# Barnes Nursery Curriculum 2022-23 (to be adapted each year depending on needs of the cohort)

## “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.

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| 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 shedNativity  | 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 |
| Literacyreading | * Phase 1 phonics – body percussion and emphasis on the first sound of the day of the week during daily days of the week song, stand on your spot song, learning teachers names in a rhythmic way, rhyming stories, singing nursery rhymes, open and shut them daily goodbye song
* Home group photo books for settling
 | * 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)
* Steve Grocott’s Story Song – Three Billy Goat’s Gruff
 | * Phase 1 phonics
 | * Phase 1 phonics
* World Book Day
 | * Phase 1 phonics – more focus on oral segmenting in readiness for Reception. E.g. “I know it’s a cat. What are the sounds in cat?”
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| Literacy writing | * Dough gym
* Gross motor physical warm ups (pre writing skills)
 | * 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
 | * Write dance
* Climbing intervention (pre writing skills)
* Fine motor intervention (pre writing skills)
 | * We love drawing
* Letter hunt (of personal significance)
 | * Storytelling introduced (scribing and acting out)
* Name writing
 | * Continued celebration of storytelling books
* We love drawing
* Name writing continues
* Recap of we love drawing and we love maths
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| Maths | * Solve real world mathematical problems
* ‘Cardinality principle’
* One to one correspondence
* *Order irrelevance principle*
* Talk about and identifies patters around them. For examples, stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’ and ‘blobs’.
* Extend and create ABAB patterns – stick, leaf, stick, leaf
 | * Subitising to three (WLM)
* Recite numbers to five
* Recite numbers past five (to ten)
* Linking numerals (one to three) to amounts (WLM)
* Show fingers numbers up to three (WLM)
* Understand prepositions (in front, behind, next to)
* One to one correspondence to three
* Experiment with their writing numerals using rhymes (WLM)
* Solve real world mathematical problems
* *Order irrelevance principle*
* Describe a familiar route (linked to FairyTale idea)
* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles) using informal mathematical language; sides, corners, straight, flat round
* Select shapes appropriately e.g. flat surfaces for building, triangular prism for a roof
* Combine shapes to make new ones – an arch, a bigger triangle
 |  Subitising to four – daily)* Show finger numbers up to four(WLM)
* Link numeral four to quantity (WLM)
* Under, on top underneath
* One to one correspondence to five
* Knowing that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
* Experiment with their writing numerals using rhymes (WLM)
* Fewer and more
 | * Experiment with their own symbols and marks
* Experiment with their writing numerals using rhymes (WLM)
* Make comparisons between objects relating to size and length
* Make comparisons between objects relating to weight and capacity
* Notice and correct an error in repeating pattern
 | Subitising to five – daily (WLM)* Show finger numbers up to five(WLM)
* Link numeral five to quantity (WLM)
* Experiment with their writing numerals using rhymes (WLM)
* *“This is the whole and these are the parts”*
* Describe a familiar route using routes using words like ‘in front of’ and ‘behind’ (linked to transport idea)
* Make comparisons between objects relating to size, length, weight and capacity
 | - Describe a familiar route using routes using words like ‘in front of’ and ‘behind’ (linked to transport idea) * Abstraction principle e.g. counting sounds, actions, sporting
* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’.
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| Understanding the world / PSED | -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)   | -Weekly Forest School session starts (for part time children) -The Nursery If Machine begins (philosophical question of the week) -Design and technology wibble 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  | -Visits from people who help us e.g. Barnes police officer-Post box (TRIP) -Chinese New Year -World Religion Day  | * Planting and growing
* Allotments trip
* Making bread
* Making vegetable soup
* Easter
 | -Barnes Bridge station to Barnes station (TRIP) - Run for Rusuzumiro | -Hounslow Urban farm (TRIP) -Sports day-Pet visits -Pond dipping -Nursery celebration picnic -The butterfly garden  |
| Expressive arts and design  | -Cauliflower cards -Tea Towels self portraits -Washing machine Steve Grocott song  | -DT week -Redesigning shoes -Pantomime -Making diyas -Steve Grocott’s Firework song linked to bonfire night  | -Write dance-Valentine’s day cards-Arts Week(Whole school; theme changes annually) | -Carrot painting -Famous paintings of flowers -Creating the beanstalk for our role play  | -Paper planes -Moving appropriately in response to music (transport theme)  | -Making medals for sports day -Drawing the butterflies -Drawing our experience of the farm trip - A feather in my pocket Steve Grocott song for Nursery celebration event.  |