

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 objectives below, children will develop a rapidly widening vocabulary through listening to stories and texts and from the wide experiences across the curriculum.					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>What we want the children to know and do</p> <p>Phonics Discriminating between different environmental sounds. Begin to join clapping syllables as they learn new words. Join in with class rhymes.</p> <p>Understanding Texts Begin to sit and listen to stories. Begin to understand that we handle books carefully.</p> <p>Mark-Making Form some learned, recognisable letters correctly during adult-modelled sessions</p> <p>Mimic writing in own play</p>	<p>What we want the children to know and do</p> <p>Phonics Form some learned, recognisable letters correctly during adult-modelled sessions. Begin to join clapping syllables as they learn new words. Join in with class rhymes.</p> <p>Understanding Texts Look at books independently. Open to pages of interest. Join in with class in oral retelling of familiar stories. Identify feelings of characters.</p> <p>Mark-Making Making marks on a</p>	<p>What we want the children to know and do</p> <p>Phonics Discriminating between different environmental sounds. Begin to name some of the sounds they hear. Begin to notice alliteration and rhyme Begin to choose from 2 pictures when an adult “Fred-talks” a word.</p> <p>Understanding Texts Begin to join in with repetitive features of familiar books. Answer Who? Where? And What happened? questions about the book. Begin to recognize their own name. Join with class in oral retelling of familiar stories. Innovate a familiar story.</p>	<p>What we want the children to know and do</p> <p>Phonics Begin to discriminate between the first set of phonic sounds. M, A, S Name environment sounds independently Begin to generate own rhyming pairs Begin to choose from 2 or 3 pictures when an adult “Fred-talks” a word.</p> <p>Understanding Texts Recognise some books are ‘nonfiction’ and talk about facts they have learned. Turn pages to a book from beginning to end independently mimicking an adult by reading some elements of the book. Can identify their own name.</p>	<p>What we want the children to know and do</p> <p>Phonics Begin to recognise some familiar letters</p> <p>Begin to discriminate initial sounds from a small choice of sounds.</p> <p>Begin to generate own rhyming pairs Begin to identify a word when an adult “Fred-talks” a word.</p> <p>Understanding Texts Talk with growing confidence about characters and events. Identify feelings and motivations of characters.</p> <p>Mark-Making Begin to form your own initial correctly.</p> <p>Begin to make marks to</p>	<p>What we want the children to know and do</p> <p>Phonics Begin to recognise some familiar letters</p> <p>Begin to discriminate initial sounds from a small choice of sounds.</p> <p>Begin to generate own rhyming pairs Begin to identify a word when an adult “Fred-talks” a word.</p> <p>Understanding Texts Talk with growing confidence about characters and events. Identify feelings and motivations of characters.</p> <p>Mark-Making Begin to form own initial/part of name/ name correctly Begin to make marks to</p>

<p>Phonics Know set 1 sounds and digraphs To know ditties for writing some learned letters</p> <p>Use some letters in sequence to convey meaning including CVC words (sometimes with support)</p> <p>Segment and blend sounds in cv/cvc words (sometimes with support)</p> <p>Understanding Texts Look for cues in illustrations</p> <p>Perform more complex rhymes and nursery rhymes</p> <p>Talk about events and characters in stories, beginning to answer some simple inference questions.</p> <p>Talk about events and characters in stories discussing feelings and motivations</p> <p>Mark-Making Know the ditties for letter formation for some set 1 sounds</p>	<p>Phonics Segment and blend sounds in CV/CVC/CCVC words (sometimes with support)</p> <p>Secure knowledge of set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Understanding Texts Talk about events and characters in stories, beginning to answer some simple inference questions can sequence events form a story with growing independence.</p> <p>Mark-Making Know all letters in name and write it down</p> <p>Know the ditties for the majority letter formation for set 1 sounds</p> <p>Form some learned, recognisable letters correctly during adult-modelled sessions</p> <p>With support begin to write labels, lists, speech bubbles and simple captions using taught letter sounds</p>	<p>Phonics Begin to know Set 2 sounds -(ay, ee, igh, ow, oo)</p> <p>Know how to segment and blend sounds to read simple captions and sentences in line with phonics knowledge</p> <p>Understanding Texts Express preferences for favourite stories, explaining choices.</p> <p>Recall key elements of books they have heard and read, using newly-learned vocabulary.</p> <p>Formulate and respond to questions related to familiar stories.</p> <p>Know that a sentence starts with a capital letter and ends with a full-stop.</p> <p>Mark-Making Know the ditties for letter formation for set 1 sounds</p> <p>Form some learned, recognisable letters correctly during adult-modelled sessions and independently</p>	<p>Phonics Know some set 2 sounds (ay, ee, igh, ow, oo) and Begin to know set 2 sounds -(ar, oy, air, ou)</p> <p>Know how to segment and blend sounds to read simple captions and sentences in line with phonics knowledge</p> <p>Understanding Texts Talk about events and characters in stories discussing feelings and motivations</p> <p>Recall key elements of books they have heard and read, using newly-learned vocabulary.</p> <p>Mark-Making Form most letters correctly in adult modelled sessions and independently</p> <p>Write labels, lists, speech bubbles, captions and simple sentences using taught letter sounds (set 1 and 2)</p> <p>Begin to punctuate own sentences in adult-guided sessions and sometimes</p>	<p>Phonics Know all set 1 and set 2 sounds</p> <p>Know how to segment and blend sounds to read simple captions and sentences in line with phonics knowledge</p> <p>Understanding Texts Recall key elements of books they have heard and read, using newly-learned vocabulary.</p> <p>Predict the development of the plot - using own experiences from own knowledge and from stories and books they have listened to.</p> <p>Talk about events and characters in stories discussing feelings and motivations</p> <p>Make links between texts.</p> <p>Access simple information books and identify simple non fiction books (e.g contents page, facts, photographs)</p> <p>Independently knows how to segment and</p>	<p>Phonics Know all set 1 and set 2 sounds</p> <p>Know how to segment and blend sounds to read simple captions and sentences in line with phonics knowledge</p> <p>Understanding Texts Recall key elements of books they have heard and read, using newly-learned vocabulary.</p> <p>Predict the development of the plot - using own experiences from own knowledge and from stories and books they have listened to.</p> <p>Talk about events and characters in stories discussing feelings and motivations</p> <p>Make links between texts.</p> <p>Mark-Making Form most letters correctly in adult modelled sessions and independently</p> <p>Write labels, lists, speech bubbles,</p>
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<p>Form some learned, recognisable letters correctly during adult-modelled sessions</p> <p>Write initial letter sounds to words from key texts and learning</p> <p>Begin to write some CVC words using taught letter sounds</p>		<p>Write labels, lists, speech bubbles and simple captions using taught letter sounds</p> <p>Begin to punctuate your own sentences in adult-guided sessions.</p>	<p>independently</p>	<p>blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation</p> <p>Mark-Making</p> <p>Form most letters correctly in adult modelled sessions and independently</p> <p>Write labels, lists, speech bubbles, captions and simple sentences using taught letter sounds (set 1 and 2)</p> <p>Punctuate own sentences in adult-guided sessions and sometimes independently</p>	<p>captions and simple sentences using taught letter sounds (set 1 and 2)</p> <p>Develop knowledge of punctuated own sentences in adult-guided sessions and sometimes independently</p>
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