

LEYBURN COMMUNITY PRIMARY SCHOOL HALF TERMLY OVERVIEW (MRS. DALES)
Spring term - 1ST half (Weather/polar regions/Australia)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive art And Design
Week 1 Winter (ice and snow) Splash (penguins) https://www.youtube.com/watch?v=L7tWNwhSocE Usbourne picture atlas	Collective Worship (following the whole school themes) Classroom rules	CircleTime activities Where are the polar regions? What is the weather like in Winter? What is the weather like in the Polar regions? Who lives there? What is the temperature like?	Phonics (see separate planning). Reading and spelling. Make books Label polar animals Write sentences/captions and own names	Count polar animals in ice/count ice cubes to ten and beyond Count irregular Arrangements of objects Order and write numbers Simple addition (calculations and understanding Addition/number bonds to five)	**See C&L** Looking at maps and globes How does water change into ice? How does ice change into water? (frozen ocean) Stories and information using ICT Recounts family events i.e. Christmas etc..	PE session – penguin carrying the egg Gliding and moving across ice and snow Discuss how to be Healthy Using small tools handwriting	Songs/role play (penguin song) Using musical instruments CD snowflakes Penguin door hangers
Week2 The polar bear and the snow cloud - https://youtu.be/8H9HaRC9y-4 Polar bear facts http://www.worldwildlife.org/stories/why-do-polar-bears-have-white-fur-and-nine-other-polar-bear-facts	Collective Worship (following the whole school themes) Golden rules Boundaries Cooperative learning	Discuss polar bear facts Making up stories using a prop to pass around the circle (polar bear) – <i>sequencing</i>	Phonics (see separate planning). Reading and spelling. Share polar bear facts and write a sentence (non-fiction). *ASSESSED WRITING* Make a fact poster (lift the flap) on a large polar bear	Number songs. Estimating and checking by counting. Matching numerals to amount of objects up to 10 and writing numbers Shape pictures and models using a variety of media.	How do polar animals stay warm? Using ICT to find information	PE session Using large/climbing Equipment safely Discuss the effects of activity to the body i.e. Breathing, sweating, tiredness etc.. FMS –snow dough and using small Tools.	Singing songs/dances Sculpture – polar bears and play dough mats Art straw and pasta shape snowflakes
Week 3 Other polar animals https://www.youtube.com/watch?v=-jTnCc3EhAM Visit to the local market	Collective Worship (following the whole school themes) Golden rules Boundaries Cooperative learning	Compare polar animals (Animal spotter sheet)	Phonics (see separate planning). Reading and spelling. Make information posters about polar animals Write lists and sentences	Number songs. Matching numerals/price tags to amount of pennies Making price labels Shape pictures using shapes (see poster activity in Lit.)	Money activity using IWB Photos using ipads Our local environment – compare and contrast	PE session – ball skills (large balls). Using outdoor equipment safely FMS – cutting, mark making, finger painting	Polar animal paintings Polar animal shape pictures (see ICT link Marco polo geography app)
Week 4 Igloos and inuit life – Louise Spilsbury Igloos power point	Collective Worship (following the whole school themes) Helping each other/ Teamwork – designing and building igloos	Igloo power point – discuss facts Winter clothes	Phonics (see separate planning). Reading and spelling. Read igloos and inuit life – Louise Spilsbury Writing sentences Writing captions Speech bubbles - inuits *ASSESSED WRITING* Inuit reading comprehension activity	Counting, ordering and Writing numbers. Addition using counting on. SSM – making igloos using small and large construction My favourite polar animal is.....(bar chart)	Make and taste different foods eaten by inuits. Record: 'My favourite food is.....(take photos and write)	PE session – ball skills (bean bags) targets Using outdoor equipment safely FMS - scissors, mark making, painting, kneading, rolling, snow dough	Role play – igloos Animal masks. Painting igloos and unuits.
Week 5 Weather in Australia Australian animals https://www.youtube.com/watch?v=7Hqmf3fvyZ8 Stories – How the kangaroo got its pouch How the koala got its stumpy tail	Collective Worship (following the whole school themes) Helping each other/ Teamwork My family help me to.... My friend helps me to.. My teacher helps me to..	Discuss Australian weather and Compare to polar regions What would you wear? What protection do you need From the sun? How is the weather different?	Phonics (see separate planning). Reading and spelling Read stories – How the kangaroo got its pouch How the koala got its stumpy tail Writing sentences Labelling characters Writing captions Speech bubbles	Number songs and dances. Estimating and counting Simple Subtraction. Use language 'less', 'fewer' etc... Measure: ordering animals by length And height	Continue to use ICT Equipment to build upon Prior learning Investigate Australia	PE session – ball skills (Small balls) FMS - playdough, scissors, mark making, chopping	Recreate a scene from the stories (sun set with silhouette animals) for display

Week 6 Australian people https://www.youtube.com/watch?v=XaimASRjKkQ	Collective Worship (following the whole school themes)	Who lives in Australia? What do Australians wear? Where do Australians live? Who are the Aboriginal people? How do they live?	Phonics (see separate planning). Reading and spelling *ASSESSED WRITING* Aboriginal writing frames	Assess understanding of Vocabulary when comparing sets of objects and measuring. Simple Subtraction by taking away.	Continue to use ICT Equipment to build upon Prior learning	PE session – ball skills (Small balls) FMS - playdough, scissors, mark making,	Aboriginal art project https://www.youtube.com/watch?v=Vyf7hxVpl-Y Making a didgeridoo
Week 7 Australian food	Collective Worship (following the whole school themes)	What do Australians eat? Discuss healthy eating	Phonics (see separate planning). Reading and spelling. Writing a recipe for fruit kebabs/making sandwiches	Simple Subtraction by taking away. Simple sharing using fruit Making vegemite sandwiches (introduce the vocabulary 'half', use the sandwich cutters)	Chop and peel fruit. Make fruit kebabs/fruit salad. https://www.youtube.com/watch?v=t4hbq-CfLZ0 (Australian children trying fruit)	PE session – ball skills (Small balls) FMS - playdough, scissors, mark making, chopping	Complete Aboriginal art project

****Australia day is 26th January**

Spring Term 1st Half

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Making relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding and asks appropriate question of others <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Is aware of the boundaries set and the behavioural expectations of the setting Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy 	<p style="text-align: center;">Communication and Language</p> <p>Listening and attention</p> <ul style="list-style-type: none"> Two-channelled attention - can listen and do for a short span <p>Understanding</p> <ul style="list-style-type: none"> Able to follow a story without pictures or props <p>Speaking</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations Link statements and sticks to main theme or intention Use talk to organise, sequence and clarify thinking, ideas, feelings and events
<p style="text-align: center;">Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding letters of the alphabet Begin to read words and simple sentences <p>Writing</p> <ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding letters of the alphabet 	<p style="text-align: center;">Mathematics</p> <p>Numbers</p> <ul style="list-style-type: none"> Selects the correct numeral to represent 1-5 than 1-10 objects Counts an irregular arrangement of up to ten objects Estimates how many objects they can see and checks by counting them Uses the language 'more' and 'fewer' to compare sets of objects

<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Writes own name and other things such as labels, captions 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical words to describe them • Selects a particular named shape • Uses familiar objects and common shapes to create and recreate patterns and build models
<p style="text-align: center;">Understanding of the World</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members (ELG) <p>The World</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things (ELG) <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software 	<p style="text-align: center;">Physical Development</p> <p>Movement and Handling</p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Begins to form recognisable letters <p>Health and Self-care</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks • Shows an understanding of how to transport and store equipment safely
<p style="text-align: center;">Expressive Arts and Design</p> <p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours • Experiments to create different textures • Understands that different media can be combined to create new effects • Manipulates materials to create a planned effect <p>Being imaginative</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings • Introduces a storyline or narrative into their play • Plays alongside others who are engaged in the same theme • Chooses particular colours for a purpose 	