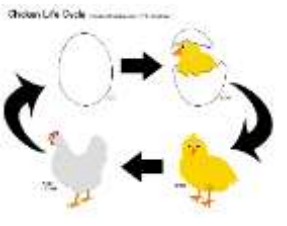







LEYBURN COMMUNITY PRIMARY SCHOOL FS2 HALF TERMLY OVERVIEW (MRS. DALES)
Spring term - 2ND half (Our favourite stories)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive art And Design
Week 1 The Little Red Hen Rapunzel https://www.youtube.com/watch?v=XbgjH0ApKoc (11:35)	Classroom rules School routines Teamwork	Discussion to predict the next part of the story Retell the story with and without props or pictures Reading scheme Streamed phonics	Read The Little Red Hen Write lists of the characters from the story Little red hen character speech bubbles Handwriting practise Reading scheme Streamed phonics	Exploring Numicon – Recognising tiles Matching to numeral Ordering Addition – one more (using counters) Number bonds to 10 Sequence events/stories		GMS: Exploring environment Using apparatus and large climbing equipment FMS: Pencil control activities handwriting cutting skills malleable	Learning new songs (Easter nest) Easter songs for performance https://www.youtube.com/watch?v=5kkj8go88o8 
Week 2 A squash and a squeeze The 3 little pigs https://www.youtube.com/watch?v=QLR2pLUsl-Y WORLD BOOK DAY (1st March)	Classroom rules SEAL - relationships and friendships Collective worship	Share stories – A squash and a squeeze and the 3 little pigs Looking at books: Front cover, title, author, blurb Reading scheme Streamed phonics	Pictures and sentences about the stories. Retelling the stories and recording voices. Reading scheme Streamed phonics	Sequencing events Telling the time. Sharing using games Numicon for number – estimate and count in twos. Recognising tiles and matching to the correct numeral.	Pictures and typing sentences about the story. Investigate – materials. Which one is suitable to make a roof for the house (waterproof)	GMS: Dancing Outdoor equipment FMS: Pencil control Finger painting Threading Playdough pipe cleaners kneading dough	Learning new songs (Easter nest) Easter songs for performance https://www.youtube.com/watch?v=5kkj8go88o8 Peter Rabbit song - https://www.youtube.com/watch?v=7iIRp_mxkmGE Dress up for world book day Use a variety of media to create houses i.e. drawings, collage, models  
Week 3 The Stick man Funny bones Mother's day (11th March)	Classroom rules Discussing fair and unfair (part of SEAL) Resolving conflicts (cirtetime)	Share the stories Stickman treasure hunt and Create own version of the story in local woods (record and take photos using the ipads) Reading scheme Streamed phonics	Writing repetitive phrases 'in the dark, dark wood there was a (link to UW activity) Making Mother's day cards and writing messages. Reading scheme Streamed phonics	Subtraction – one less (using counters) Use Numicon to count and Subtract. Telling the time.	Use a variety of ICT and compare uses. Have conversations with the children about what they like and dislike etc.. Investigation – light and dark (make silhouette characters/animals, take the children outside with torches to find them hidden in the trees. Talk about shadows)	GMS: dancing FMS: Pencil control Finger painting Playdough - Using a variety of tools and equipment safely	Learning new songs (Easter nest) Easter songs for performance https://www.youtube.com/watch?v=5kkj8go88o8 Peter Rabbit song - https://www.youtube.com/watch?v=7iIRp_mxkmGE Stick man collage  Skeletons using art straws  https://www.youtube.com/watch?v=e54m6XOpRqU Skeleton dance

<p>Week 4</p> <p>The magic porridge pot</p> <p>Goldilocks and the 3 bears</p>	<p>Collective worship</p> <p>Being kind to others</p>	<p>Share the stories</p> <p>Discuss safety and following rules</p> <p>Reading scheme</p> <p>Streamed phonics</p>	<p>Write instructions for making porridge.</p> <p>Write magic spells/potions.</p> <p>Reading scheme</p> <p>Streamed phonics</p>	<p>Finding one more and one less than a given number – using Easter eggs, a number line and numicon.</p> <p>Writing numbers (correct formation)</p>	<p>Use ICT to support learning for songs etc for the Easter performance.</p> <p>Investigation – sampling porridge with different flavours – record favourites. Which flavour is the most/least popular?</p>	<p>GMS: Ball skills - using a range of equipment</p> <p>FMS: Pencil control Using a variety of tools and equipment safely ICT</p>	<p>Learning new songs (Easter nest) Easter songs for performance https://www.youtube.com/watch?v=5kkj8go88o8 Peter Rabbit song - https://www.youtube.com/watch?v=7iIRp_mxkmGE</p> <p>Springtime dance https://www.youtube.com/watch?v=udrlY0nts-E</p> <p>Making props for the performance</p>
<p>Week 5</p> <p>The tiger who came to tea</p> <p>Peace at last</p> <p>Easter performance</p>	<p>Collective worship</p> <p>Sharing</p> <p>Collective worship</p> <p>The story of Easter (powerpoint)</p>	<p>Share stories</p> <p>Sequence the stories</p> <p>Reading scheme</p> <p>Streamed phonics</p>	<p>Learn to read the days of the week</p> <p>Write invitations</p> <p>Reading scheme</p> <p>Streamed phonics</p>	<p>Problem Solving activities Involving addition, subtraction, time, money and measuring.</p> <p>Order the days of the week</p> <p>Patterns on Easter eggs</p>	<p>Use the computer keyboard to type the days of the week in order (using a visual prompt)</p> <p>Investigation – prepare a healthy meal using collage. Discuss the foods that the very hungry caterpillar ate. Which ones were healthy and which ones should we be careful not to eat too much of?</p>	<p>GMS: Ball skills - using a range of equipment</p> <p>FMS: Pencil control Using a variety of tools and equipment safely ICT</p>	<p>Learning new songs (Easter nest) Easter songs for performance https://www.youtube.com/watch?v=5kkj8go88o8 Peter Rabbit song - https://www.youtube.com/watch?v=7iIRp_mxkmGE</p> <p>Springtime dance https://www.youtube.com/watch?v=udrlY0nts-E</p> <p>Make Easter cards</p> <p>Easter colouring</p>

<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 Take steps to resolve conflicts with other children e.g. finding a compromise Children play cooperatively taking turns with others (ELG) <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities Children are confident to try new activities and say why they like some activities more than others (ELG) <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 Children talk about how they and others show feelings (ELG) 	<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 Children listen attentively in a range of situations (ELG) <p>Understanding</p> <ul style="list-style-type: none"> Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion <p>Speaking</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play Children express themselves effectively, showing awareness of listeners' needs (ELG)
<p style="text-align: center;">Literacy</p> <p>Reading Can segment the sounds in simple words and blend them together</p> <ul style="list-style-type: none"> Links sounds to letters, naming and sounding letters of the alphabet Begin to read words and simple sentences Uses vocabulary and speech that are increasingly influenced by their experiences of books Enjoys an increasing range of books <p>Writing Can segment the sounds in simple words and blend them together</p> <ul style="list-style-type: none"> Links sounds to letters, naming and sounding letters of the alphabet 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 Attempts to write short sentences in meaningful contexts 	<p style="text-align: center;">Mathematics</p> <p>Numbers</p> <ul style="list-style-type: none"> Estimates how many objects they can see and checks by counting them Uses the language 'more' and 'fewer' to compare sets of objects Finds the total number of items in two groups by counting all of them Says the number that is one more than a given number Finds one more and one less from a group of up to five objects, then ten objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Uses everyday language related to time Orders and sequences familiar events Measures short periods of time in simple ways
<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) They know that other children don't always enjoy the same things and are sensitive to this (ELG) <p>The World Children know about similarities and differences in relation to places, objects, materials and living things (ELG)</p> <p>They talk about the features of their own environment and how environments might vary from one to another (ELG)</p> <p>Technology Completes a simple program on a computer</p> <ul style="list-style-type: none"> Uses ICT hardware to interact with age-appropriate computer software Children recognise that a range of technology is used in places such as homes and schools(ELG) 	<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 Uses a pencil holds it effectively to form recognisable letters, most are correctly formed <p>Health and Self-care</p> <ul style="list-style-type: none"> 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 Practises some appropriate safety measures without supervision
<p style="text-align: center;">Expressive Arts and Design</p> <p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> Understands that different media can be combined to create new effects Manipulates materials to create a planned effect Constructs with a purpose in mind using a variety of resources <p>Being imaginative</p> <ul style="list-style-type: none"> Introduces a storyline or narrative into their play Plays alongside others who are engaged in the same theme Plays cooperatively as part of a group to develop and act out a narrative 	