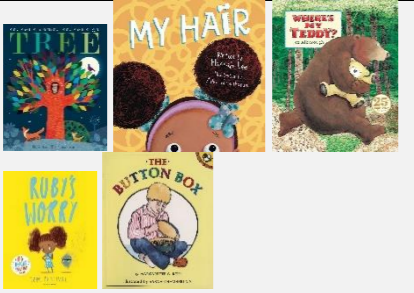
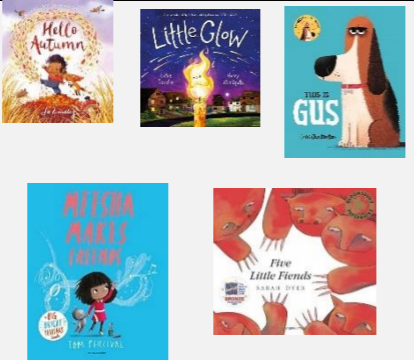
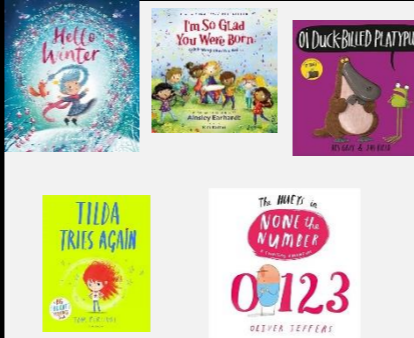



St Bartholomew's C of E primary school  
EYFS Long Term Overview-

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Autumn Family All about me When I was a baby Languages and cultures Local area Homes Our community People who help us Where I belong	Autumn Bonfire Night Christmas Christmas around the world Nursery rhyme week A walk through the woods Mythical creatures Celebrations My body – senses colours	Winter Chinese New Year Transport Where we live Around the world London Explorers Arctic Animals around the world	Pancake Day Easter Holy festival World book day Mother's day Science week Transport Space Inventions Under the sea Around the world	Earth day Eid Gardening week Growing Farms Where does our food come from ?	Minibeasts Looking after the planet Transition Exotic animals Pets
Enrichment activities	Parents mornings Secret reader Book breakfast Visit from a midwife Teddy hospital Police visit Little city visit	Visit from a firefighter Christmas concert Christmas jumper day Dress up as a nursery rhyme character Perform to an audience Trip to the woods	Dance workshops Parents in Dressing up in traditional wear Food tasting	Colour run Author visit Dressing up as a book character Cooking pancakes Airport visit Pirate visit Dress like a pirate day	Visit to a market/ super market Making soup Planting Gardening Chick eggs Temple Newsham visit Gruffalo crumble workshop	Exotic animal visit Dogs trust Tropical world
Possible books	<i>Goodbye summer , hello Autumn</i> <i>Hello Autumn</i> <i>There's only one you</i> <i>My hair</i> <i>Marvellous me</i> <i>What makes me</i> <i>Who is in my family</i> <i>Our class is a family</i> <i>In every house on every street</i> <i>Funny faces ( poem)</i> <i>Pattans pumpkin</i> <i>The very last leaf</i> <i>The leaf thief</i> <i>Goodbye summer hello Autumn</i> <i>The little Acorn</i> <i>The very last leaf</i> <i>We are going on a leaf hunt</i> <i>Non fiction texts – people who help us</i> <i>Im so glad you were born</i> <i>We are welcome</i> <i>Peepo</i> <i>Once there were giants</i> <i>Super duper you</i> <i>The growing story</i> <i>My funny family</i> <i>Who is in my family</i> <i>We are family</i>	<i>Wakey wakey big brown bear</i> <i>The squirrels who squabbled</i> <i>A stroll through the seasons</i> <i>Seasons come seasons go</i> <i>Kippers Birthday</i> <i>Binny's Diwali</i> <i>Remember remember the 5<sup>th</sup> November</i> <i>Little glow</i> <i>Non fiction texts – people who help us</i> <i>The busiest people ever</i> <i>When I grow up</i> <i>A look into the woods</i>	<i>Winter sleep</i> <i>A dot in the snow</i> <i>Lost in the snow</i> <i>The storm whale in winter</i> <i>Handa's surprise</i> <i>The ghanian golidlocks</i> <i>Little red and the hungry lion</i> <i>Anna hibiscus</i> <i>Coming to England</i> <i>Katie in London</i> <i>When I grow up I want to see the world</i> <i>A ticket around the world</i> <i>Emma janes Aereoplane</i> <i>The 100 decker bus</i> <i>Here we are</i> <i>We are going on a lion hunt</i> <i>Topsy and Tim in London</i>	<i>The runaway chapatti</i> <i>Mr Wolves pancakes</i> <i>Mama Panyas Pancakes</i> <i>Pancakes pancakes</i> <i>The way back home</i> <i>How to catch a star</i> <i>Astro girl</i> <i>Look up</i> <i>Whatever next</i> <i>The smeds and the smooos</i> <i>The darkest dark</i> <i>The alien that pooped a planet</i> <i>Aliens love underpants</i> <i>The pirates next door</i> <i>The night pirates</i>	<i>The tiny seed</i> <i>Olivers vegetables</i> <i>Jasper's beanstalk</i> <i>The extraordinary gardener</i> <i>Last stop on market street</i> <i>Baby goes to market</i>  <i>How does an egg hatch</i> <i>Rosies walk</i> <i>Farm yard hulabaloo</i> <i>Little red hen</i> <i>Where does my food come from</i> <i>Titch</i>	<i>Someone swallowed Stanley</i> <i>Clean up</i> <i>Mad about minibeasts</i> <i>Very greedy bee</i> <i>Bad tempered ladybird</i> <i>You can't take an elephant on the bus</i> <i>Who is in the loo</i> <i>This is gus</i> <i>The light house keepers cat</i> <i>Tabby Mctat</i> <i>Oi frog</i> <i>Oi cat</i> <i>Quack quack quentin</i> <i>Oi dog</i> <i>If I were an octopus</i> <i>Seahorses are sold out</i> <i>The odd pet</i> <i>Mog and the V.E.T</i> <i>The great pet sale</i> <i>The tiger who came to tea</i> <i>The ugly five</i> <i>Life size baby animals</i> <i>Open very carefully</i> <i>Fabulous fifi</i>
Favourite Five						



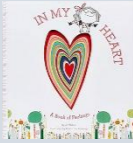


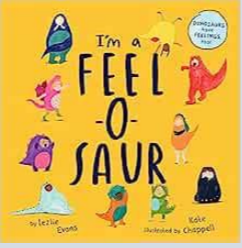
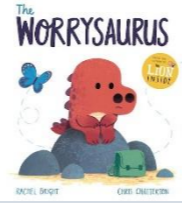
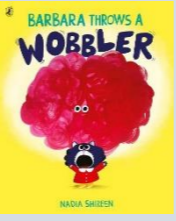

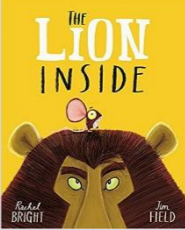
# St Bartholomew's C of E primary school

## EYFS Long Term Overview-


<b>Educational Programme</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p style="text-align: center;"><b>Communication and Language</b></p>  <p style="text-align: center;">Nursery</p>	<p><b>Listening, attention and understanding</b> Children will pay attention to more than one things at a time</p> <p><b>Speaking</b> Children will be able to talk about stories they have listened to and remember much of what has happened ( when asked questions)</p>	<p><b>Listening, attention and understanding</b> Children will understand a 2 part instruction</p> <p><b>Speaking</b> Children will use a wider range of vocab ( often based on stories )</p>	<p><b>Listening, attention and understanding</b> Children will listen to longer stories and retell using picture prompts</p> <p><b>Speaking</b> Children will start a conversation with an adult or friend.</p>	<p><b>Listening, attention and understanding</b> Children will understand and answer a simple why question.</p> <p><b>Speaking</b> Children will talk about familiar books and sing favourite rhymes and songs.</p>	<p>Children will use sentences of 4 – 6 words.</p> <p>Children will use talk to organise their play</p> <p>Children will sing a large repertoire of songs</p>	<p>Children will use sentences with joined up words like because or and.</p> <p>Children will express a point of view and debate with an adult or friend.</p> <p>Children will use the future and past tense</p>
<p style="text-align: center;"><b>Communication and Language</b></p>  <p style="text-align: center;">Reception</p>	<p><b>Listening attention and Understanding</b> Children will be able to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher, offering their own ideas.</p>	<p><b>Listening attention and understanding-</b> Children will understand and can answer how and why questions</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening attention and understanding</b> Children will learn to ask questions to find out more</p> <p><b>Speaking</b> Children will speak in sentences using conjunctions e.g 'and' and 'because'</p>	<p><b>Listening attention and understanding</b> Children will follow a story without using pictures or prompts</p> <p><b>Speaking</b> Children will engage in non fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening attention and understanding</b> Children will be able to understand a question such as who. What , where , when , why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events</p>	<p><b>Listening attention and understanding</b> Children will be able to have conversations with adults and peers with back and forth exchanges</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses</p>
<p><b>Listening, attention and understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions,. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers.</p> <p><b>Speaking-</b> Participate in small group, class and one to one discussions, offering their own ideas, using newly introduced vocabulary. Children will express their ideas and feelings using full sentences, including past, present and futures tenses. Children will perform rhymes, poems and songs.</p> <p><b>Communication and language is developed throughout the year through high quality interactions in play, whole class and small group discussions and circle time. Speech and language interventions and word aware are used to develop vocabulary and support language development. Poetry basket, helicopter stories, talk for writing and drawing club are used to develop communication.</b></p>						
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# St Bartholomew's C of E primary school

## EYFS Long Term Overview-



<p><b>Educational Programme</b></p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p><b>Personal, Social and Emotional Development</b></p>  <p>Nursery</p>	<p>Talk about their feelings using words like happy, sad , angry or worried</p> <p>Select and use activities and resources with help</p> <p>Remember rules without needing an adult to remind them</p> <p>Shares and takes turns with other with very little support.</p>		<p>Children will become more outgoing with familiar people in the safe context of their setting</p> <p>Children will show how more confidence in new social situations</p> <p>Children will develop appropriate ways of being assertive</p> <p>Children will understand gradually how others might be feeling</p> <p>Children will play confidently along side others.</p>		<p>Children will develop their sense of responsibility</p> <p>Children will take part in pretend play</p> <p>Children will be able to manage their own care needs with independence.</p>	
<p><b>Personal, Social and Emotional Development</b></p>  <p>Reception</p> <p>Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories nurture activities etc.</p>	<p><b>Self-regulation</b> Children will be able to follow a 1 step instruction. Children will recognise different emotions Children will focus during short whole class activities</p> <p><b>Managing self</b> Children will learn to wash their hands independently.</p> <p><b>Building relationships</b> Children will seek support from adults and will gain confidence to speak to adults and peers.</p>	<p><b>Self-Regulations</b> Children will talk about their feelings and consider other's feelings.</p> <p><b>Managing self</b> Children will understand the need to have rules</p> <p><b>Building relationships</b> Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer, whole class lessons</p> <p><b>Managing self</b> Children will begin to show resilience and persevere in the face of a challenge</p> <p><b>Building relationships</b> Children will be able to use taught strategies to support turn taking</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
<p><b>Regulation:</b> 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. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						
<p style="text-align: center;">Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories nurture activities etc.</p> <p style="text-align: center;"><b>PSED BOOKS</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">         </div>						

St Bartholomew's C of E primary school  
EYFS Long Term Overview-

<p>Religious Education</p>  <p>Reception</p>	<p><b>Where do we live, who lives there:</b> This unit explores the concept of 'Special Places'. Children are encouraged to talk about and experience special places, - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.</p> <p>Children will know where they live and who they live with.</p> <p>Children will understand different places are special to different people.</p>	<p><b>How are special times celebrated :</b> The unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious festivals through the year, including Christmas, Divali (Hindu/Sikh), Eid ul-Fitr and Eid al-Adha</p> <p>Children will understand people celebrate different things in different ways</p> <p>Children will share their experiences of celebrations.</p>	<p><b>How to be a good helper :</b> This unit explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p> <p>Children will understand the importance of helping others.</p> <p>Children will understand how we can help others.</p>	<p><b>What can we see in our wonderful world:</b> This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Christian beliefs about creation will be explored, including themes of thankfulness at harvest time and ideas about looking after the world. Life cycles in plants and animals will be used as a starting point to reflect on concepts death and new life in the Easter story.</p> <p>Children will know how to look after living things.</p> <p>Children will understand the small steps we can take to look after the planet.</p>	<p><b>Who and what are special to us:</b></p> <p>The focus of this unit is on learning about ourselves, recognising that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have special objects which remind us of important people, times and places. The unit goes on to explore the concept of 'special' in relation to the Christianity and Islam. This includes learning about Jesus and the Prophet Mohammed, listening to special stories and investigating special objects.</p> <p>Children will identify similarities and differences between themselves and others.</p>	
<p>Personal, social and emotional development is also explored through daily worship sessions.</p>						




# St Bartholomew's C of E primary school

## EYFS Long Term Overview-



<b>Educational programme</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
<b>Physical Development</b>  <b>Nursery</b>	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.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use large-muscle movements to wave flags and streamers, paint and make marks.	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.  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	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			
<b>Physical Development</b>  <b>Reception</b>	Further begin to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene <b>P.E Focus – Fundamentals 1</b> Children will safely negotiate space. Children will show good control and co-ordination in small and large movements. Children can talk about ways to keep healthy and safe. Children can handle equipment safely  <b>Gross motor</b> Children will learn to move safely in a space  <b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. <b>Fundamentals 2</b> Children can move confidently in a range of ways Children know the importance of good health and physical exercise  <b>Gross Motor</b> Children will explore different ways of travel using equipment  <b>Fine Motor</b> Children will accurately draw lines, circles and shapes to draw pictures	Know and talk about the different factors that 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. <b>P.E Focus – Gymnastics</b> Children can copy and create shapes with my body. Children can jump and land safely. Children can create short sequences.  <b>Gross Motor</b> Children will be able to control a ball in different ways Children will balance on a variety of equipment in different ways  <b>Fine Motor</b> Children will handle scissors and glue effectively.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. <b>P.E Focus- Ball skills</b> I can roll a ball towards a target. I can stop a rolling ball. I can bounce a ball. I can kick a ball  <b>Gross Motor</b> Children will jump and land safely from a height.  <b>Fine Motor</b> Children will use cutlery appropriately.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>PE Focus Games</b> Children can run and stop safely. Children can safely negotiate space. Children can show good control and co-ordination in small and large movements. Children can work cooperatively.  <b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.  <b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>Games 2</b> Children can develop my accuracy when throwing. Children can follow rules in a game. Children can work cooperatively in a game.  <b>Gross Motor</b> Children will be able to play by the rules and develop coordination.  <b>Fine Motor</b> Children will form letters correctly using a tripod grip.
<b>Gross Motor:</b> 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.						
<b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.						
Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.						

# St Bartholomew's C of E primary school

## EYFS Long Term Overview-



<b>Educational Programme</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<b>Literacy</b>  Nursery	Children will understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing  Children will make marks on their page to represent a person or object.		Children will develop their phonological awareness, so that they can: - spot and suggest rhymes -count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.  Children will engage in extended conversations about stories, learning new vocabulary.		Children will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  Children will write some or all of their name.  Children will write some letters accurately.	
<b>Literacy</b>  Reception	<p><b>Comprehension</b> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading</b> Children will segment and blend sounds together to read words.</p> <p><b>Writing</b> Children will give meanings to the marks they make.</p>	<p><b>Comprehension</b> Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading</b> Children will begin to read captions and sentences.</p> <p><b>Writing</b> Children will write words representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading</b> Children will recognise taught digraphs in words and blend the sounds together.</p> <p><b>Writing</b> Children will write words using phase 3 sounds Children will form letters correctly.</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading</b> Children will read words containing tricky words and digraphs,</p> <p><b>Writing</b> Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p><b>Comprehension</b> Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words.</p> <p><b>Writing</b> Children will write words which are spelt phonetically.</p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read.</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability.</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>
<b>Phonics</b>	<b>Phase 1/2</b>	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 2/3</b>	<b>Phase 3</b>	<b>Phase 3/4</b>
<p><b>Phonics in Nursery :</b> Children will engage in phase 1 listening games throughout the year. Children will be encouraged to listen carefully to sounds in the environment and explore the sounds musical instruments make. Children will be explore rhyme and alliteration, initial sounds and will be introduced to oral segmenting and blending.</p> <p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>						
<b>Drawing club</b>						
<b>Educational programme</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					

St Bartholomew's C of E primary school  
EYFS Long Term Overview-

<p>Mathematics</p>  <p>Reception</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p>		<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>		<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them</p>	
<p>Mathematics</p>  <p>Reception</p>	<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p>	<p>Numbers 16, 17, 18, 19, 20 Doubling, sharing and grouping even and odd.</p>
<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						



# St Bartholomew's C of E primary school

## EYFS Long Term Overview-

<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>						
<p>Understanding the World</p>  <p>Nursery</p>	<p><b>History: <i>Past and Present</i></b> Begin to make sense of their own life-story and family's history.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Show interest in different occupations.</p> <p><b>Science <i>The Natural World</i></b> Explore how things work. Use all their senses in hands-on exploration of natural materials.</p>		<p><b>Geography: <i>People, Culture and Communities</i></b> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Science: <i>The Natural World</i></b> Explore and talk about different forces they can feel. 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.</p>		<p><b>Science: <i>The Natural World</i></b> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	
<p>Understanding the World</p>  <p>Reception</p>	<p><b>History: <i>Past and Present</i></b> Children will know about their own life story and how they have changed.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know about features of the immediate environment.</p> <p><b>Science: <i>The Natural World</i></b> Children will understand the terms 'same' and 'different'.</p>	<p><b>History: <i>Past and Present</i></b> Children will know some similarities and differences between things in the past and now.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know about people who help us within the community.</p> <p><b>Science: <i>The Natural World</i></b> Children will explore and ask questions about the natural world around them.</p>	<p><b>History: <i>Past and Present</i></b> Children will talk about the lives of people around them.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know about features of the immediate environment.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know that there are many countries around the world.</p> <p><b>Science: <i>The Natural World</i></b> Children will talk about features of the environment they are in and learn about the different environments.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know that people in other countries may speak different languages.</p>	<p><b>History: <i>Past and Present</i></b> Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>Geography: <i>People, Culture and Communities</i></b> Children will know that people around the world have different religions.</p> <p><b>Geography-</b> Children will recognise that different plants and animals grow in different parts of the world.</p>	<p><b>History: <i>Past and Present</i></b> Children will know about the past through settings and characters.</p> <p><b>Science: <i>The Natural World</i></b> Children will make observations about plants discussing similarities and differences.</p>	<p><b>History: <i>Past and Present</i></b> Children will know about their own life story and how they have changed.</p> <p><b>Science: <i>The Natural World</i></b> Children will understand the terms 'same' and 'different'.</p> <p><b>Science: <i>The Natural World</i></b> Children will make observations about animals discussing similarities and differences.</p>
<p><b>Past and Present:</b> 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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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>						



St Bartholomew's C of E primary school  
EYFS Long Term Overview-

<b>Educational Programme</b>		The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Expressive Arts and Design</b>  <b>Nursery</b>		<p><b>Music: Being Imaginative</b> Respond to what they have heard, expressing their thoughts and feelings. 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.</p> <p><b>Art &amp; Design: Creating with Materials</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Music: Being Imaginative</b> Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p> <p><b>Art &amp; Design: Creating with Materials</b> Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p><b>Being Imaginative</b> 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.</p> <p><b>Art &amp; Design: Creating with Materials</b> Explore different materials freely, in order 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing</p> <p><b>Music: Being Imaginative</b> Listen with increased attention to sounds.</p>			
<b>Expressive Arts and Design</b>  <b>Reception</b>		<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment mixing with colours.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will experiment with different textures.</p>	<p><b>Music: Being Imaginative</b> Children will create narratives based around stories.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p> <p>Tap! Ding! Clap! Sing!</p> <p><b>Art &amp; Design: Creating with Materials</b> Children will share creations, talk about process and evaluate their work.</p>
<p><b>Creating with Materials:</b> 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.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>							