

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social & Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Educational Programmes

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Communication & Language

Children actively listen and do
Use talk to organise thought
Learn and use new vocabulary (Daily Vocabulary Book) and making connections
Talk in correct tenses
Rehearse speak and write in full sentences
“News” and Circle Time
Nursery Rhymes, Songs, Counting Songs
Orally retelling stories
Drama through Literacy
Story Mapping (independent)
Who? What? When? Why? Where? How?
Creative and critically thinking



Understanding the World

Understand and communicate special times & events.
Explore the natural world and changes
Forest School
Celebrations: Chinese New Year, Easter, Mother's Day, Red Nose Day, World Book Day
Weddings from different religions
Liverpool Landmarks
Local Area
Martial Arts/Dummers (visitors)
Where are we from in the World?
Places of Worship (Synagogue, Mosque, Church)



Mathematics

White Rose
Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7, 8,9
Money
Time
Shape
Early doubling Subitising
Building 9 and 10 Consolidation Numbers 7, 8, 9, 10
Halving
Doubling/Sharing
Subitising

Personal, Social & Emotional Development

Explore feelings & emotions.
Manage needs: personal and oral hygiene
Self regulation through narrative
Roar Rainbow
Circle Time & News
Charity events and Selflessness (giving to charity)
Making informed choices
Peer Massage
Social Skills
Having a role in the classroom: responsibilities

Reception

Spring

What is your super power?

*Topics are child-led and planning will reflect the interests of the children. To inspire the children, we will plan for themes.



Expressive Arts & Design

Create using a range of materials and resources – explore colour mixing.
Using different tools to create art-work
Listen & move to music.
Develop storylines in pretend play
Using Imagination during circle time
Transient Art in Forest School
Singing as part of a group
Beatlife
Poetry performance



Physical Development

Use indoor and outdoor environments to move in different ways.
Develop small motor skills using a range of tools – paintbrushes, scissors, pencils...
Using tripod grip
Continuous Snack
Dough Disco
Weekly Baking/Cooking
Fine Motor Starters
Choosing own Lunch
Movement Breaks
Forest School
Personal Hygiene
Junk Modelling
Develop precision using one handed tools
Getting changed/dressed for Forest School
Managing own risks: self and equipment
Woodwork (using real tools)



Literacy

Listen to and read a range of stories – fiction & non-fiction.
Applying phase 2-3 to reading and writing
Daily reading with adults
Learn Phase 2/3 Monster Phonics Sounds
Oral Visual Blending
Encoding Phase 2 & 3 sounds
Learn some letter sounds and blend into words
Correctly form letters and write words
Writing own Name
Storytelling
Beginning to look at sentence structure
Reading Corner: decodable books
Writing for different purposes

