

Nursery Curriculum Evening




Barnes
Primary School

Meet the team



Early Years Foundation Stage Curriculum

3 Prime areas-

1. Personal, social and emotional development
2. Communication and Language
3. Physical development

4 Specific areas-

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design



Personal, social and emotional development



Personal, Social and Emotional Development is a key part of children's wellbeing and resilience.

The three parts of PSED are

- *Self-regulation*
- Managing yourself
- Building relationships.

Self-management is defined as having the cognitive control needed for learning: being able to focus attention, persevere, plan, choose, and decide what to do next. Self-regulation refers to having appropriate control over emotional responses and showing resilience in response to disappointment or conflict.

C - connect - tune into your child's feelings and your own

A - acknowledge - validate the feelings by labelling them and empathising

L - limit setting - remind your child that all emotions are ok but nursery/home have rules and some behaviours are not ok

M - make a plan - When your child is calm explore how they could manage their emotions next time. (exploring) What happened? Problem solving (apologising) (let's think of other ways you could....) Solutions (next time you feel like that what will you do?)

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

At school, we use the zones of regulation which we are slowly introducing into the Early Years. It helps children to recognise how they are feeling and we can give them

methods to regulate and get back into the optimal learning zone.

The optimal learning zone is the green zone, you may be in this zone if you are happy, focused, calm or proud.

You may be in the Blue Zone if you are sad, bored, tired or sick.

You may be in the Yellow Zone if you are worried, frustrated, silly or excited.

You may be in the Red Zone if you are overjoyed, panicked, angry or terrified.

Bubble cups



A good technique for calming down.
Blowing bubbles through the straw.

Communication and language



- Three strands here: **listening and attention, understanding and speaking.**
- C&L lays the foundation for learning and development. It is a big focus when designing our Nursery environment and curriculum.

Examples of C&L in Nursery:

- Role Play - 3 different areas at our Nursery. Purposeful, opportunities for language development (stethoscope), real life.
- Snack time – full sentences supported by Makaton
- Teaching sentences “Stop, I don’t like it”
- Language rich environment – books, adult heavy, opportunities to communicate with peers

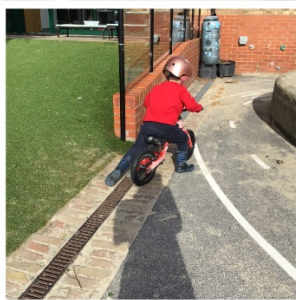
What can do at home:

- Young children depend on back-and-forth interactions with responsive others - develop confidence
- Harvard University – serve and return. Like a tennis ball, to and fro with conversation
- SO... Keep talking with your child. times when you are talking **at** your child and talking **with your child.**

Ways in which we achieve serve and return conversation in Nursery is through:

- Word of the week (discussion on the carpet)
- Books of the week (repetition of stories to embed new vocabulary and use to support the theme of the week.)
- Adult interactions within children’s play.

Physical development- gross motor



Physical activity is so important in the early years. The recommendation is 3 hours of activity a day with at least an hour being high intensity activity.

Before I tell you about gross motor skills I wanted to talk about two senses that you may or may not have heard of. These are known as proprioception and vestibular senses. Both are a crucial part of a child's physical development. If you notice your child does not have good balance, rolling down hills, spinning around and going on swings will exercise the ocular muscles in their eyes which will also help them be able to follow words on a page when they start to learn to read in Reception.

Gross motor skills are essentially to do with whole body movement. They are not less important than fine motor skills. For a child to sit still, concentrate and write, they must have the core strength and coordination of all their body. The outside is obviously a key place where gross motor skills are developed.

We have lots of opportunities for the children to develop their gross motor skills at school. We have monkey bars, buckets and spades, tyres, bikes, giant soft play shapes and many more.

We would discourage the use of push chair now that children are in the nursery, purely for their physical development needs. They are not great for alignment and flexibility and can reduce their opportunity to develop their stamina and strength.

Physical development

-fine motor



Fine motor means so many things:

- hand strength, coordination and hand eye coordination
- Areas in the environment, e.g. pipets at water tray, scissors/ making tools, magnet, lego, playdough, messy play, CUTLERY (help with at home).
- Dressing themselves: being able to put on socks, trousers etc. is really crucial physical development. It promotes bilateral coordination, pincer grip, core strength
- Nursery – encouraging independence

Our school values at Barnes Primary School:

I can be Strong and
say what is true

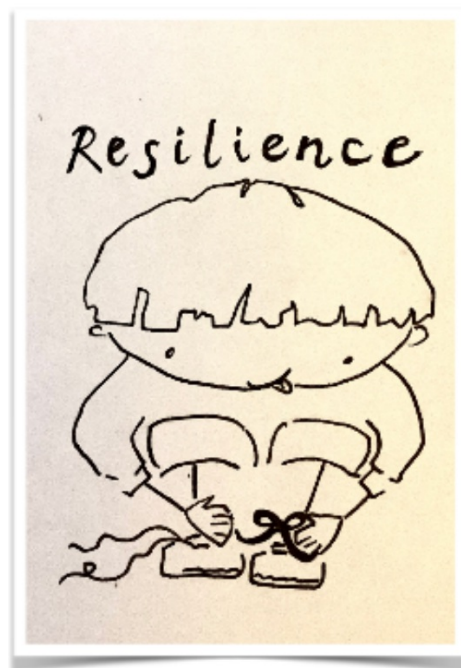


I can do things for
myself



I act when I see a need

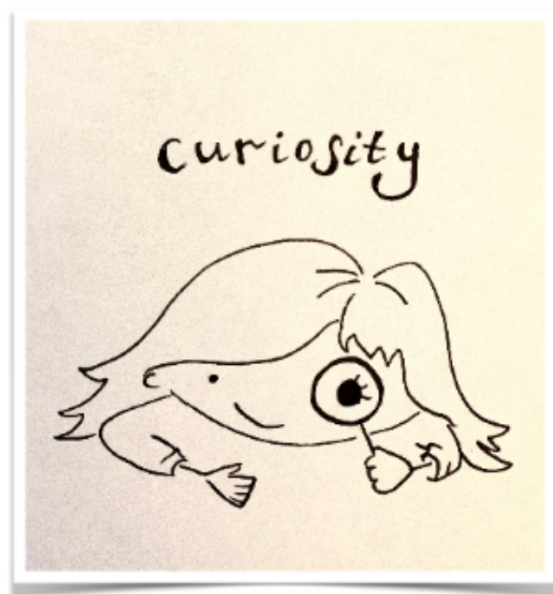
I keep trying even
when it's hard



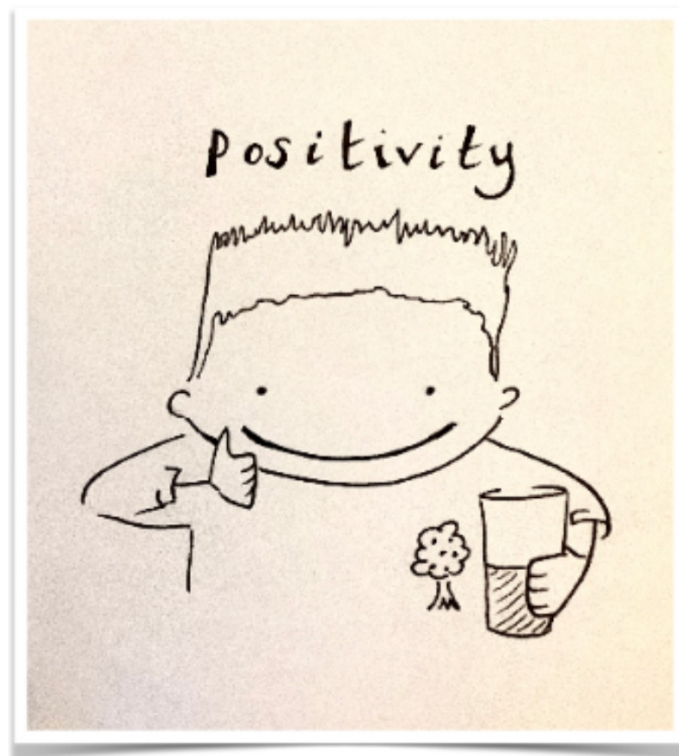
I know that others have
feelings and I look
after them



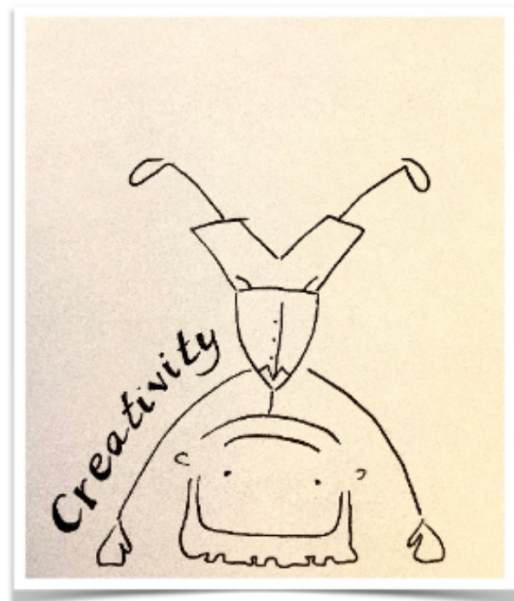
I like to **explore** and
learn new things



I can see the good



I try new ways of
doing things



I'm sure I **will** be able to do it



It may take time but it

is **POSSIBLE**



Guidance by the sector, for the sector

Birth to 5 Matters:
Non-statutory guidance for the Early Years Foundation Stage



Characteristics of Effective Learning underpin the EYFS curriculum and are a focus on Nursery:

- Encourage these skills at home
- Independence
- Play – curiosity – mystery “what do you think?”

Characteristics of Effective Learning

Active Learning: Motivation

A Unique Child: how a child is learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals (<i>I can!</i>) • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) 	<ul style="list-style-type: none"> • Support children to look into what they are curious about and what fascinates them. • Make time for quality interactions. Watch and listen carefully to try to understand what the child wants to know or achieve. • Help focus young children's interest through shared attention. At times sensitively introduce a new element if young children's interest is waning. • Help children to notice details. • Model a growth mindset. Help children to see mistakes or failures as stepping stones for learning. Help children see there is more than one answer to a problem. Demonstrate openly how adults do not get everything right. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Supporting emotional resilience in the face of challenge, e.g. <i>That must have been frustrating after you worked so hard. I wonder how else you could try it.</i> • Children develop their own motivations when you involve them. Give reasons for what you are doing and talk about learning, rather than just directing. • Step back and watch what children are doing. Be sensitive to when to join in sensitively, following children's lead, and when to leave them to it. Be careful not to disrupt their play and train of thought. • Be aware that younger children may want to watch rather than take part in some activities. • Look out for signs that young children show satisfaction in something they have done. • Encourage children to listen to each other's ideas as they play, have fun and think and learn together. Provide opportunities for children to celebrate with their peers what they are doing and learning - not just focus on the end result. 	<ul style="list-style-type: none"> • A familiar environment and predictable routine gives children confidence to take charge of their own activities. • Teach children how to use the areas of provision and tools within them appropriate to their age and stage, so they can use them independently for their own goals. • Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Provide calm and reduce stimuli if children become over-stimulated. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Make space and time for all children to contribute. • Setting leaders should provide opportunities for staff to actively engage in their own learning to better support children's activity.

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Statutory ELG: Self Regulation

Children at the expected level of development will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Literacy



Two parts: reading and writing (mark making)

Reading:

- text carries meaning
- Stories (snack and book of the week): new language, learning points (owls), listening skills, imagination (predicting) etc.
- Spinning – crucial for developing extraocular muscles necessary for reading sounds and words

Writing:

- Mark making in all areas (gross and fine – chalk/ writing/ clipboards/ painting)
- Marks have meaning
- Other areas: climbing frame/ monkey bars

We don't expect them to leave as readers and writers but gain the skills to prepare them for this in Reception.

Name writing

- There is no hurry!
- We have a planned progression for children to learn the formation of some letters in their name by the END of the year
- If your child asks, it is really important you model carefully as practise makes permanent.
- Best preparation is lots of physical movement!

Phonics

There are seven aspects within phase one phonics.

- * Aspect 1: Sound discrimination - environmental
- * Aspect 2: Sound discrimination - instrumental
- * Aspect 3: Sound discrimination - body percussion
- * Aspect 4: Rhythm and rhyme
- * Aspect 5: Alliteration
- * Aspect 6: Voice sounds
- * Aspect 7: Oral blending and segmenting

Mathematics



Mathematics is everywhere!

- We expect to be doing maths in much of our interactions with children in their child led learning.

- We do **2 group sessions of maths a week**, focussing on specific objectives, influenced by the **Maths Mastery approach**.

- Not about how far they can count or knowing their timetables. Do they really understand their numbers to 5? Parts/whole

During snack time we do real life maths problems.

Understanding the world



For nursery children this comes primarily through their actual experience of the world, which is why our physical learning environment is so important

There are 3 areas:

people and communities – showing interest in different occupations (we get people from different professions coming in to visit), talking about significant events in their own experience (photo gallery created to help these sorts of discussions)

The world – observing and talking about the natural environment, how things work, spotting changes over time. Forest School is great for developing their awareness of the world.

Past and present - awareness of time. What happened yesterday. What our timetable is for the day. What the season is.

Expressive arts and design



Two strands of Expressive arts and Design:

Creating with materials: exploring changing sounds, colours, construction with various materials, making props.

Being imaginative and expressive: expressing themselves, imaginative role-play, dancing, listening to music, singing, playing musical instruments.



Forest School



- It is a rich and varied outdoor learning environment.
- It provides the opportunity to develop skills in all areas of the curriculum.
- It enables children to explore and enjoy the outdoors in a safe environment.
- Children are provided with wellies and outer clothing appropriate for the weather.



Communication

Weekly nursery newsletter via parentmail.

Settling in comment on Tapestry

Autumn term parent consultation to discuss settling.

Email - ipratt@barnes.richmond.sch.uk and
vblackwell@barnes.richmond.sch.uk. Please ensure you
include both of us in the email.

Helping at home

- Chat, play, read!
- CALM emotion coaching
- The Nursery update letter summarises the weekly theme and learning in Nursery.
- Personal skills - toileting, knives and forks, jumpers, socks, shoes and coats



Birthday books

Please remember we are a Healthy School and do not permit cakes and treats at classroom doors.

Instead, please feed and help grow the children's love of reading.

Volunteers

Are you interested?

We need volunteers for...

- Reading/book bag
- Cooking
- Helping enhance our environment
- Occupation sharing



How much does the PTFA need to raise?
£20 per child per month would generate **£120k** for the school each year.



Thank you for your help! ❤️

Where do my donations go?

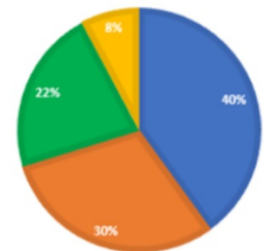
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

SPECIALIST STAFF • art, language, music and PE teachers • teaching assistants

UPGRADING INTERIORS • replacing flooring • touch screen boards

PLAYGROUND IMPROVEMENTS • new adventure play equipment • new artificial grass • planting in forest school • repair • recladding

BOOKS AND RESOURCES • restocking libraries and book corners • ICT equipment • musical instruments



Please **support our school financially** so that it can continue to deliver an exceptional education to each child



How much does the PTFA need to raise?
£20 per child per month would generate **£120k** for the school each year.



Thank you for your help! ❤️

Where do my donations go?

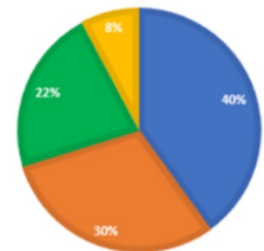
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

SPECIALIST STAFF • art, language, music and PE teachers • teaching assistants

UPGRADING INTERIORS • replacing flooring • touch screen boards

PLAYGROUND IMPROVEMENTS • new adventure play equipment • new artificial grass • planting in forest school • repair • recladding

BOOKS AND RESOURCES • restocking libraries and book corners • ICT equipment • musical instruments



Please **support our school financially** so that it can continue to deliver an exceptional education to each child