

## 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.*

\*Enjoy listening to longer stories and can remember much of what happens \*Pay attention to more than one thing at a time \*Use a wider range of vocabulary \*Understand a question or instruction that has two parts \*Understand why questions \*Sing a large repertoire of songs (Kodaly song bank and Nursery rhymes) \*Know many rhymes \*Be able to talk about familiar books \*Be able to tell a long story \*Develop their communication, but may continue to have problems with irregular tenses and plurals \*Develop their pronunciation but may have problems with some sounds and multi syllabic words \*Use longer sentences of 4-6 words \*Express a point of view and debate when they disagree using words and actions \*Start conversations and continue for many turns \*Use talk to organise themselves and their play \*Develop their phonological awareness so that they can: spot and suggest rhymes; count or clap syllables in a word and recognise words with the same initial sound \*Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book and page sequencing. \*Engage in extended conversations about stories, learning new vocabulary \*Use some of their print and letter knowledge in their early writing, such as emergent 'shopping lists' \*Develop a tripod grip \*Develop control through gross and fine motor movements and mark making \*Develop accurate use of fine motor equipment such as scissors, cutlery, paint brushes \*Write some or all of their name (Use school formation) \*Write some letters accurately (ones in their name)

## 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.*

\*Take part in simple pretend play, using an object to represent something else even though they are not similar \*Begin to develop complex stories using small world equipment like animal sets, dolls etc \*Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park \*Create closed shapes with continuous lines, and begin to use these shapes to represent objects \*Draw with increasing complexity and detail, such as representing a face with a circle and including details \*Use drawing to represent ideas like movement or loud noises \*Show different emotions in their drawings or paintings \*Explore colour and colour mixing \*Remember and sing entire songs \*Sing the pitch of a tone sung by another person (pitch match) \*Sing the melodic shape of familiar songs \*Play instruments with increasing control to express their feelings and ideas \*Create their own songs, or improvise a song around one they know \*Listen with increased attention to sounds \*Respond to what they have heard, expressing their thoughts and feelings \*Explore different materials freely, in order to develop their ideas about how to use them and what to make \*Develop their own ideas and then decide which materials to use to express them \*Join different materials and explore different texture

# 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.*

\*Recognise up to 3 objects without counting \*Recite numbers past 5 to 10 \*Count using 1 to 1 correspondence to 5 \*Recognise different arrangements of numbers up to 5 (egg box, dice, Numicom, Fabacus) and "Egg Box" style to 10 \*"Show finger" numbers up to 5 \*Recognise and use ordinal numbers first, second, third, fourth and fifth Know the last number counted is the total \*Link numerals to amounts \*Solve real world maths problems with numbers up to 5 \*Compare quantities using more than and fewer than \*Find 1 more/less for numbers to at least 5 \*Make comparisons between objects relating to size, length, weight and capacity \*Explore and talk about 2D and 3D shapes using mathematical and informal language, sides, corners, straight, flat, round (including: circle, rectangle (oblong and square), cube and cuboid) \*Select shapes appropriately for construction \*Combine shapes to make new ones

\*Talk about and create pattern \*Understand position through words e.g. off, down, in front, behind

## 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.*

\*Begin to make sense of their own life story and family's history \*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos \*Show interest in different occupations \*Use all their senses in hands on exploration of natural materials \*Plant seeds and care for growing plants \*Begin to understand the need to respect and care for the natural environment and all living things \*Understand the key features of the life cycle of a plant and an animal \*Explore collections of materials with similar and/or different properties \*Explore and talk about the different forces they can feel \*Explore how things work \*Continue developing positive attitudes to the differences between people \*Explore how things work, for example toys using moving parts and technology \*Name and talk about computers, ipads, laptops, switches \*Talk about personal information, e.g. name, birthday and address

## Physical Development

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

\*Continue to develop their movement, balancing, riding and ball skills \*Go up steps and stairs, or climb up apparatus, using alternate feet \*Match their developing physical skills to tasks and activities in the setting \*Start taking part in some group activities which they make up for themselves, or in teams \*Skip, hop, stand on one leg and hold a pose for a game \*Use large muscle movements to wave flags and streamers, paint and make marks \*Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm \*Choose the right resources to carry out their own plan \*Collaborate with others to manage large items \*Use one handed tools and equipment \*Use a comfortable grip with good control when holding pens and pencils \*Start eating independently and learning how to use a knife and fork \*Show a preference for a dominant hand \*Be increasingly independent as they dress \*Be increasingly independent in meeting their own care needs \*Make healthy choices about food, drink, activity and toothbrushing.

## 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.*

**CITIZENSHIP** \*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them \*Develop their sense of responsibility and membership of a community \*Increasingly following rules, understanding why they are important \*Remember rules without an adult to remind them

**HEALTH AND WELL BEING** \*Talk about their feelings using words like happy, sad, angry, worried \*Understand gradually how others might be feeling. (Other areas of Health and Wellbeing in Physical Development)

**RELATIONSHIPS** \*Become more outgoing with unfamiliar people, in the safe contact of their setting \*Show more confidence in new social situations. \*Play with one or more other children, extending and elaborating play ideas

\*Find solutions to conflicts and rivalries \*Develop appropriate ways of being assertive \*Talk with others to solve conflicts

**PHILOSOPHY FOR CHILDREN**- Begin to ask and consider BIG questions.