

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.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Physical Development

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

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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.

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Philosophy for Children

Begin to ask and consider the BIG questions through a variety of stimulus. (Learn to ask questions and use warm ups)

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.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.