

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. We will continue to visit previous learning, building on knowledge and skills.				
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>What we want the children to know and do: There are different sorts of families, and all are special.</p> <p>Different people have different special times and celebrations</p> <p>That we take care of living things</p> <p>We can use our senses of sight, hearing, touch, taste, smell to find out about the world. Observing and describing experiences - making and tasting porridge Baking Bread</p> <p>Follow adult prompts to explore simple sensory properties of everyday materials.</p>	<p>What we want the children to know and do: Differences between day and night</p> <p>We can use our senses of sight, hearing, touch, taste, smell to find out about the world.</p> <p>Name self and family members in photographs.</p> <p>Use some very simple adjectives to describe the sensory properties of everyday materials.</p> <p>Use their own words to describe sensory experiences</p> <p>Talk about and name daily weather Minibeasts in our garden are animals and need care</p>	<p>What we want the children to know and do: Actively explore the properties of everyday materials through spontaneous experimentation.</p> <p>That some materials change when they get wet or are heated.</p> <p>Different materials are good for different things</p> <p>We can use maps to represent journeys</p> <p>Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials</p> <p>Exploring floating and sinking, including items like filled balloons and</p>	<p>What we want the children to know and do: Know all people used to be babies</p> <p>Know some animals hatch from eggs and some do not.</p> <p>Narrate, a stage at a time, the way a growing plant or animal is changing.</p> <p>Know that tadpoles are animals. Name the different stages of development in a tadpole</p> <p>To work with an adult to plant and care for seeds To describe changes as seeds germinate and grow</p>	<p>What we want the children to know and do: Know and use language of travel - forward, backward, turn</p> <p>That we can control how a toy moves by giving it instructions</p> <p>That plants are alive and need care</p> <p>Observe changes as plants begin to grow, flower and produce food and seeds.</p>	<p>What we want the children to know and do: We live in North Shields/Whitley Bay, Cullercoats. We live near the coast or seaside</p> <p>Some places in the world are different from where we live</p> <p>Know that the seaside environment is special, and that certain creatures and plants live there</p> <p>Begin to answer closed and anticipatory questions in simple adult led experiments about the properties of materials - (eg dissolving salt in water and then extracting crystals Making ice-cream in a</p>

<p>Sustain interest in action and reaction toys.</p> <p>Talk about and name daily weather</p> <p>Talk about the seasonal changes that they directly experience</p>	<p>Know the names for the main parts of a tree</p> <p>Name some buildings commonly found in towns eg hospital, shop, cinema, police station</p> <p>Identify forests and towns in photographs and illustrations, and talk about key features.</p> <p>Name common woodland and farm animals and talk about some observable features..</p>	<p>tennis balls to push under the water</p> <p>Construct with simple mechanisms such as axles and wheels</p> <p>Begin to use a wider range of words to describe sensory experiences, eg hot, melt, hard, runny, set, freeze, cold, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric</p> <p>Begin to explore displacement through play and experimentation - linked to story Mr Archimede's Bath</p>			<p>bag)</p> <p>Make simple comparisons between where we live and places in stories, non fiction texts and film clips.</p>

<p>Reception</p>	<p>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. We will continue to visit previous learning, building on knowledge and skills.</p>				
<p>Aut 1</p>	<p>Aut 2</p>	<p>Spr 1</p>	<p>Spr 2</p>	<p>Sum 1</p>	<p>Sum 2</p>

<p>Know what Autumn is and identify signs of Autumn using appropriate vocabulary (e.g., deciduous, evergreen, oak, horse chestnut, conkers, weather).</p> <p>Explore the school grounds to develop understanding of the natural world and observe seasonal changes.</p> <p>Understand that we can use objects (e.g., journey sticks) to remember past experiences and seasonal changes.</p> <p>Learn about hibernation and identify animals that hibernate.</p> <p>Begin to understand time and changes over time using vocabulary such as day, week, month, year, and seasons.</p> <p>Name and describe rooms and parts of familiar buildings and own home.</p> <p>Explore making simple maps and begin to use</p>	<p>Talk about Rosa Parks and why she is remembered today.</p> <p>Talk about Floella Benjamin and why she is remembered today.</p> <p>Identify and talk about simple changes between the past and present through stories such as 'The Little Red Hen' (e.g., windmills, factories, and machinery).</p> <p>Learn about Diwali – understand it is celebrated by Hindus around the world and known as the Festival of Lights.</p> <p>Talk about shared memories with parents and grandparents to learn about the past.</p> <p>Understand what Remembrance Day is and why it is commemorated.</p> <p>Know about Christmas traditions and celebrations and understand that Christmas celebrates the birth of Jesus.</p>	<p>Understand and discuss Easter traditions and that Easter is celebrated by Christians and is a time of hope and new life.</p> <p>Know that photos, real-life objects, and pictures help tell us about the past and special times.</p> <p>Understand personal growth and changes over time through stories like 'Once There Were Giants.'</p> <p>Use maps to record experiences and stories (e.g., treasure maps, story maps).</p> <p>Name and describe materials and features of houses using books like 'The Three Little Pigs' (e.g., brick, wood, straw, chimney).</p> <p>Test and compare the waterproof properties of different materials by building simple model roofs and observing how well they keep water out.</p> <p>Learn about Lunar New Year and how it is</p>	<p>Compare and talk about similarities and differences between past and present using books like 'The Tiger Who Came to Tea' (e.g., technology, shopping).</p> <p>Discuss the roles of people around them in society (e.g., teacher, police officer, doctor, firefighter).</p> <p>Name familiar community buildings (e.g., school, church, library) and represent understanding through drawings and maps.</p> <p>Understand the life cycle of caterpillars/butterflies through observation and stories.</p> <p>Explore and talk about how plants grow using real-life experiences and books.</p> <p>Explore light and shadows by creating shadow shapes using natural sunlight or torches, noting how shadows change with the position of the light.</p>	<p>Know who Queen Elizabeth II was and why she is remembered.</p> <p>Use maps in real life (e.g., locating exhibits at Northumberland Zoo).</p> <p>Draw a simple map of a location (e.g., zoo features such as enclosures, café, toilets).</p> <p>Recognise and describe environments different from their own (e.g., habitats from stories or field visits).</p> <p>Investigate light and shadows and describe weather-related changes.</p> <p>Compare animals and plants in different environments (e.g., beach vs farm).</p> <p>Learn about bees and understand their role as pollinators through stories, observation, and exploration.</p>	<p>Know who King Charles III is and understand his significance.</p> <p>Learn about David Attenborough and understand his contribution to wildlife conservation.</p> <p>Discuss dangers to wildlife and human impact on the environment through stories and real-life experiences.</p> <p>Carry out bug hunts to observe and classify insects in their natural habitat, describing features such as legs and wings.</p> <p>Visit a zoo or have an animal encounter to explore different animals and their habitats, helping us understand the natural world around us.</p>
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<p>marks and symbols to add features.</p> <p>Describe and represent home/school using aerial or bird's eye view and label parts of the building and garden.</p> <p>Describe own homes and special places using key vocabulary (e.g., local landmarks, school, house) and make a map of a familiar journey (e.g., home to school).</p> <p>Collect and sort autumn leaves by colour and texture, observing changes such as dryness and crinkling linked to seasonal change.</p>	<p>Explore and interpret maps and models that show familiar places and buildings in the local area.</p> <p>Create and discuss a journey stick and understand how it helps us remember and learn about an area.</p> <p>Describe features on a map and begin using simple directional language.</p> <p>Name special buildings in the community and understand their function (e.g., church, mosque, library, lighthouse).</p> <p>Learn about Rosh Hashanah and understand that people have different beliefs and celebrations.</p> <p>Explore and describe the effect of push forces using flying Santa hat parachutes to observe how objects move through the air.</p> <p>Investigate how conkers roll on different surfaces to understand how texture affects</p>	<p>celebrated (e.g., food, decorations).</p> <p>Describe and re-enact traditions from Lunar New Year and understand that different people have special celebrations.</p> <p>Observe and describe the melting process of ice by creating frozen 'ice hands' with objects inside, understanding the change from solid to liquid.</p>			
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