



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: Monday	Baseline Focus on CL Respect <b>Phonics begins</b>	Baseline Complete CL & Begin Maths Respect	Baseline (Complete by end of Sept) Respect	Co-operation <b>Children not blending start 10 mins additional practice daily</b>  National Poetry Day	Co-operation <b>Little Wandle Books start to go home Wordless for children not blending P2 S1 for children who are.</b>  Beginning of BHM Learning Plan Meetings	Phonics Assessments Co-operation  World Food Day Learning Plan Meetings	Parent Evenings
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>			<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>Peace at Last</i>							



Fairy Tale & Canon of Literature linked texts	<p>The Gigantic Turnip          Handa's Surprise          The Gruffalo          Here's a little Poem          Elmer</p>						
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in Storytimes.</p>						
Literacy	<p>Pencil control/patterns          CVC words</p> <p><b>Handwriting</b>          Fine motor skills.          Pre writing assessments.</p> <p>Little Wandle graphemes/phase 2. Practise during morning tasks/provision daily as introduced.</p> <p>Gross motor/fine motor skill focus</p> <p>Pre-writing shapes/pencil control</p> <p>Circles and Spirals          Lines and Diagonals</p> <p>Morning Handwriting:          Pre-Writing patterns</p> <p>Adult led small group session. Focus on individual needs. Either motor skills, pre writing patterns or new graphemes introduced. (CVC words)</p>						
Phonics	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2/assessment
<p>Home Support: <a href="#">Click here for more information on how sounds are taught, and the order.</a>  <a href="#">Busy Things can be accessed from home with useful phonics games and activities.</a> <a href="#">Click here to view our parent guide on phonics.</a></p>							
Physical Development including handwriting/ letter formation	<p>Gross motor skills/ body movement control.</p> <p>Baseline:          Pencil grip/dexterity with small objects          Scissor control</p> <p>Gross motor skills – throwing, kicking, catching, balance          Negotiating space</p> <p>Home Support: <a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a></p> <p><b>Username - qr7427</b>  <b>Password - home</b></p>						
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
<p>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.</p>							



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