



EYFS Enquiry Overview

Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview	Me, now, here This is Me		The wider UK Food Glorious Food		Wider World What a Wonderful World	
Ignition	Show our parents our classroom	A visit from a person who witnessed the fire	Local community food places	Butterfly life cycles	Link with a school from another country - Zoom call.	Transition visits
Enquiry Question	Who are you and who am I? PSED C&L	Why is Park Grove special? UTW - PP	What is my favourite food and where does it grow?	What is our favourite animals and how do they grow?	Where are they from and what is their school like?	Where are we going? PSED
Special Events	Visits from the staff Harvest Festival Diwali (week 8)	Pantomime Nativity Make a fairy house	Healthy food eating Trip to Haxby Road cook school Chinese New Year Shrove Tuesday	Growing in the Forest School garden Butterfly lifecycle	Language workshops Visits Letter writing for link school	Performance to parents
Key Text	Every house on every street The Colour Monster goes to School The Colour Monster The Dot Beautiful Oops Henri's Scissors & Rainbow Zoo Poems of when we drew Rainbows The Pencil	You Are Welcome Welcome to our world If all the world were Because... Give it a go, eat a Rainbow The Busy Body Book Healthy Eating Habits What if everybody did that?	Freddie and the Fairy Seahorses are sold out! School for Stars Better Nate Funnybones The Way I feel Kitchen Disco This is our world Healthy, Happy Minds A range of recipes	How do plants grow? Growing life The very hungry caterpillar Be a beautiful butterfly Fly now Butterfly farm A little seed, a big world	This is how we do it Off to school, Baby Duck A School Like Mine If you were me and lived in.... Children just like me I live in Tokyo Anna Goes to School One World, One Day You and Me	Atlas Welcome to our World Here we Are Just Ask My Big 1st book of the world Beautiful Oops Night Monkey Day Monkey Frog and Toad The Ugly 5



Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview	Me, now, here We are Family		The wider UK I like to Move it		Wider World Come Fly with Me	
Ignition	Visits from families from the community	Foss Fairy Trail	Link with regional schools - joined workout	How do animals live - Lifecycles	A trip to a natural place.	Transition visits
Enquiry Question	Where are we from and how are we similar/different?	What places are special near us?	How do people stay fit?	What is the lifecycle of an animal?	How do we look after our world?	Where are we going? PSED
Special Events	Visits from parents Harvest Festival Diwali (week 8)	Pantomime Nativity Make a fairy house	Healthy food eating Trip to Haxby Road cook school Chinese New Year Shrove Tuesday	Growing in the Forest School garden Butterfly lifecycle	Talks from professionals Community campaign	Performance to parents
Key Texts	All kinds of Families Welcome to our Table The Colour Monster goes to school The Family Book The ABC of Families Same, same but different Just the two of us I love you because Cuthberts Babies	Lola at the Library Going to the Doctor My School Community People who help us Postman Bear What do People do all day My busy day Come to school too Hospitals and Clinics A day in the life of...	Olivers Vegetables The Very Hungry Caterpillar I don't want to wash my hands Topsy and Tim go to the dentist Move your body Yoga Babies Calm down, Cooper Other people How people live	How do plants grow? Growing life Be a beautiful butterfly Fly now Butterfly farm A little seed, a big world Tadpoles Promise Egg to Chicken A Seed in Need How a Seed Grows	Amazing aeroplanes First trip on a plane Aviation made easy How to make and create Mr Maker 100 things to do with Art Planes and cars How will you get there?	Atlas Welcome to our World Here we Are Just Ask My Big 1st book of the world Beautiful Oops Night Monkey Day Monkey Frog and Toad The Ugly 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Know information about families, languages and communities Share practice with parents Speak to adults and others in play and with requests Share information about ourselves - Me Bags Share Stories Wellcomm, Baseline and Bessi Assessments Introduce Key people and Circles Introduce GLIAS	Listen and engage more - with stories and in play situations. Pay more attention Know that toys are not just for them and begin to share Knows how to form spoken sentences Answers questions about their learning and books. Knows some stories, remembers them and is excited by them Knows what fiction/non fiction books are	Communicates using new vocabulary and uses it in context Takes part in conversations around baking, gardening and other enrichment Talks about goals and aims Pays attention to others Ask questions to find out more Respond to others Articulates Ideas Knows how to listen and answer why questions about their learning and books in more detail	Knows what plants need to grow and how to plant them. Observe lifecycles and know about 1 lifecycle - butterfly or ladybird. Articulate ideas, opinions and learning more using new vocabulary Uses connectives for sentences Ask questions to find out more about their learning Respond to others giving suggestions of how they may improve their mood.	Knows and demonstrated that they can listen attentive in a range of situations Takes part in back and forth conversations Use detail to describe events, feelings and needs Knows and takes part in singing songs and rhymes	Uses their communication to begin to reason Respects others by waiting for them to finish speaking before they talk, independently Share own opinions and respect others Articulate their needs, wants and opinions
Personal, Social and Emotional Development <i>British Values intertwined throughout</i>	Feelings and Friendship Core Values Talk about themselves School Tours Learns to seek comfort with familiar adults when upset Increasingly follow rules Knows they are valued	Respecting ourselves and others: Anti Bullying week Black history month Safe Relationships/Consent Body Parts Take part in a democratic group Take part in whole school assemblies	Belonging to a community: Groups, roles and responsibilities Media literacy and digital resilience Knows how to join in with and takes part in assemblies Knows school aims and expectations	Money and work Can make choices and communicate what they need Begin to show persistence and resilience when faced with challenges Can keep play going by cooperating, listening, speaking, and explaining	Keeping Safe Physical Health Beginning to know that children think and respond in different ways to them Can talk about their own abilities positively Confident to try new activities	Growing and changing - transitions Managing feelings Knows how to articulate things that they are pleased with and are proud of, but also discuss what goals they have for y1



	welcome and safe Know likes and dislikes. organise belongings in the morning with support Manage personal hygiene most of the time Begin to trust adults in the setting and come in happy	Beginning to express their feelings and consider the perspectives of others Take turns and share resources more of the time Independently choose where they would like to play build respectful relationships with peers and adults Know that toys are not just for them and begin to share Trust some adults in the setting Knows how to stay safe in some occasions show respect to others Feel valued as individuals	Show pride in achievements Understand behavioural expectations of the setting Can explain right from wrong and try to behave accordingly <i>Manage their own needs.</i> Can identify kindness Seek others to share activities and experiences Knows some key ways to stay safe while using the internet	Knows about different professions Knows that people in the community are different and similar and shows respect about this	Show resilience and perseverance	Able to identify and moderate own feelings to manage transitions See themselves as a unique and valued individual Can seek out a challenge and enjoy the process Show sensitivity to others' needs and feelings Moderate feelings and emotions in an appropriate way
Physical Development	Social Focus – taking turns and sharing. coordination skill: Footwork Sport Focus - Dance Further develop the skills they need to manage the school day successfully: lining up and queuing,	Personal Focus – following instructions, practise safely, independent work Dynamic balance to Agility skill: Jumping and Landing Sport Focus - Gymnastics	Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Coordination Skills to Agility skill: Catching Sport Focus - Throwing and catching Know and talk about the different factors that	Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Coordination Skills to Agility skill: Catching Sport Focus - Throwing and catching Know and talk about the different factors that	Applying Physical Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response	Health and Fitness Focus – Aware of why exercise is important for good health. Coordination Skill: Running with awareness of others Agility skill: Running Sport Focus - Sports day race preparation



		mealtimes, personal hygiene. Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting Copy, repeat, and perform simple movement patterns. Count and move to beats of 8 Copy and repeat movement patterns. Work as an individual, in partners, and as a group	Try out fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop confidence in fundamental movements Experience jumping, sliding, rolling, moving over, under and on apparatus Develop coordination and gross motor skills Develop confidence in fundamental movements Learn and refine a variety of shapes, jumps, balances and rolls Link simple balance, jump and travel actions	support their overall health and wellbeing: regular physical activity healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Develop basic hand-eye coordination through rolling and catching soft balls with both hands Introduce underhand tossing, emphasising catching the ball	support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Develop basic hand-eye coordination through rolling and catching soft balls with both hands. Introduce underhand tossing, emphasising catching the ball	Sport Focus - Rounders Know some things to do to keep healthy Observe the effects of exercise on the body Knows how to be more accurate with throwing and batting Uses some hand eye co ordination successfully	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Negotiates space with speed and agility Uses knowledge of sports acquired over the year to take part in Sports Day Knows how to keep a steady pace to run further Knows the difference between running and sprinting Knows how to look after their booties by stretching and cooling down after exercise
Literacy	R	See little wandle sequencing					
	W	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning Give meaning to marks they make. Understand that thoughts can be written down	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages Makes marks and drawings using increasing control	Begins to write more independently, starting to form letters and write VC and CVC words Writing: Use appropriate letters for initial sounds Composition: Orally compose a sentence and	Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Build upon writing sentences. Writing	Use familiar words in their writing. Composition: Write simple sentences and use full stops between them Spelling: Spell words by drawing on knowledge of known grapheme correspondences.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.



	Write their name copying it from a name card or try to write it from memory Composition: Use talk to organise describe events and experiences Discuss sentences - how we speak them, remember them and write them. Spelling: Orally segment sounds in simple words Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom Draw per-handwriting shapes Develop pencil grip	Know there is a sound/symbol relationship Use some recognisable letters and own symbols Write letters and strings, sometimes in clusters like words Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Start to write sentences build upon using finger spaces consistently Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	independently and using a full stop. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Maths	Identify, Match, Sort and compare Knows how to match and compare objects and amounts Talks about similarities and differences	Shape Match pictures and objects Identify a ser Sort objects Knows a range of 2d	Number Re-capping composition of numbers up to 5 Knows how to find out 1 more or 1 less than Compare and explore mass and capacity using	Number Re-capping composition of numbers up to 8 Understands the composition of 9 and 10 Recognises, counts and matches numeral to	Number Build numbers and patterns beyond 10 Knows how to verbally count numbers beyond 20 Solve number problems	Build and Map Extends positional language knowledge with articulation and accuracy Knows about simple mapping



		Compares amounts and other mathematical concepts Knows that Maths problems can be read and solved Knows how to use positional language to describe where something is Pattern and Measure Knows about repeating patterns and knows how to continue them Compare lengths Knows how to create solving rules Number Knows that numerals can represent objects Verbally count up to 5 Count and match up to 5 Read numerals up to 5	shapes with 4 sides Knows about other 2d shapes, knows them by name and can give some details about them Number Subitise with small mounts Create and understand the concept of amounts up to 5 Knows how numerals and quantities can be found in everyday life	a range of methods Understands the composition of 6, 7 and 8 Recognises, counts and matches numeral to quantity for amounts up to 8 Measure Knows how to compare and discuss length and height Uses a range of methods to measure and compare length and height, with non-standard units Knows how some things happen in the past, a more distant past and uses vocabulary such as future Knows a range of vocabulary related to time Know the days of the week	quantity for amounts up to 10 Shape Knows what a 3d shape is and how this differs from a 2d shape Knows the name of a number of 3d shapes and can discuss their qualities Measure Knows the months of the year and can order them	and discuss why they get this answer Knows what an odd and even number is and how this effects sharing Knows how to share equally Knows how to double an amount Shape Considers what shapes might be used for a purpose and selects them with reasoning Rotate and manipulate shapes	Knows how to create a simple map
Understanding the World	Past	Begin to make sense of their own life story	Can talk about what they have done with families during Christmas' or other festive holidays in the past	Knows about some things from the past through settings, characters and events encountered in books read in class,	Talk about the lives of people around them and their roles in society.	Knows how technology has changed from the past to make travel easy Knows a bit about how the	Can order basic events that have happened to the school including them starting, the fire and now.



	a n d P r e s e n t	Talks about things that have happened in their recent past Knows some very basic vocabulary related to past and present	Show photos of how Christmas used to be celebrated in the past Share different cultures' versions of famous stories. Name and describe people who are familiar to them. Use some historical vocabulary	storytelling, trips and visits. Listening to stories and saying what is recent and what is from a long time ago.	Uses a growing historical vocabulary to discuss events that have happened.	world is changing over time.	Talks about the things that we have learnt this year and uses our class timeline to discuss the order
	P e o p l e , C u l t u r e a n d C o m m u	Read fictional stories about families and start to tell the differences and similarities between each other.. Talk about members of their immediate family and community. Ask questions or recollect things that have happened in the past. Explore how things work - books, toys, game	Knows and understands that some places are special to members of their community such as The Minster and local parks. Can draw similarities and make comparisons between other families Knows how communities and how this can impact our liveLearn about Religion around the world through stories, first hand discussions, visitors and research Knows a bit about the history of Park Grove	Introduce children to different occupations and how they use transport to help them in their jobs.	Identify special people, places, books and beliefs of different religions. Visits to local religious places/buildings.	Knows about some roles in society that support a sustainable world Understand some basic ways that they can look after our world Show respect to other peoples views and know that not everyone has the same view as them.	Can order basic events that have happened to the school including them starting, the fire and now. Knows the history of the Park Grove School fire Historical Enquiry Reads books about what happened to the school



	n i t i e s		school and the fire that happened.				
	T h e N a t u r a l W o r l d	Asking simple questions and recognising that they can be answered in different ways Forest School Exploration sessions Explore the Natural world around them knows about and comments on effects of the changing seasons. Knows a bit about how they can look after our world.	Knows about changes of seasons Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Use world maps to show children where some stories are based	Test out ideas and work out how things work through science experiments Explore the natural world and link to experiments Discuss changes in the natural environment from one place to another Discuss changes in the natural environment from one place to another. Knows how to describe what they see, hear and feel whilst outside	Knows some new vocabulary related to lifecycles Knows that lifecycles happen with animals, humans and plants and makes comments to compare these	Knows some effects of global warming. How these are caused and some ideas on what we can do to stop them Knows that looking after nature helps to look after our world. Talks about some ways to do this	Knows how their immediate environment differs from that of others that we have learnt about
Expressive Arts and Design		Join in with songs Experiment with mixing colours and know how to make some new colours. Join in with role play games and use resources available for props; build models using construction equipment.	Knows about textures and materials (learnt in NU) to create crafts from the countries that we are covering. Look at artists from around the world Firework pictures, Christmas decorations,	Taking prints from artefacts to make comparisons Explore new technology Printing - Knows how to print with increasing independence including leaves in the FS garden	Knows how to mix colours and knows some colour combinations Knows there are primary colours and knows what these are. Knows how to use technology to create art -	Knows about some textiles and collages from religions Communicate and share ideas Create collage using textiles	Create picture using chrome book programme, knows how to do this independently when programme is open Draw with accuracy and hold the pencil with a correct pencil grip



	Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits Junk modelling - sticking using glue and tape Provide opportunities to work together to develop and realise creative ideas. Moving to music/dance drawing pictures and portraits and discussing these Adding some detail Knows how to mix some colours Knows how to hold a pencil correctly and uses this most of the time Learns how to use a variety of different media. Talk about how we use technology	cards, divas and songs and poems Role play parties and celebrations Christmas performance. Explore textiles and collage from varying countries Develops story lines in their play. Explore 3 dimensional sculpture and structures in play Sing in a group and perform some songs increasingly matching the pitch and following the melody.	Painting - Adding more detail to build on skills Uses new technology such as VR headsets Return to and build on their previous learning, refining ideas and developing their ability to represent them. Set Goals	focusing on adapting colour	Knows how to switch chrome books on and open. Research together about artists	Perform some songs with increasing confidence Use technology with increasing control Watch and talk about dance and performance art, expressing their feelings and responses.
--	---	--	---	------------------------------------	--	--