

## Communication, Language & Literacy

*Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.*

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention.
- Is able to follow directions.
- Understands use of objects.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play.
- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

## A curriculum overview for Blackwell NURSERY Children



**During their time at Blackwell, children will develop the following values and key competencies in line with our vision (see Curriculum overview) and also develop the outlined subject knowledge and skills.**

**At Blackwell First School we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.**

### Values

*\*Respectful and responsible citizens \*Competent and confident learners*

*\*Aspirational individuals*

### Key competencies

*\*Co-operation \*Communication \*Independence \*Resilience \*Problem solving*

## Mathematics

*Promote fluency in the fundamentals of mathematics, reason mathematically by following a line of enquiry and solve problems by applying their mathematics.*

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted.
- Shows an interest in shape and space by playing with shapes.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

## Physical Development

*Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.*

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

## Personal Social Emotional Development

*Develop the knowledge, skills and attributes they*

*need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.*

- Can play in a group, extending and elaborating play ideas.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### Philosophy for Children

*Begin to ask and consider the BIG questions through a variety of stimulus.*

## Expressive Arts and Design

*Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

*Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.*

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.

## Understanding the World

*Gain a coherent knowledge and understanding of Britain's past and that of the wider world. Inspire pupils' curiosity to know more about the past. Develop scientific knowledge and conceptual understanding, an understanding of the nature, processes and methods of science and the uses and implications of science.*

*Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.*

*Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.*

*Enquire into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to respond to these. Equip pupils to use computational thinking and creativity to understand and change the world.*

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Knows how to operate simple equipment.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers.