



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 Wednesday Home visits Thursday Fridays School focus: responsibility and routines	Home visits – Monday Transition – Tuesday Baseline Focus on CL School focus: behaviour routines	Baseline Complete CL & Phonics and maths once baseline complete School focus: Day of democracy	Baseline (Complete by end of Sept) School focus: Behaviour around the school	Children not blending start 10 mins additional practice daily Photos National Poetry Day School focus: respect	Little Wandle Books start to go home Wordless for children not blending P2 S1 for children who are. Beginning of BHM Learning Plan Meetings School focus: respect	Phonics Assessments World Food Day Learning Plan Meetings School focus: world food day	
School Values	September: Responsibility, October: 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>There’s only one of you!</i>							



Fairy Tale & Canon of Literature linked texts	Meesha makes friends Peace at last The worry monster The Gigantic Turnip The Gruffalo Here's a little Poem Elmer
Communication and Language	Listens to others in one-to-one or small groups when conversation interests them. Showing sustained attention when listening to rhymes, songs and stories and beginning to recall key phrases. Begin to shift attention when required. Can recall events from a familiar story Beginning to understand <i>how</i> and <i>why</i> questions. Follow a two part instruction Use short simple sentences of 4-6 words to communicate, sometimes using conjunctions. Use talk to organise themselves and their play. Begin to talk about things that are of particular importance to them.
Literacy	Pencil control/patterns CVC words 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) Can recall information from stories they have listened to and engage in conversations about the story. Can discuss characters from stories and make predictions about what might happen next. Can sequence a story using visual aids or story maps. Can recognise own name and beginning to recognise familiar letters.



	Know that print is read from left to right in books and words carry meaning. Recognising print in the environment Aware that writing communicates meaning Understand that thoughts can be written down Write their name, copying it from a name card, or try to write it from memory. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some familiar letters accurately							
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 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, walking, hopping, jumping etc. Can sit showing some core strength when needed. Can understand and choose how to move across different objects/terrains. Can climb up and down stairs using alternate feet. Has an awareness of their body in space. Can run safely on whole foot. Sit correctly on a balance bike and move confidently. Uses simple tools to effect changes to materials, such as paint brushes, pencils for drawing. Beginning to show a preference for a dominant hand. Beginning to attempt zips with support. Makes snips in paper with scissors Begins to use anti-clockwise movement and retrace vertical lines. Hold cutlery in preparation for effective use.							
	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	Getting to know you	Match, sort and compare	Match, sort and compare	Talk about measure and patterns	Talk about measure and patterns
	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 Show an awareness of their own feelings and talk about a wider range of feelings. Know who to seek support from and begin to explore different ways to manage their emotions. Understands why rules are important and begins to follow them accordingly. Adapting themselves to suit different environments and social situations. Know what they like and dislike. Show an awareness of rules and behavioural expectations within the classroom and take on some responsibilities. Manage their own personal hygiene such as going to the toilet. Shows some independence when putting on coats, shoes, wellies etc. With support can make healthy choices and beginning to understand why they are important. Starting to build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play collaboratively with one or more children, sometimes initiating play. Becoming more able to leave main carers in new situations with support from a familiar adult.
Understanding the World	Comment on images of familiar situations in their past/life e.g pictures of family. Shows some awareness of time-of-day eg dinnertime or bedtime. Talk about members of their immediate family and community. Can talk about things they believe. Know what type of home they live in eg flat, house. Can talk about their home eg what it looks like, its name or number. Name and describe people who are familiar to them. Identify places that are special to me. Developing positive attitudes about similarities and differences between themselves and people around them. Shows and awareness of change. Explore collections of different materials with similar and different properties. Explore how things work. Comment on the natural world around them when going on nature walks. Describe what they see, hear and feel whilst outside by features such as colour e.g., autumnal leaves, or size e.g., tall trees, big clouds. Talk about how the weather changes. Name some types of weather eg rainy, sunny, windy, snowy, cloudy and stormy. Can name some plants animals correctly.



Expressive Arts and Design	Explore and use a variety of artistic effects such as drawing and painting. Begin to explore a variety of materials and uses them creatively. Can talk about what they are creating and the process they are taking Listen to and show interest in music Join in and sing familiar nursery rhymes with adults Show particular interest in playing imaginatively within the learning environment. Constructs imaginative small worlds with a range of resources e.g. using bricks and animals to make a zoo. Takes on a role within their play. Uses items in the environment to represent other objects, e.g. buttons for money
-------------------------------	--