



St Matthew's Catholic Primary School – EYFS Long Term Overview

This document sets out the intended learning experiences by each half term. It is designed to support practitioners' planning and will be adapted flexibility to meet the needs, stages and interests of the children through short term planning. These learning experiences will build on what children know and can do, and will often be adapted based on the interests observed in child-initiated activities. As with child-initiated activities, the practitioners will actively use a range of effective interaction strategies to support learning in the adult-led context.

Characteristics of Effective Learning

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Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Learning through play: At St Matthew's Catholic Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Rationale – Areas of Learning

Communication and Language

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.

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.

Personal, Social and Emotional Development

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 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.

Literacy

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)

Mathematics

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

Understanding the World

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.





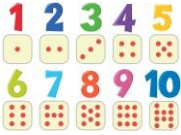


Expressive Arts and Design

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Autumn 1 – All About Me!

Key Texts:

Starting School, How to be a friend, The huge bag of worries, Super Duper You!, Only One You, All Are Welcome, What I Like About Me!: A Book Celebrating Differences, In Every House On Every Street, A Place Called Home, My Mum, My Dad, Once There Were Giants, Pumpkin Soup, Little Gooses Autumn, Autumn, Lunchtime, Aunt Amelia, The Everywhere Bear, Paper Dolls, A Stylish Big Picture Book for All Ages, The Leaf Thief, The Roll Away Pumpkin, Dogger, Traction Man Mini Grey Stuck, A first book of Animals.

Topic/seasonal interest and enrichment opportunities Cultural Capital Opportunities	Visits and Visitors	Communication and Language 	PSED 	Physical Development 	Literacy 	Maths 	Understanding the World 	Expressive Arts and Design 
New School New Friends Super Duper Me! Families Grandparent's Day 3 rd October House and Homes Autumn World Space Week Bonfire night 5 th November	Ellergreen visit – Dental talk/ oral hygiene	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books. Learn rhymes. Listen carefully to rhymes and songs. Engage in story times. Describe simple events. Begins to ask simple questions to find out	Begin to see themselves as a valuable individual. Begin to build constructive and respectful relationships. Begin to express their feelings and consider the feelings of others Begin to show resilience and perseverance in the face of challenge. Begin to identify their own feelings. Begin to think about the perspectives of others.	Begin to revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Begin to progress towards a more fluent style of moving, with developing control and grace. Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical	Begin to read individual letters by saying the sounds for them. Begin to form recognisable lower- case and capital letters <u>RWI Phonics</u> Children will be taught Phonics with their class for Autumn 1. This will be a 25 minute session increasing to 45 minutes by Summer Term. <u>Literacy Counts: Ready</u> <u>Steady Write</u> Vehicle Text:	Begin to count objects, actions and sounds with adult support. Begin to Subitise. Begin to link the number symbol (numeral) with its cardinal number value with adult support Begin to use counting words in their everyday language Begin to recognise some numbers Begin to understand the 'one more than/one less than' relationship between consecutive numbers	Begin to be aware of members of their immediate family. Begin to be aware of people who are familiar to them. Begin to be aware of familiar situations that happened in the past. Begin to be aware of characters from stories and begin to be aware that some figures are from the past. Begin to be aware of what maps are and what they can tell us. Begin to understand that some places are	Begin to explore and use a variety of artistic effects. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Begin to create collaboratively sharing ideas, resources and skills with adult support. Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Begin to watch dance and performance art,

		<p>more and to check they understand what has been said to them.</p> <p>Begin to articulate simple ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another beginning to use a range of connectives.</p> <p>Begin to use talk to help work out problems and organise thinking and activities.</p>	<p>Begin to manage their own needs.</p>	<p>disciplines including dance, gymnastics, sport and swimming.</p> <p>Begin to 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.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to combine different movements with ease and fluency with adultsupport.</p> <p>Begin to use a range of large and small apparatus indoors and outside, alone and in a group with adult support.</p> <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p>	<p>The Something</p> <p>Fiction Genre:</p> <p>A Losing Story</p> <p>Purpose:</p> <p>To tell and write a losing story</p> <p>Genre: Recount</p> <p>Animal Information</p> <p>Purpose:</p> <p>To inform</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p>	<p>Explore the composition of numbers to 10.</p> <p>Begin to select, rotate and manipulate shapes in order to develop spatial reasoning skills with adult support.</p> <p>Begin to recognise and talk about shapes.</p> <p>Begin to copy patterns.</p> <p>Begin to be aware of length, weight and capacity.</p>	<p>special to members of their community.</p> <p>Begin to be aware that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Begin to be aware about what they see, hear and feel whilst outside.</p> <p>Begin to be aware of different environments.</p> <p>Begin to be aware of the weather and the season they are in.</p>	<p>expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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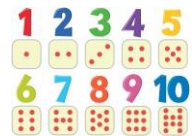


				<p>Begin to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball with adult support.</p> <p>Begin to be aware about 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.</p> <p>Begin to be aware of the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p><u>Get Set for PE</u> <u>Dance</u></p>				
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				<p>In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>				
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Autumn 2 – Celebrations - Be a light in the world

Key Texts:

Star in a Jar, Rama and Sita – the Story of Diwali, Remember Remember the 5th of November, Sparks in the Sky, Be Kind, Where the Poppies Now Grow, Welcome to our world, Hetty’s Hanukkah, Shmelf the Hanukkah Elf, The Very Hungry Caterpillar, The Jolly Christmas Postman, Stick Man, The Snowman, The Christmas Story.

Topic/seasonal interest and enrichment opportunities Cultural Capital Opportunities	Visits and Visitors	Communication and Language 	PSED 	Physical Development 	Literacy 	Maths 	Understanding the World 	Expressive Arts and Design 
Festival of Light Diwali 4 th November Bonfire Night 5 th November Remembrance Day 11 th November World Kindness Day 13 th November Transport – Road safety week Winter Christmas	Visit to Gullivers World (to enhance Celebrations Topic – Christmas and the Nativity).	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books. Learn rhymes and songs. Engage in story times. Describe simple events. Begins to ask simple questions to find out more and to check they understand what has been said to them.	Begin to see themselves as a valuable individual. Begin to build constructive and respectful relationships. Begin to express their feelings and consider the feelings of others. Begin to show resilience and perseverance in the face of challenge. Begin to identify their own feelings.	Begin to revise the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Begin to progress towards a more fluent style of moving, with developing control and grace. Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including	Continue to practise reading individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to read some letter groups that each represent one	Begin to count objects, actions and sounds. Begin to Subitise. Begin to link the number symbol (numeral) with its cardinal number value. Begin to count, saying the number names in the right order to 5. Begin to compare numbers. Begin to understand the ‘one more than/one less than’ relationship between consecutive numbers.	Be aware of members of their immediate family and begin to talk about them. Be aware of people who are familiar to them and begin to be able to talk about them. Begin to comment on images of familiar situations in the past. Begin to compare and contrast characters from stories, including figures from the past with adult support. Be aware of maps and the information we can get from them. Begin to understand that some places are special to	Begin to 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. Begin to create collaboratively sharing ideas, resources and skills. Begin to listen attentively, move to and talk about music, expressing their feelings and responses. Begin to watch and talk about dance and

		<p>Articulate simple ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another beginning using a range of connectives.</p> <p>Begin to use talk to help work out problems and organise thinking and activities and to begin to explain how things work and why they might happen.</p>	<p>Begin to think about the perspectives of others.</p> <p>Begin to manage their own needs.</p>	<p>dance, gymnastics, sport and swimming.</p> <p>Begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to combine different movements with ease and fluency.</p> <p>Begin to use a range of apparatus indoors and outside, alone and in a group.</p> <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>Begin to further develop and refine a</p>	<p>sound and say sounds for them.</p> <p>Begin to read a few common exception words matched to the school's phonic programme (Monster Phonics).</p> <p>Begin to read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Begin to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Continue to practise forming recognisable lower-case and capital letters.</p> <p>Begin to spell words by identifying the sounds.</p>	<p>Explore the composition of numbers to 10.</p> <p>Begin to introduce number bonds for numbers 0–10.</p> <p>Continue to select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (sometimes with adult support).</p> <p>Begin to create patterns.</p> <p>Begin to compare length, weight and capacity.</p>	<p>members of their community.</p> <p>Begin to be aware that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Begin to describe what they see, hear and feel whilst outside.</p> <p>Be aware of different environments.</p> <p>Begin to understand the season they are in and how that effects the environment.</p>	<p>performance art, expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
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				<p>range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Begin to 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.</p> <p>Begin to develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>				
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