



Curriculum Booklet

Nursery & Pre-School

2025 / 2026

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1. Welcome from the Headteacher

Heathcote is an exceptionally warm and friendly place to learn where excellence is at the heart of all we do. Working as a team we foster a love of lifelong learning whilst at the same time encouraging all our community to be curious, appreciative and respectful towards the world around them. Every child will develop and celebrate their love of learning without boundaries, ensuring that they fulfil their potential.

As a small, friendly and happy school we are proud of the warmth, tolerance and individualised learning every pupil receives. Each day every member of our staff seeks to make a difference to the lives of our children. Our mission is to ensure that every pupil recognises their own self-worth and through their school journey they build character, confidence and compassion as well as a solid academic foundation. Determination, resilience and endurance will be instilled in all of our community.

This curriculum booklet is designed to provide you with information about Nursery & Pre-school and explain what and how your child will be learning this year.

During your child's time in Nursery & Pre-School they will undertake a range of learning experiences, enabling them to become happy, confident and keen learners.

This booklet contains a curriculum overview which outlines the content of each subject for the academic year as well as your child's class and homework timetables. I hope you find this document useful and informative. Thank you for taking the time to read it.

Mrs Samantha Scott, MEd Cantab.

Headteacher

Heathcote Preparatory School & Nursery

2. Welcome to our Nursery & Pre-School

We are delighted to extend our warm welcome to you and your child as they join the nurturing, stimulating and aspirational environment of Heathcote School. From the very outset, we are committed to fostering strong partnerships with your family to ensure that every child is supported and inspired to achieve their fullest potential.

At Heathcote, we recognise that children flourish when they feel happy, secure and valued. Our carefully designed provision balances purposeful play with structured, high-quality learning experiences, ensuring that each day is richly engaging and intellectually rewarding.

As an integral part of the wider Heathcote community, our youngest pupils enjoy unparalleled opportunities. Access to specialist teaching, exceptional facilities and whole-school events enables them to benefit from the unique advantages of a seamless, all-through education. These experiences cultivate both their confidence and independence. It is our aim to provide a strong sense of belonging as meaningful interactions with older pupils help develop friendships and provide fantastic role models all across the school.

Beyond the classroom, we extend learning through regular educational visits, including outings within our beautiful local surroundings and frequent trips to Danbury Library. These experiences broaden horizons, nurture curiosity and deepen each child's understanding of the world around them.

We are proud to accompany your child at this important first stage of their Heathcote journey, laying the foundations for lifelong learning, personal growth and future success.

Mrs Collins and Miss Carabine

3. The School Day – Early Years

8.30 am	Children are welcomed into Nursery upon arrival
8.45 am	Registration and Welcome Activities ERIC (Everyone Reading in Class – Nursery Story Time)
9.10 am	Session 1
9.55 am	Session 2
10.40 am	Break and Snack
11.00 am	Session 3
11.45 am	Session 4
12.30 pm	Lunch
1.30 pm	Session 5
2.15 pm	Session 6
3.00 pm	Class time
3.30 pm	End of School

4. Equipment List

Your child will need:

1. A named pair of wellies, which are to remain at school for any outdoor activities
2. A named coat, scarf, hat and gloves for Winter months (these are a must for Outdoor Learning on a Friday please)
3. A named water bottle brought daily
4. A named healthy tuck. Please no nuts or chocolate
5. A named outdoor jacket, preferably waterproof
6. A named Heathcote sun hat
7. Spare clothes in their school bag brought daily
8. Dress Code for PE (Tuesday and Wednesday mornings): Please arrive for school dressed in navy blue leggings or track suit bottoms, a top and white trainers. (No earrings, and long hair must be tied up please)
9. Dress Code for Outdoor Learning (Friday mornings): Please arrive in suitable clothing for outdoor activities, similar to PE clothing

5. Class Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
	Registration, Good Morning and Circle Time				
1	Maths	Maths	Maths	MFL	Maths
2	PSED	PE	PSED	Maths	Phonics
	Break and Snack Time				
3	Phonics	Phonics	PE	Phonics	Outdoor Learning
4	Performing Arts	PSED	Phonics	Computing	
	Lunch Time and Story Time				
5	EAD	UTW	FMS	Show and Tell	FMS
6	EAD	UTW	UTW	EAD	Whole School Assembly
	Group Games	FMS	House / KS Assembly	Singing Assembly	WSA

EAD – Expressive Arts & Design

FMS – Fine Motor Skills

MFL – Modern Foreign Languages

PSED – Personal, Social and Emotional Development

UTW – Understanding the World

6. Home learning activities to support your child's development

Numerous studies have shown that children who experience a rich home learning environment make the greatest academic progress throughout their school lives.

A strong home learning environment can be fostered through:

Sharing books – Reading together, discussing stories and talking about pictures.

Talking and listening – Engaging in meaningful conversations helps develop language skills and encourages children to reason and think critically.

Sharing observations via Tapestry – Contributing pictures and notes to our online learning journal helps us understand and support your child's learning.

Everyday interactions – Involving children in daily activities such as preparing food, bath time, walks, shopping, travel, meal times and play provides natural opportunities for learning.

Having fun – Enjoying activities together nurtures curiosity, creativity and a love of learning.

7. Assemblies

Assemblies are an important part of our school curriculum. Through our assemblies we recognise and celebrate our pupils' achievements. On Fridays in our celebration assembly, children receive awards and certificates.

Furthermore, our assemblies contribute to the Spiritual, Moral, Social and Cultural (SMSC) and British Values experiences and development of the children. Our assemblies are planned to cover a range of different elements over the school year. We recognise and celebrate key festivals and celebrations from different religions. We also incorporate aspects of Personal, Social, Health and Relationships Education (PSHRE) over the year, through our Values based education programme. Assemblies often kick start these 'values' and then permeate our curriculum, discussions and focus each month. Each term children get to perform a class assembly linked to the value of the month.

This year's programme is as follows:

Month	Value	Month	Value
September	Perseverance	March	Open-minded
October	Unity	April	Trustworthiness
November	Sharing	May	Trust
December	Truth	June	Democracy
January	Integrity	July	Morality
February	Appreciation		

8. Parents' Consultation Evenings

Parent consultation evenings are held twice a year, once in the Autumn term and once in the Spring term. These meetings provide an opportunity to discuss your child's progress with their form teacher. In addition, we organise work-sharing events prior to the consultations, allowing you to see examples of your child's learning and achievements.

9. Reports

Reports are issued each term and focus on the elements of Development Matters. They provide information about your child's achievements and attainment in relation to their age in years and months. At the end of the Summer term, a comprehensive report is issued, including detailed teacher comments on your child's progress over the year.

10. Assessments

Nursery children are continually assessed against the Development Matters statements in the Early Years Foundation Stage (EYFS) curriculum. A baseline assessment is carried out during the Autumn term, and ongoing observations are recorded through our online EYFS assessment tool, Tapestry. Parental comments and observations on Tapestry are warmly welcomed. Displays in Nursery also showcase your child's work and celebrate their achievements.

Children aged two receive an informal EYFS progress check before the age of three. This is shared and discussed with parents during consultation meetings in either the Autumn or Spring term.

11. Subject Overviews

On the following pages you will find a summary of each area, the topics to be studied and the key skills that will be focussed upon during the academic year.

The **EYFS Curriculum** has seven areas of learning: 3 prime and 4 specific. Within each area are different strands leading to 17 Early Learning Goals.

Three Prime Areas

1. Communication and Language

- a. Listening, Attention and Understanding
- b. Speaking

2. Physical Development

- a. Gross motor skills
- b. Fine motor skills

3. Personal, Social and Emotional Development

- a. Self-Regulation
- b. Managing Self
- c. Building Relationships

Four Specific Areas

1. Literacy

- a. Word Reading
- b. Writing
- c. Comprehension

2. Mathematics

- a. Number
- b. Numerical patterns

3. Understanding the World

- a. People, culture and Communities
- b. Past and Present
- c. The Natural World

4. Expressive Arts and Design

- a. Creating with Materials
- b. Being imaginative and Expressive

11.1 Communication, Language & Literacy Development

Autumn Term – Superheroes
<ul style="list-style-type: none"> • To discuss superhero themed story books (e.g. Supertato, Superworm, NHS books) • To explore descriptive words for our superhero characteristics • To discover why things happen and to provide explanations e.g. what, when, how characters would use their superpowers • To explore mark making (secret messages using wax, paint and water) • To read together and recite various superhero poems, rhymes and songs • To continue phonic letter sounds, letter formation and blending
Spring Term – Let's explore London
<ul style="list-style-type: none"> • To enjoy books exploring the world, different countries, traditions and cultures • To discuss countries, oceans, methods of transport and traditional clothing • To use family holiday pictures to discuss where they went and how they got there • To explore all their senses, sample foods and music • To draw an outline of the world on the floor and then to decorate with swirls, lines, crosses and circles • To practice writing and mark making using different materials • To create photo frames and to draw themselves and their family • To continue phonics phase 1 and to practice letter formation • To use magnetic letters for their name cards
Summer Term – Pasky Pirates
<ul style="list-style-type: none"> • To explore maps and the globe • To explore various oceans, seas and rivers • To expand vocabulary by describing ships, outfits and treasure • To explore why things happen and to discuss explanations e.g. what, when, how • To understand instructions, such as 'Pirate Pete says' • To use mark making on maps, sand and water paintings • To read fiction and non-fiction books together about pirates and their methods of travel

11.2 Physical Development

Autumn Term
<ul style="list-style-type: none"> • Fine motor skills – frozen Lego figures in ice cubes • Gross motor skills – target practice into hoops/buckets, and assault course – balance and coordination • Fine and Gross motor skills – Cosmic Kids yoga / Disco Dough for our superhero • To be and move like superheroes – rolling, jumping, running • To safely change directions during P.E lessons • Superhero worksheets – pencil control and scissors, and threading
Spring Term
<ul style="list-style-type: none"> • Fine motor skills – pencil control, weaving materials and clay bowls • To develop balance and co-ordination skills during Joe Wicks / Cosmic kids yoga • To discuss the importance of being healthy • To cut healthy snacks and fruit salads by using child-friendly knives • To explore different styles of music to invoke a variety emotions • To use construction materials to form their own famous landmarks • To explore trikes, bikes and scooters to develop balance and control
Summer Term
<ul style="list-style-type: none"> • Fine motor skills – space worksheets e.g. pencil control and scissors, write postcards and letters, and threading • To attempt walking the plank, hop over islands, climb the rigging and scrub the deck • To learn how to use space during P.E lessons • To explore various beach sports and similar events from around the world • To bury treasure in shallow sand with woven tape and to retrieve using tweezers

11.3 Personal, Social & Emotional Development

Autumn Term
<ul style="list-style-type: none"> • Circle Time – to discuss how we can be our ‘best’ to ourselves and others • Show and Tell – what can you share with us? • To explore our feelings • To empower children with the responsibility of carrying out small tasks • Mindfulness NHS colouring • To be grateful and proud of their body by maintaining personal hygiene • To think about how it would feel to be a superhero
Spring Term
<ul style="list-style-type: none"> • Circle Time – to develop confidence, vocabulary by sharing knowledge of special places they have visited • Show and Tell – to share and discuss photos of their holidays as parents engage with Tapestry by uploading supporting pictures • How do people say in contact by assisting children to make and send a postcards, pictures and letters • To create a photo booth for children to use props about going on holiday • To empower children with the responsibility of carrying out small tasks • To be grateful and proud of their body by maintaining personal hygiene • Ample opportunities to role play a multitude of professions • To understand and promote taking turns by using games such as ‘Who am I?’ (careers)
Summer Term
<ul style="list-style-type: none"> • Show and Tell – what can you share with us from another country? • To imagine going on a long journey – how would it feel, what would they miss? • To discuss travelling to different countries and how we do this • To discuss how pirates are often seen fighting and being aggressive and to debate if this is good – finish with possible alternatives to this typical narrative • To explore how to be a good shipmate (friend) to each other • To be grateful and proud of their body by maintaining personal hygiene

11.4 Mathematics Development

Autumn Term
<ul style="list-style-type: none"> • Superhero themed worksheets – numbered outlines to be fill using various materials • Countdown to rescue and to find the helicopter’s missing number game • To Increase positional language knowledge – where is the superhero? • To match shapes and patterns, some with shadows • To explore coins by looking at numbers and differences, then to buy superhero equipment and costumes
Spring Term
<ul style="list-style-type: none"> • To count letters in their names, then compare who has more or less with a friend • To subitise small groups of natural objects • To recognise numbers through hopscotch, bingo, fastest fingers, bears on aeroplane and number frames • To exploring capacity using various sized containers • To use positional language to describe different objects on maps • To estimate and measure heights of famous buildings, animals and people from around the world using non-standard units • To combine 2D shapes to form an outline of various transportation vehicles • To compare sizes of countries
Summer Term
<ul style="list-style-type: none"> • To count gold coins and place various amounts into treasure chests • To measure the weight of treasure • To expand on positional language – where is the ‘X’ on the map? • To colour matching parrots • To sort various sized shapes into patterns by using gems and jewels

11.5 Understanding the World

Autumn Term
<ul style="list-style-type: none"> • To receive letters from real life superheroes with simple challenges – to discuss how we could help • To discuss and investigate fictional and everyday heroes • To use simple maps of outside area to ‘rescue’ soft toys • To invite real life superheroes into school (doctors, fire person) • To investigate forces by using magnets and paperclips to make superheroes fly across tables • Scavenger hunts
Spring Term
<ul style="list-style-type: none"> • To identify and compare images of different countries, their foods, animals etc. • To explore different habitats, homes, environments, foods, music and clothing • To explore and share books depicting different countries • To explore remote control toys and IWB • To play different instruments from various countries to create their music and learn their dances • To discuss different methods of transport we can use to travel • To recycle, reuse and reduce – with the possibility of litter picking in local area
Summer Term
<ul style="list-style-type: none"> • To explore our family tree and heritage – where do we come from? • Trip to Prom – to discover pirate ships and barges • To label countries the children have visited • To discuss the difference between land and sea • To explore floating and sinking objects through experiments • To use drainpipes and pool-noodle ships to learn how water moves through them • To use wind power, such as fans, straws and blowing, to move small ships

11.6 Expressive Arts and Design

Autumn Term
<ul style="list-style-type: none"> • To use stickers, stars and chalk to create dark sky pictures and to experiment with mixing of various colours of paint. • To role play characters, stories, scenes and using their imagination • To create their own superhero outfit / cape / mask • To construct equipment, shields and vehicles • To sing superhero related songs and rhymes • To listen to instruments used in superhero theme tunes • To create characters from stories (Supertato, Superveggies) • To create large scale vehicles for their superhero to travel in
Spring Term
<ul style="list-style-type: none"> • To listen to familiar nursery rhymes in different languages • To use chairs to form aeroplanes, buses, cars and boats and to collect tickets, pack bags and passports • To explore textures of more natural and man-made materials such as metals, hessian tin, brick and wood. • To explore recycling and how can we look after our world • To role play characters, stories, scenes and using their imagination • To create a colourful world map of their own by mixing paint to create bright, bold colours • To explore coins from different countries and to use them for rubbing
Summer Term
<ul style="list-style-type: none"> • To role play characters, stories, scenes and using their imagination • To bake and decorate gingerbread pirates • By using junk modelling to construct large scale pirate ships within Nursery • To make flags and hang for bunting and treasure chests • To use playdough to create clay sea creatures • To create and use telescopes from tubes and shiny paper and to independently explore how to attach

6.1. French

During the year our nursery will experience lessons tailored to Early Years through songs, stories and activities.

All About Me	My Day	Out and About
Let's Move	Good Morning	In the Garden
Hello	Breakfast Time	Mini Beasts
Numbers	Let's Get Dressed	On the Farm
My Face	Transport	At the Zoo
My Body	At the Park	At the Seaside
Colours	The Weather	Shop
Clothes	Let's Eat	At the Cafe
Family	Bathtime	I love sweets
Pets	Bedtime	Teddy Bear's Picnic

12. Recommended Reading

Author	Book Titles
George Webster	This is Me!
Sophie Beer	Kindness makes us strong
Mike Brownlow and Simon Rickerty	Ten Little Superheroes
Eric Carle	The Very Hungry Caterpillar
Emily Gravett	Little Mouse's Big Book of Fears
Rhys Brisenden	Incredible you
Claire Potter and Ailie Busby	Which food will you choose?
Julia Donaldson	Who Lives Here?
Caroline Crowe	How do you make a rainbow?
John Burningham	Would you rather?
Valerie Thomas and Korky Paul	Winnies's Amazing Pumpkin

Useful Websites

English

<https://www.booktrust.org.uk/>

<https://www.lovereadings4kids.co.uk/>

<https://shop.scholastic.co.uk/childrens-books>