

**LEYBURN COMMUNITY PRIMARY SCHOOL HALF TERMLY OVERVIEW (MRS. DALES - UFS)**  
**Autumn term - 2ND half (Festivals/Celebrations/Autumn/Winter)**

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive art And Design
<b>Week 1 – Autumn</b>  <b>Halloween</b> Pumpkin soup story  Percy the park keeper	Discuss safety – always tell your parents/carers where you are playing.....	Read pumpkin soup – predict what happens next?  Sequence the story orally	Phonics (see separate planning).  Draw pictures from the stories and label them.  Sequence stories.	Counting leaves for hedgehogs (beyond ten)  Counting apples from a larger group  Half the apples, weigh the pumpkins (vocabulary)	Collecting apples that have fallen from the tree – why? Where? How? Questions  Using ICT to make pictures and play games.  Find Autumn animals	PE sessions Spatial awareness  Halloween dancing  Painting, washing, using a variety of tools	Pumpkin apple prints  Paint pumpkins  Wash the pumpkins  Leaf hedgehogs
<b>Week 2</b> <b>Bonfire Night</b> <b>Fireworks</b> <b>Remembrance</b> Guy Fawkes Story <a href="https://www.youtube.com/watch?v=6vpl_QeyfY">https://www.youtube.com/watch?v=6vpl_QeyfY</a>	Discuss fire safety for Bonfire Night  Discuss 'friendships' and including children in Games/play.	CircleTime activities  Read stories and predict Endings  Record children retelling Stories using the ipad  Play back to watch and Comment.	Phonics (see separate planning).  Make Firework posters Label pictures Write own names Write simple words	Count objects to ten and Beyond Count objects from larger Groups  Following instructions using Positional language  Make 3D shape fireworks  Simple addition	Firework pictures using ICT  Discuss family events i.e. fireworks etc..  Guy Fawkes story using ICT	PE sessions Jumping and landing safely  Using large/climbing Equipment safely  Discuss how to be Healthy, chopping veg	Firework songs and  Using musical  Junk model fireworks  Make soup
<b>Week 3</b> <b>Diwali Festival of Light</b>  Ramayana : Story of Diwali <a href="https://www.youtube.com/watch?v=pp59n0So-XE">https://www.youtube.com/watch?v=pp59n0So-XE</a>	Diwali (Hindu festival of Light)  Respecting each other	Discuss the use of objects i.e. scissors for cutting, glue for sticking, playdough rollers and cutters and make some cut and stick pictures and playdough shapes.	Phonics (see separate planning).  Share books relating to Diwali  Make Diwali cards and write Messages inside  *ASSESSED WRITING*	Number songs.  Matching numerals to amount of objects up to 10  Using the '=' and '+' symbols To write number sentences  Shape pictures using a variety of media. e.g. wooden shape pictures. Rangoli patterns.	Explore outdoors and discuss the Weather and changes to the environment.  Use ICT to find information and images about Diwali.	PE sessions Gymnastics – balancing  Using large/climbing Equipment safely  Discuss the effects of activity to the body i.e. Breathing, sweating, tiredness etc..  FMS –clay and Cutting skills.	Indian dance movements (video)  Singing songs.  Make Diwa lamps (clay) Rangoli patterns Diwali cards
<b>Week 4</b> <b>Winter/Christmas</b>  <b>Library visit</b>  <b>Percy and the sleigh ride</b> <a href="https://www.youtube.com/watch?v=DSSGQlc5oqo">https://www.youtube.com/watch?v=DSSGQlc5oqo</a>	Stories about Winter and Christmas.  CircleTime – feelings (puppets, masks)  Roleplay – Percy The Park Keeper Winter area	Games using prepositions.  Cut and stick activities using Positional language i.e. put the teddy on the table, next to the box etc...	Phonics (see separate planning).  Make information books about Winter  Christmas lists  Make face masks (feelings)	Number songs.  Matching numerals to amount of objects up to 10  Using the '=' and '+' symbols To write number sentences  Shape pictures using a variety of media. e.g. Christmas trees Advent calendar	Explore ICT inc. Ipad and Other equipment.  Use ICT to create an Elf using own face.  Visit to the local library to share books and explore our local environment.	PE sessions Gymnastics – rolls and Making shapes with Your body  Using large/climbing Equipment safely  FMS – cutting, mark making, finger painting	Singing Christmas songs.  Expressing feelings Through dance.  Christmas Shape pictures using a variety of media.  Paper snowflakes (symmetry)

<p><b>Week 5</b> <b>Winter/Christmas</b></p> <p><b>Post letters to Santa</b></p> <p><b>Santa's Christmas</b> <a href="https://www.youtube.com/watch?v=SwdM8mBUxiM">https://www.youtube.com/watch?v=SwdM8mBUxiM</a></p>	<p>Christmas (Christian Festival)</p> <p>Discussion and carpet time about including everyone during games and play etc.</p>	<p>Look at Christmas books and pictures – briefly explain and discuss what happens. The Nativity Story</p> <p>Draw Christmas/Winter pictures.</p>	<p>Phonics (see separate planning).</p> <p>Writing opportunities in all areas. e.g. I can make..... Christmas lists Letters to Santa</p> <p>Letters to Santa Winter/Christmas poems *ASSESSED WRITING*</p>	<p>Counting irregular Arrangements of objects</p> <p>Measure: ordering by length And height</p>	<p>Make and taste different foods</p> <p>Record activities using I pads.</p>	<p>PE sessions Gymnastics – experiment With different ways of moving</p> <p>Using large/climbing Equipment safely</p> <p>FMS - scissors, mark making, sticking, patterns</p>	<p>Singing songs. Christmas and Winter Songs</p> <p>Christmas/Winter cards And calendars</p> <p>Tree decorations Making and preparing Foods from different cultures</p>
<p><b>Week 6</b> <b>Winter/Christmas</b></p> <p><b>The Nativity Story</b> <b>The Beginners bible</b> <a href="https://www.youtube.com/watch?v=AhuKeFX9HpE">https://www.youtube.com/watch?v=AhuKeFX9HpE</a></p> <p><b>Percy the Park Keeper: One snowy night</b> <a href="https://www.youtube.com/watch?v=dfMRpRh5w6o">https://www.youtube.com/watch?v=dfMRpRh5w6o</a></p> <p><b>Christmas Open morning for parents</b></p>	<p>Christmas (Christian Festival)</p> <p>Revisit class rules.</p>	<p>Discuss favourite things With the family. 'We like to go swimming Together' 'We like to go out for our Together'....etc.....</p>	<p>Phonics (see separate planning).</p> <p>Writing opportunities in all areas. e.g. I can make..... Christmas lists Letters to Santa</p> <p>Write in Christmas/Winter Cards</p> <p>Nativity story writing books <a href="http://www.communication4all.co.uk">http://www.communication4all.co.uk</a></p>	<p>Number songs and dances.</p> <p>Measure: ordering by weight And capacity</p> <p>Robin Bingo Number trees Number games (I pads And computers)</p> <p>Shape models Small construction.</p>	<p>Discussions about families.</p> <p>Share pictures and photos of families.</p> <p>Continue to use ICT Equipment to build upon Prior learning</p> <p>Ice shapes – freezing and melting</p>	<p>PE sessions Gymnastics – experiment With different ways of moving</p> <p>FMS - playdough, scissors, mark making, sticking, decorating (small scale)</p>	<p>Christmas carols/songs</p> <p>Role play and dress up Acting out the Nativity</p> <p>Christmas and Winter Design and make Using a variety of</p>
<p><b>Week 7</b></p> <p><b>'Share a session'</b></p> <p><b>EA&amp; D week</b></p>	<p>Christmas crackers (sharing sweets)</p>	<p>Discussion with parents Showing them around Sharing learning journey</p>	<p>*ASSESSED WRITING*</p> <p>Christmas cards</p>	<p>Christmas Calendars (days, Months, numbers)</p> <p>Reindeer food (weighing)</p>	<p>Christmas games using the IWB, laptop, ipads</p>	<p>Salt dough christmas Tree decorations</p>	<p>Christmas songs and dances</p>
<p><b>Week 8</b> <b>Celebration weeks</b></p> <p><b>Parties etc...</b></p>	<p><b>CHRISTMAS PARTIES</b> Celebration of achievements</p>						

Autumn Term 2<sup>nd</sup> Half

<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>
<p><b><u>Making relationships</u></b></p> <ul style="list-style-type: none"> <li>• Initiates conversation, attends to and takes account of what others say</li> </ul> <p><b><u>Self-confidence and Self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions</li> </ul> <p><b><u>Managing feelings and behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Is aware of the boundaries set and the behavioural expectations of the setting</li> </ul>	<p><b><u>Listening and attention</u></b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour e.g. nonsense rhymes, jokes</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary especially by grouping or naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> </ul>
<u>Literacy</u>	<u>Mathematics</u>
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together</li> <li>• Links sounds to letters, naming and sounding letters of the alphabet</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together</li> <li>• Links sounds to letters, naming and sounding letters of the alphabet</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Writes own name</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Counts objects to 10 and beginning to count beyond 10</li> <li>• Counts up to six objects from a larger group</li> <li>• Selects the correct numeral to represent 1-5 then 1-10 objects</li> <li>• Counts an irregular arrangement of up to ten objects</li> </ul> <p><b><u>Shape, Space and Measures</u></b></p> <ul style="list-style-type: none"> <li>• Can describe their relative position such as 'behind' or 'next to'</li> <li>• Orders two or three items by length or height</li> <li>• Orders two items by weight or capacity</li> </ul>
<u>Understanding of the World</u>	<u>Physical Development</u>
<p><b><u>People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> </ul> <p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>• Looks closely and similarities, differences, patterns and change</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer</li> </ul>	<p><b><u>Movement and Handling</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different ways of moving.</li> <li>• Jumps off an object and lands appropriately</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul> <p><b><u>Health and Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands the need for variety in food</li> <li>• Usually dry and clean during the day</li> </ul>

	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> </ul>
<p><u>Expressive Arts and Design</u></p>	
<p><b><u>Exploring and using Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>Begin to build up a repertoire of songs and dances</li> <li>Explores different sounds of instruments</li> <li>Explores what happens when they mix colours</li> <li>Experiments to create different textures</li> </ul> <p><b><u>Being imaginative</u></b></p> <ul style="list-style-type: none"> <li>Creates simple representations of events, people and objects</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings</li> </ul>	