



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	Anti bullying week/children in need Odd socks day World kindness day	Road safety week World children day	Peace/International Day of Persons with Disabilities		Peace/Human Rights Day -Phonics assessment -Autumn data	EYFS nativity 2.15pm	
School Values	Friendship, Peace							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 6- You have the right to life, to grow up and reach your full potential.	Article 30 - You have the right to speak your own language and follow your family’s way of life.	Article 30 - You have the right to speak your own language and follow your family’s way of life.	Article 30 - You have the right to speak your own language and follow your family’s way of life.	
Main Enquiry Questions	What is a celebration?							
Learn Together, including RE	values Demonstrate an understanding of values such as respect, kindness, co-operation and responsibility.	Values Discuss the meanings of these values. Identify these values in stories, songs, poems and scenarios.	Values Identify specific examples of these values within the classroom and school setting.	Special books Identify their favourite book(s) and books that have significant meaning for them. Articulate the reasons for this choice. Identify that books can be special to people for different reasons. Identify circumstances and	Special books Identify reasons that make some books special. Identify how the status of some books can be elevated to become special (e.g. signed by author, have a personal message, receive a religious blessing, decorated with a special cover.	Special books Identify a special book associated with one belief system. Recall why the book is special for many members of the belief system. Articulate whether there are special conditions associated with handling this book or keeping it safe.	Special books Engage in debate and discussion on the importance to belief community of reading texts either individually or within a community setting. Engage in debate and discussion on whether it’s important that special books are treated with respect.	



				times when they like to look at /read a book by themselves and when they like to have a book read to them. Name feelings and actions that are brought about when they interact with special book.				
Focus Text	<i>Iris and Isaac</i>							
Fairy Tale & Canon of Literature linked texts								
Communication and Language	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe events in some detail.							
Literacy	CVC words/captions Helping hands Labelling Handwriting Name writing Letter join formation focus. Phase 2 Little Wandle– introduce printed letter shapes through phonics and practice through adult-led planned literacy sessions/small group adult guided once a week morning activities. Jellies and zig-zags Loopies and waves Morning Handwriting: Pre-Writing patterns & CVC words							
Phonics	Phase 2	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	PE Sessions start Fundamentals Unit 2 Home Support: Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet. Username - qr7427 Password - home							



<p>Mathematics <i>For more information on the focus of the steps, please click here.</i></p>	Circles and Triangles	Circles and Triangles	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Shapes with 4 sides	Shapes with 4 sides		
<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. 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.</p>								
<p>Personal, Social and Emotional Development</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>							
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>							
<p>Expressive Arts and Design</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play.</p>							