

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, incidental opportunities will be taken to develop children's understanding of the emotions of themselves and others; to develop children's confidence and feelings of self-worth; to support children in developing positive relationships and regulating their own emotions and behaviour.					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>What we want the children to know and do</p> <p>Begin to understand the values of courage and kindness and, with help, recognise these in themselves and others.</p> <p>Know <i>how</i> to ask for help and <i>who</i> to ask for help</p> <p>Know what to do and who to ask if I feel unsafe or worried</p> <p>Form a secure bond with staff and play in parallel, observing others and copying ideas.</p> <p>Use some resources safely and appropriately</p> <p>Recognise when they, other or characters feel</p>	<p>What we want the children to know and do</p> <p>Begin to understand the value of resilience and, with help, recognise this in themselves and others.</p> <p>That we can tell others when we don't like something they do or say.</p> <p>Confidently chat with familiar adults and some peers.</p> <p>Initiate conversations with others.</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p> <p>Know that children should not hit others, and neither should</p>	<p>What we want the children to know and do</p> <p>Begin to understand the value of respect and, with help, recognise this in themselves and others.</p> <p>Begin to follow simple rules in familiar games and activities.</p> <p>Understand that turn-taking is a way to be kind to others</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand that my body belongs to me</p> <p>Say 'Stop, I don't like that' when someone does something they do not like.</p>	<p>What we want the children to know and do</p> <p>Begin to understand the value of ambition and, with help, recognise this in themselves and others.</p> <p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults.</p> <p>Spontaneously take turns during some activities.</p> <p>Join in with simple discussions with an adult about how to make things fair.</p> <p>Choose the tools and materials they need to achieve a goal.</p> <p>Develop ways to calm themselves and use</p>	<p>What we want the children to know and do</p> <p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting.</p> <p>Use play with peers to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self calming spontaneously.</p> <p>Use a small range of adjectives to describe the emotions of story characters and friends.</p>	<p>What we want the children to know and do</p> <p>Articulate simple rules to other children.</p> <p>Use a wider range of adjectives to describe feelings of themselves, friends and characters in books and films.</p> <p>Help other children by directing them towards activities and resources and solving simple practical tasks for or with them.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p>Spontaneously carry out a job for others in the group, like putting shared toys away or</p>

<p>happy and sad</p> <p>Understand and join in with some familiar routine activities, led by an adult</p> <p>Recognise dangers in the house and classroom and what I should and shouldn't touch</p>	<p>adults.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Know that some games and activities need rules to make them work</p>	<p>Choose and collect the resources they need to achieve a goal.</p> <p>Carry out simple tasks requested to help someone else</p>	<p>these with adult support.</p>		<p>finding a lost shoe.</p> <p>Take a role in domestic play and speak from another point of view.</p>
Reception	<p>Across the year, and in addition to the provision below, incidental opportunities will be taken to develop children's understanding of the emotions of themselves and others; to develop children's confidence and feelings of self-worth; to support children in developing positive relationships and regulating their own emotions and behaviour.</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>Begin to follow wider school routines and expectations, such as participating appropriately in assemblies.</p> <p>Begin to understand and demonstrate good hygiene practices, including handwashing and food preparation.</p> <p>Begin to work</p>	<p>Follow wider school routines and expectations more independently, including participation in assemblies.</p> <p>Articulate and demonstrate teeth cleaning as part of daily hygiene routines.</p> <p>Continue to articulate and demonstrate</p>	<p>Follow wider school routines and expectations, such as participation in assemblies.</p> <p>Articulate what makes a healthy snack or treat and understand the importance of healthy choices.</p> <p>Secure and follow agreed rules for</p>	<p>Follow agreed rules and negotiate roles to complete small group tasks.</p> <p>Choose ingredients appropriate for preparing healthy snacks.</p> <p>Articulate strategies for solving simple problems.</p>	<p>Engage in more complex and extended turn-taking games.</p> <p>Begin to interpret a wider range of facial expressions and body language, using extended emotion vocabulary (e.g. frustrated, nervous, excited).</p> <p>Begin to build strategies</p>	<p>Engage in games where different participants have different roles (e.g. tagger, leader, goalkeeper).</p> <p>Build and use respectful strategies to challenge undesirable behaviour (e.g. using key phrases, seeking help).</p> <p>Set and work towards simple, achievable</p>

<p>cooperatively in pairs to complete simple challenges.</p> <p>Begin to perform confidently to an audience during simple, adult-led presentations (e.g. storytelling, talk for writing).</p> <p>Begin to recognise and respond appropriately to social cues in familiar group settings (e.g. knowing when it is time to listen or speak during carpet time).</p> <p>Begin to express opinions about what they like or do not like and explaining why e.g art, music etc</p> <p>Form positive relationships with adults and peers.</p>	<p>handwashing and safe food preparation.</p> <p>Work cooperatively and persistently in pairs to complete increasingly complex challenges.</p> <p>Perform confidently to an audience in adult-structured presentations (e.g. talk for writing, nativity).</p> <p>Know when to listen and when to talk in familiar group situations.</p> <p>Demonstrate safe and responsible use of technology by only accessing approved apps and websites when directed.</p> <p>Know who to ask for help when needed.</p> <p>Know how to dial 999 and explain clearly what has happened in an emergency.</p>	<p>conversational turn-taking in both small and large groups.</p> <p>Formulate simple problem-solving approaches, articulate their thinking, and respond to others.</p> <p>Articulate and demonstrate effective teeth cleaning.</p> <p>Demonstrate proper handwashing and safe food preparation skills.</p> <p>Work cooperatively in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in structured presentations (e.g. talk for writing).</p> <p>Know when to listen and when to talk in group settings.</p> <p>Talk about what they like or do not like and explaining why e.g art, music etc</p>	<p>Show resilience when things go wrong and talk about what they might do differently next time.</p> <p>Begin to wait appropriately for a turn or for something they want, with low-level adult support.</p> <p>Begin to give focused attention to adult instructions, even while engaged in an activity.</p>	<p>for making new friends (e.g. introducing themselves, joining play).</p> <p>Confidently choose healthy ingredients for snack preparation.</p> <p>Show confidence in trying new activities, even in unfamiliar settings.</p>	<p>goals.</p> <p>Wait appropriately for a turn or for something they want, showing increased self-regulation.</p> <p>Show growing independence in appropriately controlling impulses.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Work and play cooperatively, taking turns and showing sensitivity to the needs of others.</p> <p>Explain the reasons for rules and behave accordingly.</p>
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