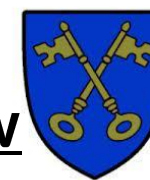
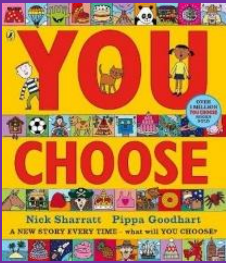
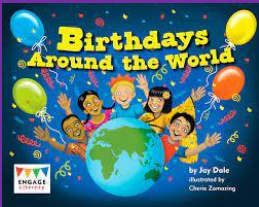
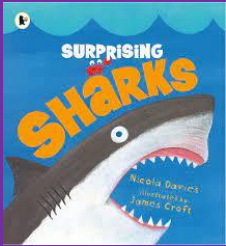
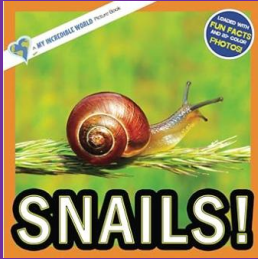
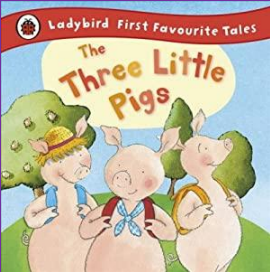
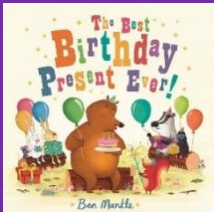
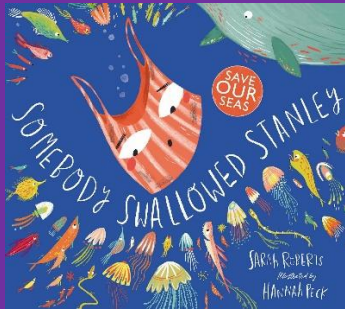
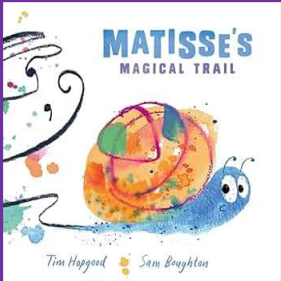
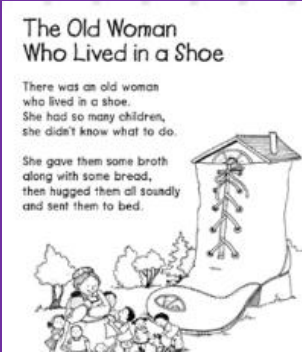


Burnley St Peter's CofE Primary School: EYFS Long Term Overview



Term	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 ½ weeks	Summer 2 6 ½ weeks
Theme	This Is Me! 	Let's Celebrate! 	Special People 	Under The Sea & Over The Icebergs 	Minibeasts 	Once Upon A Time... The End 
Why has this theme been chosen?	This theme has been chosen to support our children to understand and build knowledge about their bodies, where they live and where they fit into the wider world.	This theme has been chosen to support our youngest children in our diverse school to develop an understanding of the wider world, celebrations and religious festivals that they celebrate and also those that are different from their own.	This theme has been chosen to support our children in understanding how to keep themselves safe. It also allows for the foundational knowledge of our country to be embedded to support progression into Year 1 History and Geography units.	This theme has been chosen to support our children develop the foundational knowledge of specific types of animals and the polar regions to support progression into Year 1 Science and Geography units.	This theme has been chosen to support our children with understanding of creatures they are most likely to encounter. It will expand their knowledge of the vital roles Minibeasts play in supporting human life.	This theme has been chosen to so our children can develop the concept of story development, develop a stamina for writing and support composition of their own ideas into sentences.
What aspects of the EYFS curriculum (other than Literacy) do these themes cover?	PSED – Self-Regulation, Managing Self & Building Relationships UTW – People, Culture and Communities, Past and Present & The Natural World	UTW – People, Culture and Communities & Past and Present	PSED –Managing Self UTW – People, Culture and Communities & Past and Present EAD – Creating With Materials	UTW – The Natural World	UTW – The Natural World EAD – Creating With Materials	UTW – People, Culture and Communities & Past and Present
How do these themes link in to future learning in Year 1?	Geography – My School & School Grounds History – Changes Within Living Memory Science – Human Body & The Senses	History – Events Beyond Living Memory	Geography – A Small Area Of The UK	Geography – Hot & Cold Places Science – Animals (exc. Humans)	Science – Animals (exc. Humans) Science - Plants	Science - Materials
Events/ Celebrations	Starting School Harvest	Bonfire Night Diwali Remembrance Day Hanukkah Christmas	Lunar New Year Valentine's Day	Shrove Tuesday Ramadan Eid-Al-Fitr Mother's Day Easter	Eid-Al-Adha	Father's Day Transition

CoETL	Playing & 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 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 & Thinking Critically – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which helps them to solve problems and reach conclusions.					
Overarching Principles	The four guiding principles which shape practice in our early years setting: Unique Child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships - Children learn to be strong and independent through positive relationships Enabling Environments - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development - Children develop and learn at different rates. We ensure that ALL children can meet their full potential. We will ensure that all children learn and develop well and are always kept healthy and safe.					
British Values	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. These British Values are discussed through Collective Worship and PSED input but also provide a foundation for our school community intertwined throughout each school day.					
PSED	BV: Rule Of Law <i>Behaviour Curric.: Kindness and Respect</i> <i>Respectful Learning</i> Managing Emotions: The Colour Monster CA: Lizzie Ladybird & Roger Robin	BV: Respect & Tolerance <i>Behaviour Curric.: Determination</i> <i>Friendship</i> <i>Working Independently</i> Relationships CA: Cooper Crab & Kiki Chameleon	BV: Democracy <i>Behaviour Curric.: Determination</i> <i>Enthusiasm</i> <i>Resilient Learning</i> Road Safety CA: Tommy Turtle & Sadie Spider	BV: Individual Liberty <i>Behaviour Curric.: Honesty</i> <i>Friendship</i> <i>Collaborative Learning</i> Independence & Resilience CA: Bobby Bee & Clara Clownfish	BV: Recap <i>Behaviour Curric.: Determination</i> <i>Enthusiasm</i> <i>Concentration</i> Growth Mindset & Problem Solving CA: Recap	BV: Recap <i>Behaviour Curric.: Enthusiasm</i> <i>Respect</i> <i>Enjoy Learning</i> Keeping Healthy CA: Recap
PD (For Key Skills see MSP Plans and PE Passport Planning)	Motor Screen Programme FMS: Elmer Fine Motor Focus: Playdough Squiggle While You Wiggle Dough Disco	Motor Screen Programme FMS: How To Catch A Star Fine Motor Focus: Big Tweezers/ Big Objects Squiggle While You Wiggle Dough Disco	Motor Screen Programme FMS: Castles Fine Motor Focus: Threading Squiggle While You Wiggle Dough Disco	Motor Screen Programme FMS: Seaside Fine Motor Focus: Big Tweezers/ Small Objects Squiggle While You Wiggle Dough Disco	Motor Screen Programme FMS: Minibeasts Fine Motor Focus: Small Tweezers/ Small Objects Squiggle While You Wiggle Dough Disco	Motor Screen Programme FMS: Jack & The Beanstalk Fine Motor Focus: Cutting Squiggle While You Wiggle Dough Disco

Communication, Language & Literacy	Non-Fiction Text: You Choose (Nick Sharratt & Pippa Goodhart) 	Non-Fiction Text: Birthday's Around The World (Jay Dale) 	Fiction Text: The Queen's Hat (Steve Antony) 	Non-Fiction Text: Surprising Sharks (Nicola Davies) 	Non-Fiction Text: Snails! (Hope Aicher) 	Fiction Text: The Little Red Hen (Various Author Adaptions) 
	Fiction Text: The Three Little Pigs (Ladybird First Fairytales) 	Fiction Text: The Best Birthday Present Ever (Ben Mantle) 	Non-Fiction Text: Little People Big Dreams: Florence Nightingale (Maria Isabel Sanchez Vegara) 	Fiction Text: Somebody Swallowed Stanley (Sarah Roberts) 	Fiction Text: Matisse's Magical Trail (Tim Hopgood) 	Non-Fiction Text: Bread Roll Recipe (BBC Good Food) https://www.bbcgoodfood.com/recipes/easy-bread-rolls 
	Poetry/Rhyme The Old Woman Who Lived In A Shoe 	Poetry/Rhyme World Nursery Rhyme Week 	Poetry/Rhyme Miss Polly Had A Dolly 		Poetry/Rhyme Snail In My Garden 	
Maths (NCETM Mastering Number)	Numbers 1-4	Numbers 5-10	Counting & Comparing Partitioning Addition & Subtraction Distance (Length, Width & Height) Pattern	Addition & Subtraction Multiplication & Division Shape Distance (Length, Width & Height) Weight/Mass	Counting, Comparing & Ordering Numbers to 20 Distance (Length, Width & Height) Weight/Mass	Addition & Subtraction Multiplication & Division Numbers to 20 Space Positional Language

				Statistics	Volume & Capacity Time	Volume & Capacity Money Pattern Statistics	Time
Understanding The World	People, Culture & Communities (Geographical Development)	My Classroom <i>What features does out classroom have? Are all the classrooms in school the same? What is my favourite area of the classroom?</i> ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Countries Around The World <i>Do all countries have similar features? How is life different in other countries?</i> ELG: 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.	London <i>What is a capital city? What is the capital city in England?</i> ELG: 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.	Hot & Cold Places Intro. <i>Why does a world map show white at the top and bottom? Why are some places hotter than others?</i> ELG: 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.	My Home <i>Do all our homes look the same? What do we know about Burnley?</i> ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Down On The Farm <i>What is the countryside? Why is a farm in the countryside? What are the features of a farm? Are all farms the same?</i> ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	Past & Present (Historical Development)	All About Me and My Family <i>Who am I? Who is in my family? What can I find out about my family?</i> ELG: Talk about the lives of the people around them and their roles in society. DC: Similarity & Difference	Black History Month: Rosa Parks <i>Why did Rosa have to be so brave?</i> ELG: Understand the past through characters and events encountered in books read in class and storytelling. DC: Significance	People Who Help Us: Florence Nightingale <i>How did Florence make hospitals better?</i> ELG: Understand the past through characters and events encountered in books read in class and storytelling. DC: Significance	Welcoming Others <i>Where do I come from? How long have my family lived in Burnley? Why did they move here?</i> ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. DC: Consequence	Our Hometown <i>What can I find out about my hometown?</i> EYFS KL: Research: Find out about places and ask questions using different sources to find the answers. DC: Sources and Evidence	Playing Outside <i>What outdoor games did my grandparents play with?</i> ELG: Know some similarities and differences between things in the past and now DC: Similarity & Difference
	The Natural World (Scientific Development)	PlanAssess: Humans	PlanAssess: Light PlanAssess: Electricity	PlanAssess: Sound PlanAssess: Forces	PlanAssess: Animals (exc. Humans) PlanAssess: Living Things & Their Habitats	PlanAssess: Earth & Space PlanAssess: Plants	PlanAssess: Materials (inc. Changing Materials)

		These units are taken from the PLANASSESS scheme and have been separated into discrete units taught within small group time each term. The units have been planned across the year to link, as closely as possible, with the theme for each term.					
	RE	EYFS 1: Why are we all different and special?	EYFS 3: How do Christians celebrate Jesus' birthday?	EYFS 7: Who are the special people in our lives?	EYFS 6: Why do Christians believe that Easter is all about love?	EYFS 11: Why do people of faith have times of special celebration?	EYFS 9: Where do some people go to worship God?
		ELG: 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.					
EAD	Creating With Materials	Children have chance to develop themselves as creators and artists, and express themselves through art within the classroom provision. Art skill development is supported by the adults in provision. Some specific activities are planned to support the children's creative development throughout the year, depending on assessment/ observation of skills children have already acquired. Whilst accessing artistic development opportunities through continuous provision, the children complete two explicitly planned Art projects within the year. These are: Whole School Art Project (Spring Term) Kandinsky Art Project (Summer Term) Alongside a range of cooking opportunities across the year, children will also complete a DT project creating their own emergency vehicles. Children will look at features of real life examples before constructing using junk modelling, exploring how best to connect different types of materials. They will then cover with papier-mâché looking at the texture and effect this creates, before finally observing closely images of real life examples and painting the details onto their vehicle.					
	Music	Charanga: Chant To The Animals	Charanga: Creative Moves	Charanga: Liltng Lullaby	Charanga: Number Time	Charanga: Wellbeing Matters	Charanga: Rhythm Adventure
	Being Imaginative	Alongside opportunities for performance in Literacy units. Children have access to Role-Play and Small World opportunities in provision to retell familiar stories, create their own stories and explore aspects of their own familiar world. The permanent 'Home' Role-Play area is enhanced weekly to extend children's embedding of knowledge and understanding of the world and lives of different people.					

*This is a brief accessible outline of the EYFS curriculum at Burnley St Peter's CofE Primary School. Extensive long term overviews are held within school that outline the progression of knowledge, skills and curriculum coverage for all areas of learning and development.