

September 2021 saw the introduction of a new statutory framework for the Early Years Foundation Stage. At Monkhouse, as at other schools, we worked hard to put together a new and exciting curriculum which will engage and challenge all our children. Our Curriculum is frequently reviewed to ensure it is the best it can be, as we work with other professionals in school and across the local authority to ensure we are providing the very best education for all our children.

Over-arching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others</p>					
Characteristics of Effective Teaching and Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Projects and themes</p> <p>(These may change and adapt due to the interests and learning needs of the children)</p>	<p>Main- Are all journeys the same?</p> <p>How can we travel on our journey?</p> <p>Who will help us on our journey?</p>	<p>Main- Are all journeys the same?</p> <p>How can we keep memories of a journey?</p> <p>How can we prepare for a journey?</p>	<p>Main- How can we solve a problem?</p> <p>How would you get rid of a bad smell?</p> <p>What would you do if your house fell down?</p>	<p>Main- How can we solve a problem?</p> <p>What would you do if a tiger ate your tea?</p>	<p>Main -How can heroes save the world?</p> <p>What makes a superhero?</p> <p>Can animals be superheroes?</p> <p>Who are the real life superheroes?</p>	<p>Main -How can heroes save the world?</p> <p>Who are the real life superheroes?</p>
Key Texts	<ul style="list-style-type: none"> • Little Red Hen • Emma Jane's Aeroplane - Katie Haworth • Rumble in the jungle - Giles Andreae & David Wojtowycz 	<ul style="list-style-type: none"> • Stickman - Julia Donaldson • Polar express - Chris Van Allsburg • Grandad's 	<ul style="list-style-type: none"> • Dirty Bertie - David Roberts • Three Little Pigs • Three little Wolves and the big Bad Pig - 	<ul style="list-style-type: none"> • Tiger who came to tea • We're going on an egg hunt 	<ul style="list-style-type: none"> • Supertato veggie assemble • What the ladybird heard 	<ul style="list-style-type: none"> • Non fiction lifecycles. • Real life superheroes • Recycle Michael • Bee story

	<ul style="list-style-type: none">• Martha Map's it Out• The Family book - Todd Parr• Me on a map• My daddies• All are welcome• My Bindi	<p>Campervan - Harry Woodgate</p> <ul style="list-style-type: none">• A stroll through the seasons - Kay Barnham• Luna loves Christmas	<ul style="list-style-type: none">• World Book Day - Dear Zoo			<ul style="list-style-type: none">• Little people big dreams- David Attenborough• Like the Ocean we rise
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