

Royles Brook Primary School Long Term Overview Cycle B

Ash Class 2023-24 Mrs Mitchell

<u>Term Theme</u>	<u>Autumn 1 &amp; Autumn 2 Baseline &amp; Magical Me!</u>	<u>Spring 1 Polar Regions</u>	<u>Spring 2 Change and Growth</u>	<u>Summer 1 People Who Help us</u>	<u>Summer 2 Transport</u>
English	Teach as appropriate to the children in the order of Development Matters.'				
Maths	<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Number 1</li> <li>Number 2</li> <li>Number 3</li> <li>Number 4</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Number 5</li> <li>Number 6</li> <li>Number 7</li> <li>Number 8</li> <li>Number 9</li> <li>Number 10</li> </ul>	<ul style="list-style-type: none"> <li>Counting and Comparing</li> <li>Partitioning and Understanding Part-Whole</li> <li>Understanding 'Teens' Numbers</li> <li>Distance (length, height, width)</li> <li>Mass/ Weight and Capacity/ Volume</li> <li>Shape and Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> <li>Halving and Doubling</li> <li>Number Sense</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Counting, Comparing and Ordering</li> <li>Understanding Part-Whole with Addition and Subtraction</li> <li>Fractions</li> <li>Distance and Mass/Weight</li> <li>Capacity/ Volume and Money</li> <li>Shape and Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Space</li> <li>Money and Sorting</li> <li>Number Sense</li> <li>Addition and Subtraction</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>Communication and Language modelled and taught throughout the year during CP, during lesson time, key person time and throughout the day.</li> </ul>				
Knowledge and understanding of the world	<b>3-4yrs</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> </ul> <b>REC</b> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>	<b>3-4yrs</b> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> <b>REC</b> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country</li> </ul>	<b>3-4yrs</b> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul> <b>REC</b> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <b>NW ELG</b> <ul style="list-style-type: none"> <li>Explore the natural world</li> </ul>	<b>3-4yrs</b> <ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Show interest in different occupations</li> <li>Explore how things work.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <b>REC</b> <ul style="list-style-type: none"> <li>Talk about members of</li> </ul>	<b>3-4yrs</b> <ul style="list-style-type: none"> <li>Explore how things work</li> </ul> <b>REC</b> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <b>P&amp;P ELG</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past</li> </ul>

	<p><b>PC&amp;C ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><b>P&amp;P ELG</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul>	<p>and life in other countries.</p> <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live</li> </ul> <p><b>PC&amp;C ELG</b></p> <ul style="list-style-type: none"> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>NW ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>around them, making observations and drawing pictures of animals and plants.</p>	<p>their immediate family and community.</p> <p><b>P&amp;P ELG</b></p> <ul style="list-style-type: none"> <li>Past and Present · Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<p>through settings, characters and events encountered in books read in class and storytelling</p>
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Throughout the year.	<p><b>3-4yrs (Continuous Provision)</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore and talk about different forces they can feel</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Continue developing positive attitudes about the differences between people. (RE)</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Understand that some places are special to members of their community. (RE Special Places)</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>NW ELG</b></p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b>PC&amp;C ELG</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (RE)</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>				
Expressive Arts and Designs	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Explore colour and colour-mixing</li> <li>• Remember and sing entire songs. (Nursery Rhyme Week)</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups. (Christmas Production)</li> </ul> <p><b>ELG EL&amp;E</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known</li> </ul>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul> <p><b>ELG – EL&amp;E</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>		<p><b>ELG - EI&amp;E</b></p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (Coral Speaking)</p>	

	nursery rhymes and songs. (Nursery Rhyme Week November)	<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> </ul>			
Throughout the year	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know. (CP &amp; Music)</li> <li>Play instruments with increasing control to express their feelings and ideas (CP &amp; Music)</li> <li>Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. (Music &amp; Phonics)</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. (Music weekly)</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.(Music weekly)</li> <li>Develop storylines in their pretend play</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>ELG – EL&amp;E</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>				
PSED (Personal, Social and Emotional	<b>3-4yrs</b>	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>		<b>3-4yrs</b>	<ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul>

<p>Development)</p>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual. Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul> <p><b>MS - ELG</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Understanding the importance of healthy food choices.</li> <li>• Understanding the importance of healthy food choices.</li> </ul> <p><b>BR - ELG</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>			<p><b>REC</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine being a safe pedestrian</li> </ul> </li> <li>• Understanding the importance of healthy food choices.</li> </ul>	
<p>Throughout the year</p>	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Understand gradually how others might be feeling</li> </ul>				

	<p><b>REC</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs. - Personal hygiene</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>SR - ELG</b></p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <p><b>MS – ELG</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</li> </ul>				
Physical Development	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p><b>ELG - FM</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</li> </ul>				
Throughout the year	<p><b>3-4yrs</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (CP)</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. (CP)</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PE)</li> </ul>				

- Start taking part in some group activities which they make up for themselves, or in teams (PE)
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (CP)
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (CP)
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (CP)

#### REC

Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing (CP & P.E)

Progress towards a more fluent style of moving, with developing control and grace. (CP & PE)

• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (CP & PE)

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (CP)
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency. (CP & PE)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (CP & PE)
- Develop overall body-strength, balance, co-ordination and agility. (CP & PE)
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (CP & PE)
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (CP & PE)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

#### **Fine Motor Skills – ELG**

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

#### **Gross Motor Skills – ELG**

Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

<p>RE Lancashire Agreed Syllabus</p>	<p><b>Special times:</b></p> <p><b>How and why do we celebrate?</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p><b>Special stories:</b></p> <p><b>Why are some stories special? What special messages can we learn from stories?</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		<p><b>Special Places:</b></p> <p><b>What is special about our world?</b></p> <p><b>3-4yrs</b> Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community. (RE Special Places)</li> </ul>	<p><b>Special Places:</b></p> <p><b>What buildings and places are special to different people?</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>REC</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<p><b>Visits Visitors</b></p>	<ul style="list-style-type: none"> <li>Walk to the post box</li> </ul>	<ul style="list-style-type: none"> <li>Polar Explore talk- Nanou Blair Gould</li> </ul> <p>WWW Schools Climate Change Programme <a href="http://wickedweatherwatch.org.uk">wickedweatherwatch.org.uk</a></p>	<ul style="list-style-type: none"> <li>Garden Centre</li> <li>Grow your own butterflies.</li> </ul>	<ul style="list-style-type: none"> <li>Dentist in to speak about oral health</li> <li>Paramedics, refuse collectors, police, crossing patrol, nurse.</li> <li>Trip to LIFE centre Chorley</li> </ul>	<ul style="list-style-type: none"> <li>RE Visit to Christ Church</li> <li>Visit to Mosque or Temple</li> </ul>