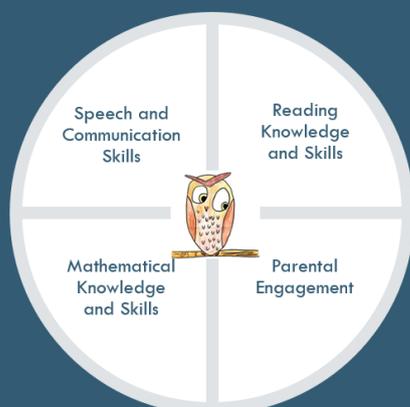


# INTENT: 'SCHOOL READINESS'



The curriculum at Boston Nursery School has been designed to equip our children with the knowledge and skills that will prepare them for primary school.

Many of our children are socially disadvantaged. By providing key skills and knowledge in speech and communication, mathematics and reading, our children will be better placed to take advantage of the opportunities, responsibilities and experiences available to them when they begin primary school.

We are aware that a child's primary education takes place at home. We aim to engage, involve and support our children's parents and carers.

When children move on from Boston Nursery School to Primary School, our intention is that they will take with them the following knowledge and skills.

We understand that all children are at different stages of their development and children will have had varying degrees of exposure to the knowledge and skills we intend them to acquire.

Children will also have joined the Nursery at different points in the academic year. Our implementation will take account of this by being cyclic and differentiated.

## Speech, Communication and Language

### **[Knowledge] Children will know:**

A large repertoire of rhymes and poems

How to listen carefully and why listening is important.

A large repertoire of songs

Their viewpoint is important

Other people may have different views

The importance of negotiation and compromise

**[Skills] Children will be able to:**

Enjoy listening to stories and remember much of what happens.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play eg "Let's go on a bus... you sit there... I'll be the driver."

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

**Reading Knowledge and Skills**

**[Knowledge] Children will know:**

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 eg cover, author, page number.

Page sequencing

**[Skills] Children be able to:**

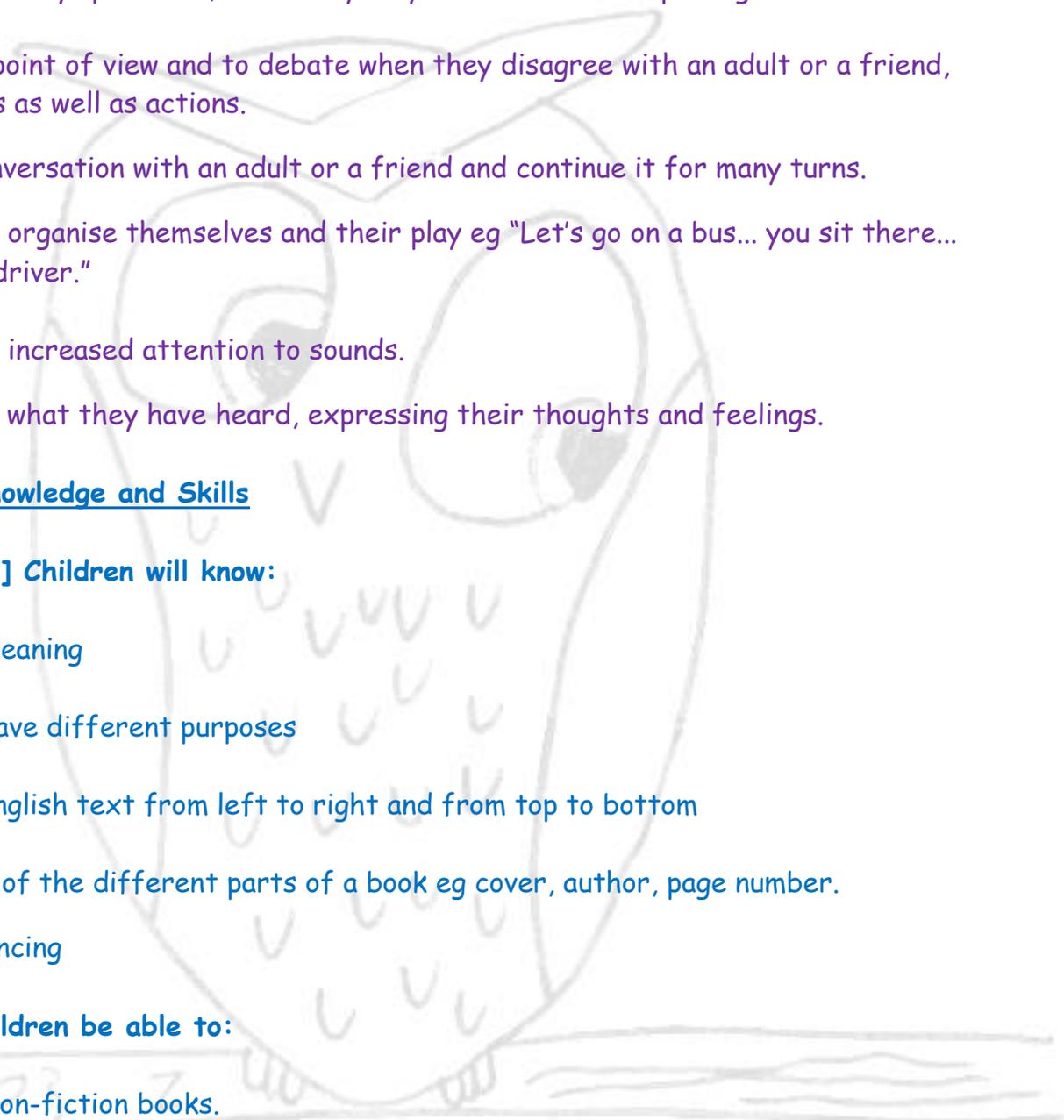
Engage in non-fiction books.

Engage in story times and fiction books.

Spot and suggest rhymes

Count or clap syllables in a word

Recognise words with the same initial sound, such as money and mother



Engage in extended conversations about stories and learn new vocabulary.

Engage in song, rhyme and poetry

**[Knowledge] Children will know:**

That the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

**[Skills] Children be able to:**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language eg sides, corners, straight, flat, round.

Understand position through words alone eg The bag is under the table (no pointing).

Describe a familiar route.

Discuss locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately eg flat surfaces for building, a triangular prism for a roof.

Combine shapes to make new ones.

Talk about and identify the patterns around them. eg stripes on clothes, designs on rugs and wallpaper.

Use informal language eg pointy, spotty, blobs.

Extend and create ABAB patterns eg stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'

### Parental Engagement

#### **Staff will:**

Build strong and respectful partnership with parents. This will set the scene for children to thrive in our Nursery.

Listen regularly to parents and give parents clear information about their children's progress. We know that the help parents give their children at home has a significant impact on their learning. We will provide opportunities for parents to support their child's learning at home through our website, weekly challenges, books to share at home, as well plan engaging events at nursery for parents and children to participate in and share together.

Know and understand all the children and their families. We will offer extra help to those who need it most.

Encourage all parents to chat, play and read with their children.

#### **[Skills] Children will be able to:**

Begin to make sense of their own life story and family's history.

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.