



Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Note: As referenced in the Statutory Framework for the Early Years Foundation Stage (DfE April 2017), the EYFS seeks to provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly. This document presents an overview of enquiries/provision that we intend to provide over the course of the year. The implementation of these learning opportunities may differ, depending on the needs and interests of the children throughout the year which are regularly assessed and reviewed.

| Subject/Area/Focus  | Week 1<br>W/B 2/6/25  | Week 2<br>9/6/25   | Week 3<br>16/6/25  | Week 4<br>23/6/25   | Week 5<br>30/6/25   | Week 6<br>7/7/25   | Week 7<br>14/7/25  | Week 8<br>21/7/25 |
|---|---|--|--|---|---|--|--|-------------------|
| Key Events/<br>Assessments  | Water Safety Week<br>Diversity Week/ Pride Week<br>KS2 Performance.<br>Language for Life Rescreening. |  |  |   |   |  |  |                   |
| School Values   | Empathy and Thankfulness  |  |  |   |   |  |  |                   |
| Unicef Rights<br>Respecting Schools<br>- Main Focus<br><a href="#">Click here for more information</a>  | Article 12: Adults should listen to children and take their opinions seriously.                       |  |  |   |   |  |  |                   |
| Main Enquiry<br>Questions   | <i>How can I explore different marks and movements?</i>   |  |  |   |   |  |  |                   |
| Learn Together,<br>including RE   | <i>We can make a difference; what we like in our classroom environment?</i>                           | <i>We can make a difference: what could we improve in our classroom environment?</i> | <i>We can make a difference, let's make a difference to our environment.</i> | <i>We can make a difference: how has the change improved our environment?</i> | <i>We can make a difference: can we make a change for our friends in the reception class?</i> | <i>We can make a difference: let's make a change for our friends in reception class?</i> | <i>We can make a difference: how are things better for us and our friends?</i> |                   |
| Focus Text  | <i>The Very Hungry Caterpillar</i>  | <i>The Very Hungry Caterpillar</i>   | Busy Boats   | Busy Boats  | The Leopard's Drum  | The Leopard's Drum   | The Leopard's Drum   |                   |
| Fairy Tale &<br>Canon of<br>Literature linked<br>texts  | Meg and Mog, The Cat in the Hat, Avocado baby, Guess how much I love you, The Enormous Turnip.        |  |  |   |   |  |  |                   |
| Communication<br>and Language   | Can I develop my communication skills?<br>Can I develop my pronunciation?                             |  |  |   |   |  |  |                   |
| Literacy  |   |  |  |   |   |  |  |                   |
| Phonics   | <i>Little Wandle: Ch</i>  | CK   | F  | Sh  | Th  | Ng   | nk   |                   |
| Home Support: <a href="#">Click here for more information on how sounds are taught, and the order.</a><br><a href="#">Busy Things</a> can be accessed from home with useful phonics games and activities. <a href="#">Click here to view our parent guide on phonics.</a> |   |  |  |   |   |  |  |                   |

|  |  |  |  |   |  |   |                              |  |
|--|--|--|--|---|--|---|------------------------------|--|
| Physical Development including handwriting/ letter formation   | Can I practice individual and team sports ready for Sports Day?<br>Can I continue to develop my fine motor skills so that I will be ready to learn to write?<br>Home Support: <a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>   |  |  |   |  |   |                              |  |
| Mathematics<br><i>For more information on the focus of the steps, <a href="#">please click here.</a></i> | White Rose- Block 16<br>Can I identify collections that are the same?  | White Rose- Block 16<br>Can I identify collections that are different? | Can I identify collections of large and small objects? | Can I identify mixed collections and make my own collections? | White Rose- Block 17<br>Can I complete sequences in song/ rhyme? | Can I complete lead and complete sequences? | Can I use repeating phrases? |  |
|  | Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice.<br><a href="#">Early Years</a> <a href="#">1 Minute Maths App for all year groups</a> <a href="#">Busy Things can be accessed from home with useful maths games and activities.</a> <a href="#">Click here to view our parent guide on how to support with mathematics.</a> |  |  |   |  |   |                              |  |
| Personal, Social and Emotional Development   | Can I improve my self-regulation? Can I follow simple, and 2 step instructions? Can I take-turns and share? Can I identify my emotions?<br>Can I manage, and negotiate conflicts of interest? Can I be independent in elements of my self-care?  |  |  |   |  |   |                              |  |
| Understanding the World  | Can I understand the key features of the life cycle?<br>Can I begin to understand the need for respect and care for living things?   |  |  |   |  |   |                              |  |
| Expressive Arts and Design   | Can I use drawings to represent ideas? (Lifecycles and maps)<br>Can I draw with increased detail?<br>Can I use one handed tools?<br>Can I develop a good grip and control?   |  |  |   |  |   |                              |  |