

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.

Nursery					
Across the year, and in addition to the provision below, staff will work and play with children, using planned and incidental opportunities to develop vocabulary and oracy skills. There is a high focus on developing confidence to communicate, and on widening the vocabulary of all children.					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>What we want the children to know and do</p> <p>Use signs, gestures and talk to develop relationships with peers and staff</p> <p>Begin to develop confidence in expressing own wants and needs</p> <p>Demonstrate joint attention when the group chant favourite rhymes.</p> <p>Engage in short periods of joint attention with books.</p> <p>Begin to express preferences for favourite stories</p> <p>Know that 'who' refers to a character and when talking about pictures</p>	<p>What we want the children to know and do</p> <p>Join in with favourite rhymes – some lines, words and actions.</p> <p>Know some nursery rhymes by heart</p> <p>Know that 'who' refers to a character and 'where' to a place when talking about pictures from a story.</p> <p>Begin to identify how characters are feeling using basic vocabulary.</p> <p>Begin to use 'because' to explain simple ideas when prompted.</p> <p>Participate with words, phrases or gestures as play is narrated.</p>	<p>What we want the children to know and do</p> <p>Join in with familiar repeated sections in books.</p> <p>Begin to suggest what a character might say at different parts of the story.</p> <p>Join in with longer sections of favourite rhymes and stories – some lines, words and actions.</p> <p>Respond to rhymes and stories with enjoyment</p> <p>Talk about their own play, responding to comments or questions from others.</p> <p>Talk about and/or retell familiar stories with some accurate detail.</p>	<p>What we want the children to know and do</p> <p>Engage in back and forth conversations about play and experiences.</p> <p>Answer simple "why?" questions related to familiar stories and experiences.</p> <p>Begin to recognise differences between fiction and non-fiction texts.</p> <p>Remain attentive to the end of the book without prompts.</p> <p>Anticipate the ending of familiar books.</p> <p>Respond to instructions with 3 key words in the context of a game (eg</p>	<p>What we want the children to know and do</p> <p>Use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>Ask and answer why questions.</p> <p>Know a range of rhymes and stories and express preferences.</p> <p>Retell all or parts of familiar stories with some independence, using pictures or props to support.</p> <p>Process language from non-fiction texts to talk about what they have learned.</p> <p>Join with staff and/or peers to learn and use</p>	<p>What we want the children to know and do</p> <p>To talk about events now and in the past using appropriate tenses.</p> <p>Generate and complete causative sentences.</p> <p>Comment on books as they are being read.</p> <p>Add own ideas to orally innovate familiar stories</p> <p>Talk confidently and expressively in a range of classroom situations, with peers and familiar adults.</p> <p>Join with staff and/or peers to learn and use new words through stories and activities</p>

<p>from a story.</p> <p>Knows colour names and uses accurately</p> <p>Join with staff and/or peers to learn and use new words through stories and activities</p> <p>Begin to develop confidence in talking about stories, activities and learning</p>	<p>Begins to listen and chat to others as plays and works.</p> <p>Follows a simple instruction related to familiar routines</p> <p>Use a short phrase or sentence to communicate ideas</p> <p>Join with staff and/or peers to learn and use new words through stories and activities</p> <p>Develop confidence in talking about stories, activities and learning</p>	<p>Sequence some main events from stories.</p> <p>Follow adult cues to help innovate stories</p> <p>Join with staff and/or peers to learn and use new words through stories and activities</p> <p>Confidently communicate with peers and familiar staff and begin to develop confidence communicating with visitors to the setting</p> <p>Develop confidence in talking about own experiences and ideas</p>	<p>buying 3 items from a shop)</p> <p>Join with staff and/or peers to learn and use new words through stories and activities</p> <p>Confidently communicate with peers and familiar staff and begin to develop confidence communicating with visitors to the setting</p>	<p>new words through stories and activities</p>	
Reception	<p>Across the year, and in addition to the provision below, staff will work and play with children, using planned and incidental opportunities to develop vocabulary and oracy skills. There is a high focus on developing confidence to communicate, and on widening the vocabulary of all children.</p>				
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
What we want the children to know and do	What we want the children to know and do	What we want the children to know and do	What we want the children to know and do	What we want the children to know and do	What we want the children to know and do
<p>To learn and use key vocabulary related to current topics and themes.</p>	<p>Understand and use words to explain “how” and “why” things happen.</p> <p>To follow agreed rules</p>	<p>Recall and define subject-specific vocabulary introduced during the half term.</p> <p>To develop and apply a</p>	<p>To know and recite a range of simple rhymes, songs and stories.</p> <p>To recognise and join in with repetitive phrases</p>	<p>To answer open-ended or speculative questions (e.g., “I wonder...”) by drawing on personal experiences, ideas, and</p>	<p>Recall, define and use specialist vocabulary introduced this half term, as well as vocabulary learned in previous terms,</p>

<p>To know and recite a range of simple rhymes.</p> <p>To begin to take turns in conversation, play, and games.</p> <p>Begin to respond to “why” and “how” questions based on familiar texts, experiences, and situations.</p> <p>Listen to and accurately follow two-step instructions in different contexts (e.g., routines, tasks, play).</p>	<p>for turn-taking in both small and large group discussions.</p> <p>To know and recite a range of simple rhymes and songs.</p> <p>To begin to ask questions to deepen understanding and learn more about a topic.</p> <p>Begin to formulate their own “why” and “how” questions to explore ideas further.</p>	<p>growing vocabulary, including topic-specific and descriptive language to explain “how” and “why” things happen.</p> <p>To further develop understanding of agreed rules for conversational turn-taking in both small and larger group settings, showing increased awareness of others’ contributions.</p> <p>To ask questions to find out more, showing deeper engagement and interest in people, stories, and topics.</p> <p>To follow two-step instructions with greater accuracy and independence across a range of contexts.</p>	<p>and patterns in familiar stories and rhymes.</p> <p>Begin to play with language, including creating and adapting simple rhymes with made-up or humorous words.</p> <p>To participate in very familiar stories using choric speech, taking on parts of the narrator and characters.</p> <p>Sequence events in a story and retell familiar narratives using sequenced illustrations or visual prompts to support understanding and recall.</p> <p>Use a growing range of story language and vocabulary to describe characters, settings, and key events in the correct order.</p>	<p>imagination.</p> <p>To know and recite a range of simple rhymes, songs and stories using tone and expression.</p> <p>To explain their own thinking, make simple predictions, and describe observations using recently introduced topic-related vocabulary.</p> <p>To recall and perform familiar rhymes with increasing confidence.</p> <p>Enhance performance through the use of body percussion, instrumental sounds, and expressive intonation to reflect rhythm, tone, and meaning.</p> <p>Tell familiar stories with dialogue, using small world figures, puppets, or role play with specific props to bring stories to life.</p> <p>Listen to and process three-step instructions and follow them with increasing accuracy in everyday activities and tasks.</p>	<p>applying these words appropriately across a range of contexts with growing confidence.</p> <p>To know and recite a range of simple rhymes, songs and stories using tone and expression.</p> <p>To know and recite a range of simple rhymes songs and stories</p> <p>Use own experiences and knowledge gained from stories and books (fiction and non-fiction) to answer open-ended or speculative questions, such as “I wonder...”</p> <p>Formulate and respond to a range of ‘why’ and ‘how’ questions, drawing on personal knowledge and experiences to explain ideas and reasons.</p> <p>To tell stories using props with increasing confidence.</p> <p>To recognise and use increasingly complex adjectives, verbs, and positional language when giving or following instructions with</p>
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