

Communication, Language and 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.

*Understand how to listen carefully and why listening is important *Learn new vocabulary *Use new vocabulary through the day *Use new vocabulary in different contexts *Ask questions to find out more and to check they understand what has been said to them *Articulate their ideas and thoughts in well formed sentences *Connect one idea or action to another using a range of connectives *Describe events in some detail *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen *Develop social phrases *Engage in storytimes *Listen carefully to rhymes and songs, paying attention to how they sound *Learn rhymes, poems and songs *Read individual letters by saying the sounds for them *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences *Read some letter groups that each represent one sound and say sounds for them *Read a few common exception words matched to the Phonics Programme *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words *Listen to and talk about stories to build familiarity and understanding *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words *Engage in non-fiction books *Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary *Re-read books to build confidence in word reading, fluency, understanding and enjoyment *Link what they read or hear read to their own experiences *Recognise and join in with predictable phrases *Spell words by identifying the sounds and then writing the sound/s with letters *name the letters of the alphabet: naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound *sit correctly at a table, holding a pencil comfortably and correctly *form lower-case letters in the correct direction, starting and finishing in the right place *form capital letters correctly *form digits 0-9 *understand which letters belong to which handwriting 'families' and to practise these *write short sentences with words with known sound-letter correspondences using a capital letter and full stop by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher *leave spaces between words; punctuate sentences using a capital letter and a full stop and use a capital letter for names of people

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.

*Create collaboratively sharing ideas, resources and skills *Explore, use and refine a variety of artistic effects to express their ideas and feelings *Return to and build on their previous learning, refining ideas and developing their ability to represent them *Sing in a group or on their own, increasingly matching the pitch and following the melody *Explore and engage in music making and dance, performing solo or in groups *Listen attentively, move to and talk about music, expressing their feelings and responses *Watch and talk about dance and performance art, expressing their feelings and responses * Create collaboratively, sharing ideas, resources and skills

A curriculum overview for Blackwell RECEPTION 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.*

*Verbally count beyond 20, forward and back, recognising the pattern of the counting system

Subitise up to 5 without counting *Use 1 to 1 correspondence reliably when counting objects

*Have a deep understanding of numbers to 10 *Compare quantities to 10 in different contexts, recognising greater/more than, less than or the same, fewer and equal to *Recognise and write numbers to 10 accurately *Recognise and use ordinal numbers i.e. first, fourth, sixth... Recall number bonds within 5, including subtraction *Recall some number bonds within 10

*Find 1 more/less from numbers 1 – 20 *Know double facts within 10 i.e. double 4 is 8, half of 8 is 4 *Recognise odd and even numbers to 10 *Share quantities equally *Compare length, weight and capacity *Compose and decompose shapes so that children recognise shapes within shapes *Select, rotate and manipulate shapes in order to develop spatial reasoning skills *Continue, copy and create repeating patterns



Physical Development

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

*Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical disciplines including dance, gymnastics, sport and swimming *Confidently and safely use a range of small and large apparatus indoors and outdoors, alone and in a group *Develop overall body strength, balance, coordination and agility *Further develop and refine a range of ball skills including: throwing, catching, kicking passing, batting and aiming *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball *Progress towards a more fluent style of moving, with developing control and grace *Combine different movements with ease and fluency *Develop their small motor skills so that they can use a range of tools competently, safely and confidently *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor *Develop the foundations of a handwriting style which is fast, accurate and efficient.

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.

*Know and talk about the different factors that support their overall health and wellbeing *Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes and personal hygiene *Show resilience and perseverance in the face of challenge *Express their feelings and consider the feelings of others *Identify and moderate their feelings socially and emotionally *Manage their own needs *See themselves as a valuable individual *Build constructive and respectful relationships *Think about the perspectives of others

PHILOSOPHY FOR CHILDREN- Work on posing questions and talking about the BIG questions.

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 of the uses and implications of science. Design and make products that solve real and relevant problems with 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 world views 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.

*Explore the natural world around them *Describe what they see, hear and feel whilst outside *Understand the effect of the changing seasons on the natural world around them *Explore how things work, for example turning on switches and making technology work *With help create simple programs, such as using beebot *Explain what will happen when you program a beebot using one or two steps *Talk about personal information, e.g. name, birthday, school and address *Use 'Oh no' button *Recognise some similarities and differences between life in this country and life in other countries *Recognise some environments that are different from the one in which they live *Talk about members of their immediate family and community *Name and describe people who are familiar to them *Draw information from a simple map *Compare and contrast characters from stories, including figures from the past *Comment on images of familiar situations in the past *Understand that some places are special to members of their community *Recognise that people have different beliefs and celebrate special times in different ways (UW)