sense of self, belonging and emotional security.	Week 1: Pixie Promises and Expectations Week 2: I Am Me Week 3: My Home and Family Week 4: My Body Week 5: My Feelings and Emotions Week 6: My Senses	• Separate with increasing confidence • Follow simple routines and Pixie Promises • Talk about themselves, families and feelings • Name body parts and senses • Show early self-care and independence
Autumn 2 – Explore and Celebrate	To encourage curiosity about people, celebrations, light, dark, materials and festive traditions within children's communities and the wider world.	Week 1: People Who Help Us Week 2: Light and Dark Week 3: Materials Week 4: Christmas Traditions Week 5: Christmas Around the World Week 6: Christmas Celebrations	• Talk about people who help in the community • Explore light, dark and simple shadows • Investigate and describe materials • Take part in celebrations and creative festive experiences • Respect similarities and differences
Spring 1 – Winter and Curiosity	To develop investigation, questioning and vocabulary through winter, cold weather, animals, the wider world and space.	Week 1: Water and Ice Week 2: Winter Clothing Week 3: Winter Sports and Activities Week 4: Cold Weather Animals Week 5: The World Around Us Week 6: Space and Planets	• Describe changes such as melting and freezing • Choose clothing for cold weather • Develop movement skills through winter sports play • Compare animals and habitats • Ask questions about the world and space
Spring 2 – The Past and Stories	To develop language, imagination, narrative, early historical understanding and awareness of stories, traditions and change over time.	Week 1: Traditional Tales Week 2: Storytelling Week 3: Castles and Knights Week 4: Dinosaurs Week 5: Days Gone By Week 6: Best of British	• Retell familiar stories using repeated phrases • Create narratives in play • Explore simple past and present ideas • Use imaginative vocabulary • Talk about familiar British places and traditions
Summer 1 – Nature and Environment	To nurture respect and curiosity for living things, growth, change, habitats, animals and the natural environment.	Week 1: Spring and Growing Week 2: Life Cycles Week 3: The Farm Week 4: Minibeasts Week 5: Pond Life Week 6: The Zoo	• Observe plants and animals closely • Understand living things grow and change • Care for the natural environment • Name farm, pond, zoo and minibeast animals • Use early scientific vocabulary
Summer 2 – Preparation and Exploration	To consolidate independence, safety awareness, physical confidence and transition skills through exploration of sea, beach, travel, summer and school readiness.	Week 1: Under the Sea Week 2: At the Beach Week 3: Transport and Travels Week 4: Summer Safety Week 5: Summer Sports Week 6: Are We Ready?	• Talk about sea, beach and travel experiences • Understand simple summer safety, especially water safety • Develop physical confidence through sports • Show independence and resilience • Prepare emotionally and practically for next steps

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