

Barnes Nursery Curriculum

“Play is the work of the child” – Maria Montessori

Early Years teaching is different to KS1 and KS2 due to the emphasis of **learning through play**. We plan for **progression** in all areas, through gradual challenge in our learning environment and our interactions with children. For example, we may start with large cotton wheels to thread in Autumn 1 and get out successively smaller beads to thread as the year progresses. **We weave all the curriculum in and out of the day**. All areas of the curriculum can always be found in our free flow resources and **open ended activities**. We deliver high quality and frequent ‘**back and forth**’ interactions with children to create a **language rich environment**, enabling essential language and cognitive development. Our emphasis on communication naturally facilitates **positive relationships** and the acquisition of **self-regulation skills, through co-regulation** with the skilled adults in the environment. We constantly review how we can provide ‘writing for a purpose’, ‘real life maths’ and development of the love of reading, physical strength, coordination and communication skills. It is our passion to provide a broad and inspiring curriculum, and more often than not, the children are the instigators.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Fairytales	People Who Help Us	Planting and Growing	Transport	Animals
Role play	Home corner/ Paw Patrol shed	Fairy-tale cottage/ Paw Patrol shed Nativity/ Elf Workshop	Jolly Post Office/Police shed	Jack & the beanstalk/You choose shed	Airport/ You choose shed	Pet Shop/You choose shed
Communication and Language	These core subjects are crucial for all areas of learning. They are sometimes taught explicitly* as whole class learning, but most often through play, high quality learning environment and skilful teacher interactions. Please see New Development Matters 3 to 4 year olds statements as a guide to what we expect most children can do at this stage. *(e.g. routines and expectations, sharing Nursery wishes, speaking in front of the class with sentence starters, friendship sticks, hygiene, healthy eating, fine and gross motor physical warm ups, Write Dance, Sports Day, Forest School, transition to Reception)					
Physical Development						
Personal Social and Emotional Development						
Literacy reading	<ul style="list-style-type: none"> Phase 1 phonics – song and rhyme 	<ul style="list-style-type: none"> Phase 1 phonics e.g. environmental and instrumental sounds, rhyme, rhythm, body percussion E.g. Alliteration, voice sounds, oral blending Word of the week (key Goldilocks words) Parent readers start (continued until end of Summer 2) Book packs start (continued until end of Summer 2) Barnes Bear (continued until end of Summer 2) 	<ul style="list-style-type: none"> Phase 1 phonics E.g. oral segmenting, initial sounds 	<ul style="list-style-type: none"> Phase 1 phonics World Book Day 	<ul style="list-style-type: none"> Phase 1 phonics 	<ul style="list-style-type: none"> Phase 1 phonics
Literacy writing	<ul style="list-style-type: none"> Dough gym Gross motor physical warm ups (pre writing skills) 	<ul style="list-style-type: none"> Whole class gross motor exercise continues with introduction of fine motor warm ups e.g. Scissor skills Fine motor intervention (pre writing skills) Climbing intervention (pre writing skills) Sticky name stickers for taking ownership of design and making 	<ul style="list-style-type: none"> Write dance Climbing intervention (pre writing skills) Fine motor intervention (pre writing skills) 	<ul style="list-style-type: none"> We love drawing Letter hunt (of personal significance) 	<ul style="list-style-type: none"> Storytelling introduced (scribing and acting out) Name writing 	<ul style="list-style-type: none"> Continued celebration of storytelling books We love drawing Name writing continues Recap of we love drawing and we love maths
Maths	Counting cups at snack time – one to one correspondence focus	<ul style="list-style-type: none"> Daily ‘We love maths’ subitising Moves large objects one at a time Selects a small number of objects e.g. please give me one, please give me two Plays with shapes Counts 3 objects with 1:1 correspondence 	<ul style="list-style-type: none"> Daily ‘We love maths’ subitising Recites number names in order to 5 Identifies numerals in the environment 0-5 Matches number and quantity 1-4 Separates a group of 3 or 4 objects in different ways 	<ul style="list-style-type: none"> Creates patterns Knows that numbers identify how many objects are in a set 0-5 Matches number and quantity correctly 0-5 Counts actions Shows interest in and talks about shapes in the environment 	<ul style="list-style-type: none"> Daily ‘We love maths’ subitising Separates groups of 3-5 objects in different ways Shows an understanding of more/less/fewer Counts up to 6 objects from a larger group 	<ul style="list-style-type: none"> We love maths Counts actions and ideas Counts backwards from 10 Represents numbers using fingers to 5 and beyond Names and describes 2D shapes Draws shapes

		<ul style="list-style-type: none"> -Makes comparisons between quantities same, different, more, fewer, less -Introducing real life number problems e.g. setting a table -Constructs with and talks about shapes -Experiments with symbols and marks 0-3 	<ul style="list-style-type: none"> -Represents numbers 0-5 using fingers, symbols and marks -Creates patterns -Talks about shape e.g. round/tall -Solves problems e.g. puzzle 	<ul style="list-style-type: none"> -Recites numbers in order to 10 	<ul style="list-style-type: none"> -Understands and uses positional language e.g. behind, in front, next to, on top, underneath -Orders 2 or 3 objects by length/height/capacity/weight -Counts an irregular arrangement of 3-5 objects 	<ul style="list-style-type: none"> -Estimates how many objects are in a group
Understanding the world / PSED	<ul style="list-style-type: none"> -Rules and routines -Yoga affirmations -Colour monster feelings -I have flipped my lid - PSED -Pantasaurus -Fire safety -New friends (home group pictures) -Healthy eating and trying new foods -Sharing/taking turns -My family -Black History month -Forest School daily session (for full time children) 	<ul style="list-style-type: none"> -Weekly Forest School session starts (for part time children) -Design and technology wobble week -Bonfire Night -Remembrance Day -Hanukah -Diwali -Christmas -Cooking (parent volunteers) - Weekly greetings in different languages around the world (continued until end of Summer 2) -Big Pink Bag PSED/listening and attention intervention 	<ul style="list-style-type: none"> -Visits from people who help us e.g. Barnes police officer -Post box (TRIP) -Chinese New Year -World Religion Day 	<ul style="list-style-type: none"> - Planting and growing - Allotments trip - Making bread - Making vegetable soup - Easter 	<ul style="list-style-type: none"> -Barnes Bridge station to Barnes station (TRIP) - Run for Rusuzumiro 	<ul style="list-style-type: none"> -Hounslow Urban farm (TRIP) -Sports day -Pet visits -Pond dipping -Nursery celebration picnic -The butterfly garden
Expressive arts and design	<ul style="list-style-type: none"> -Cauliflower cards -Tea Towels self portraits 	<ul style="list-style-type: none"> -DT week -Redesigning shoes -Pantomime -Making diyas 	<ul style="list-style-type: none"> -Write dance -Valentine's day cards -Arts Week (Whole school; theme changes annually) 	<ul style="list-style-type: none"> -Carrot painting -Famous paintings of flowers -Creating the beanstalk for our role play 	<ul style="list-style-type: none"> -Paper planes -Moving appropriately in response to music (transport theme) 	<ul style="list-style-type: none"> -Making medals for sports day -Drawing the butterflies -Drawing our experience of the farm trip