



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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	INSET: Tuesday Home visits	Monday Group A AM Group B PM Baseline Focus on CL Phonics begins	Baseline Complete CL & Begin Maths	Baseline (Complete by end of Sept)	Children not blending start 10 mins additional practice daily National Poetry Day	Little Wandle Books start to go home Wordless for children not blending P2 S1 for children who are. Learning Plan Meetings Perform 4 School visit	Phonics Assessments World Food Day Learning Plan Meetings	Parent Evenings Individual photos.
School Values	Responsibility and Respect							
Unicef Rights Respecting Schools – Main Focus Click here for more information			<i>Article 2 – we should be treated equally.</i>	<i>Article 8 – I have the right to an identity.</i>	<i>Article 28 – you have the gith to an education</i>	Article 31 - You have the right to relax and play	Re-cap rights	Re-cap rights
Main Enquiry Questions	<i>What makes us special?</i>							
Learn Together, including RE			Identify their own unique physical traits e.g. skin, eye or hair colour, height	Articulate their character traits. I am fun, I am kind, I am generous, sometimes I am sad and sometimes I make mistakes	Identify own abilities and talents	Demonstrate an understanding that everyone is different and that difference is a powerful and positive attribute	Demonstrate an understanding that individuals have many facets of identity and that these may change over time. E.g. class member, daughter, son, child, friend, dancer, artist, athlete, pet owner etc.	
Focus Text	<i>Stanley’s Stick</i>							



Fairy Tale & Canon of Literature linked texts	Goldilocks and the three bears Super duper me! Meesha makes Friends The colour monster							
Communication and Language	Understand how to listen carefully and why listening is important. Engage in Storytimes. Pencil control/patterns CVC words							
Literacy	Handwriting Fine motor skills. Pre-writing assessments. Little Wandle graphemes/phase 2. Practise during morning tasks/provision daily as introduced. Gross motor/fine motor skill focus Pre-writing shapes/pencil control Circles and Spirals Lines and Diagonals Morning Handwriting: Pre-Writing patterns Adult led small group session. Focus on individual needs. Either motor skills, pre writing patterns or new graphemes introduced. (CVC words)							
Phonics		Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2/assessment
	Home Support: Click here for more information on how sounds are taught, and the order. Busy Things can be accessed from home with useful phonics games and activities. Click here to view our parent guide on phonics.							
Physical Development including handwriting/ letter formation	Gross motor skills/ body movement control. Baseline: Pencil grip/dexterity with small objects Scissor control Gross motor skills – throwing, kicking, catching, balance Negotiating space Home Support: Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet. Username - qr7427 Password - home							
Mathematics <i>For more information on the focus of the steps, please click here.</i>			Getting to know you	Match sort and compare	Match, sort and compare	Talk about measure and pattern	Talk about measure and pattern	it's me 1,2,3
	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. Early Years 1 Minute Maths App for all year groups Busy Things can be accessed from home with useful maths games and activities. Click here to view our parent guide on how to support with mathematics.							



Personal, Social and Emotional Development	Baseline: Regulate behaviour Confidence to self-select Managing basic hygiene needs Showing friendly behaviour See themselves as a valuable individual. Manage their own needs
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.
Expressive Arts and Design	Baseline: Using colour for a purpose Giving meaning to marks Singing well-known rhymes/songs Experimenting with rhythm and dance