

Royles Brook Primary School Long Term Overview Cycle B
Elm Class 2023-24 Mrs Baines

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

	<p>PC&C ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>P&P ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society 	<p>and life in other countries.</p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live <p>PC&C ELG</p> <ul style="list-style-type: none"> 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. <p>NW ELG</p> <ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>around them, making observations and drawing pictures of animals and plants.</p>	<p>their immediate family and community.</p> <p>P&P ELG</p> <ul style="list-style-type: none"> Past and Present • Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>through settings, characters and events encountered in books read in class and storytelling</p>
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Throughout the year.	<p>3-4yrs (Continuous Provision)</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary • Explore and talk about different forces they can feel • Explore and talk about different forces they can feel. • Continue developing positive attitudes about the differences between people. (RE) <p>REC</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Understand that some places are special to members of their community. (RE Special Places) • Understand the effect of changing seasons on the natural world around them. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>NW ELG</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>PC&C ELG</p> <ul style="list-style-type: none"> • 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) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 				
Expressive Arts and Designs	<p>3-4yrs</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing • Remember and sing entire songs. (Nursery Rhyme Week) • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <p>REC</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. (Christmas Production) <p>ELG EL&E</p> <ul style="list-style-type: none"> • Sing a range of well-known 	<p>3-4yrs</p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <p>ELG – EL&E</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		<p>ELG - EI&E</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"> Share their creations, explaining the process they have used. 			
Throughout the year	<p>3-4yrs</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. (CP & Music) Play instruments with increasing control to express their feelings and ideas (CP & Music) Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. (Music & Phonics) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. <p>REC</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. (Music weekly) Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.(Music weekly) Develop storylines in their pretend play 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>ELG – EL&E</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 				
PSED (Personal, Social and Emotional)	<p>3-4yrs</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 			<p>3-4yrs</p> <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing 	

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

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

	<ul style="list-style-type: none"> • 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) <p>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)</p> <ul style="list-style-type: none"> • 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 <p>Fine Motor Skills – ELG • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.</p> <p>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>
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RE Lancashire Agreed Syllabus	<p>Special times:</p> <p>How and why do we celebrate?</p> <ul style="list-style-type: none">Continue developing positive attitudes about the differences between people. <p>REC</p> <ul style="list-style-type: none">Recognise that people have different beliefs and celebrate special times in different ways.	<p>Special stories:</p> <p>Why are some stories special? What special messages can we learn from stories?</p> <ul style="list-style-type: none">Continue developing positive attitudes about the differences between people. <p>REC</p> <ul style="list-style-type: none">Recognise that people have different beliefs and celebrate special times in different ways.		<p>Special Places:</p> <p>What is special about our world?</p> <p>3-4yrs Listen with increased attention to sounds.</p> <ul style="list-style-type: none">Respond to what they have heard, expressing their thoughts and feelings. <p>REC</p> <ul style="list-style-type: none">Understand that some places are special to members of their community. (RE Special Places)	<p>Special Places:</p> <p>What buildings and places are special to different people?</p> <ul style="list-style-type: none">Continue developing positive attitudes about the differences between people. <p>REC</p> <ul style="list-style-type: none">Recognise that people have different beliefs and celebrate special times in different ways.
Visits Visitors	<ul style="list-style-type: none">Walk to the post box	<ul style="list-style-type: none">Polar Explore talk- Nanou Blair Gould <p>WWW Schools Climate Change Programme wickedweatherwatch.org.uk</p>	<ul style="list-style-type: none">Garden CentreGrow your own butterflies.	<ul style="list-style-type: none">Dentist in to speak about oral healthParamedics, refuse collectors, police, crossing patrol, nurse.Trip to LIFE centre Chorley	<ul style="list-style-type: none">RE Visit to Christ ChurchVisit to Mosque or Temple