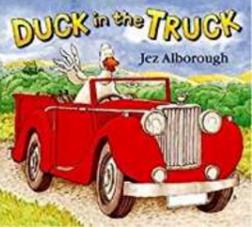
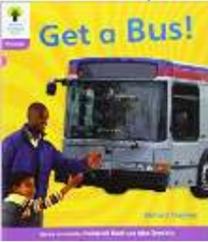
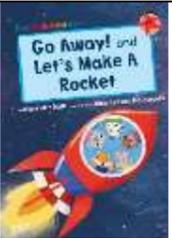
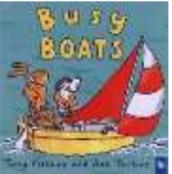


LEYBURN PRIMARY SCHOOL UFS HALF TERMLY OVERVIEW (MRS. DALES)  
Summer term - 1ST half (Transport)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive Art And Design
<p><b>Week 1</b> <b>Transport – 'getting around'</b></p> <p><b>Mindful Walking</b></p> <p><b>(Cosmic Kids)</b></p> <p><b>Walk into Leyburn (library – Thurs)</b></p>	<p>Discussion to explain own knowledge and ask questions</p> <p>Classroom rules</p>	<p>Discussion to explain own knowledge about how we get around</p> <p>'What can you see?' walk into Leyburn</p> <p>Reading scheme Streamed phonics Share information texts,</p>	<p>Shared texts/stories</p> <p>Guided reading</p> <p>Writing sentences for a recount of the walk into town.</p> <p>Handwriting practise Reading scheme Streamed phonics</p>	<p><b>Saying numbers</b> - 1- 20 <b>Reading numbers</b> – 11-20</p> <p><b>Counting</b> – to 20 from a pile <b>Ordering numbers</b> – to 20</p> <p><b>SSM</b> – Shapes, Measuring size and length, using maps.</p> <p>Making vehicles (seen on our walk) using 3d solids (for map display)</p> 	<p>Zen Den – Mindful walking video <a href="https://www.youtube.com/watch?v=0P3Deuv8tbc">https://www.youtube.com/watch?v=0P3Deuv8tbc</a></p>	<p><b>GMS:</b> Exploring environment apparatus and climbing equipment</p> <p><b>FMS:</b> handwriting cutting skills pom-pom painting</p> 	<p>Learning new songs If you're happy and you know it.....</p> <p>Musical instruments (rhythm and pitch).</p> <p>Use a variety of media to create things we could see in our local community i.e. drawings, collage, models</p> 
<p><b>Week 2</b> <b>Transport – 'Modes of transport'</b></p> <p><a href="https://www.youtube.com/watch?v=BFGtse525UE">https://www.youtube.com/watch?v=BFGtse525UE</a></p>	<p>Safety rules.</p> <p>Acceptable behaviour</p>	<p>Exploring different natural textures outdoors and discussion about how they feel.</p> <p>Soil, mud, grass, twigs etc...</p> 	<p>Share the story – 'Duck in the truck'</p> <p>Write sentences about the story.</p>  <p>Rhyming activities. Continuing a rhyming string.</p>	<p><b>Saying numbers</b> - 1- 20 <b>Reading numbers</b> – 2 digit numbers</p> <p><b>Counting</b> – in multiples of 2 <b>Ordering numbers</b> – to 20</p> <p><b>SSM</b> - Measuring weight and height.</p>	<p>Find materials to match the adjectives (sheet)</p> <p>Use technology for recording (Camera/I pad)</p>	<p><b>GMS:</b> Exploring environment Using apparatus and climbing equipment</p> <p><b>FMS:</b> handwriting cutting skills Dirt Play dough</p> 	<p>Singing 'wheels on the bus' with Makatons</p>  <p><a href="https://www.youtube.com/watch?v=0peZ5AN5vs8">https://www.youtube.com/watch?v=0peZ5AN5vs8</a></p>

<p><b>Week 3</b> <b>Transport – 'Modes of transport'</b></p> <p><b>Cinema visit</b></p>	<p>Relationships, friendships and helping each other (Children's Right – Article 5) <a href="https://www.youtube.com/watch?v=1oU4UPfsCgo">https://www.youtube.com/watch?v=1oU4UPfsCgo</a></p>	<p>Share stories and non-fiction texts about travel and transport Looking at books: Front cover, title, author, blurb.</p>  <p>Reading scheme Streamed phonics</p>	<p>Have you ever been on a bus, aeroplane, boat, train etc? Writing sentences to answer the questions.</p> <p>Writing facts about transport – information poster – lift the flap activities in writing books.</p>  <p>Reading scheme Guided reading Streamed phonics</p>	<p><b>Saying numbers</b> - 1- 20 <b>Reading numbers</b> – 2 digit numbers</p> <p><b>Counting</b> – in multiples of 2 (and doubling) <b>Ordering numbers</b> – to 20</p> <p><b>SSM</b> - Capacity – making magic fuel and potions for the vehicles .</p> 	<p>Come outside - Transport <a href="https://www.youtube.com/watch?v=Pgr5uuzRhrc">https://www.youtube.com/watch?v=Pgr5uuzRhrc</a></p>  <p>Using ICT to draw, label and type captions about travel and transport (2publish)</p>	<p><b>GMS:</b> dancing <b>FMS:</b> Pencil control Finger painting</p>	 <p>Make egg carton helicopters</p>
<p><b>Week 4</b> <b>Transport – 'Modes of transport'</b></p> <p><b>Walk to the Wensleydale railway</b></p>	<p>Resolving conflicts A Protective Environment (Children's right Articles 3,9): <a href="http://www.unicef.org/videoaudio/video_top_cartoons.html">http://www.unicef.org/videoaudio/video_top_cartoons.html</a></p>	<p>Retell the story – The train ride (orally)</p> <p>Reading scheme Guided reading Streamed phonics</p>	<p>Retell the story – The train ride – make mini books <b>**Assessed writing**</b></p>  <p>Reading scheme Streamed phonics</p>	<p><b>Saying numbers</b> - 1- 20 <b>Reading numbers</b> – 2 digit numbers</p> <p><b>Counting</b> – in multiples of 2 (and halving) <b>Ordering numbers</b> – to 20 (patterns)</p> <p><b>SSM</b> – Time using the clock (half past)</p> 	<p>Using ICT to draw, label and type captions about the train ride story (2publish)</p>	<p><b>GMS:</b> dancing <b>FMS:</b> Pencil control Finger painting Using a variety of tools and equipment safely</p>	<p>3d train craft</p> 
<p><b>Week 5</b> <b>Transport – 'Modes of transport'</b></p> <p><b>Air travel</b></p>	<p>RE - special things</p>	<p>Orally sequencing a set of Instructions to make a Rocket.</p> <p>Reading scheme Guided reading Streamed phonics</p>	<p> Write instructions to make a rocket</p> <p>Reading scheme Streamed phonics</p>	<p><b>Saying numbers</b> - 1- 20 <b>Reading numbers</b> – 2 digit numbers</p> <p><b>Counting</b> – in multiples of 2 (and halving) <b>Ordering numbers</b> – to 20 (patterns)</p> <p><b>SSM</b> – money – matching amounts using doubling and halving</p> 	<p>Use ipads and cameras to take photos for rocket craft.</p> <p>Use maths city to consolidate maths learning.</p> 	<p><b>GMS:</b> Ball skills - using a range of equipment <b>FMS:</b> Pencil control Using a variety of tools and equipment safely</p>	<p>Five little men in a flying saucer</p>  <p><a href="https://www.youtube.com/watch?v=2E3p51tJx0">https://www.youtube.com/watch?v=2E3p51tJx0</a></p> <p>Rocket craft</p> 
<p><b>Week 6</b> <b>Transport – 'Modes of transport'</b></p> <p><b>Travel on water</b></p>	<p>RE - special people</p>	<p>Reading scheme Guided reading Streamed phonics</p>	<p>Retell the story – Busy boats. Writing sentences about the story and the characters.</p>  <p>Reading scheme Streamed phonics</p>	<p><b>Maths assessments based on the half terms teaching (As above)</b></p>	<p>Investigation – sinking and floating, making boats and using a variety of materials to see which is the most suitable.</p>  	<p><b>GMS:</b> Ball skills - using a range of equipment <b>FMS:</b> Pencil control Using a variety of tools and equipment safely</p> 	<p> Singing Hands: Row Your Boat – Makaton Sign Language</p> <p>SingingHandsUK</p> <p>Making sail boats – see investigation</p>  

**Summer Term 1<sup>st</sup> Half**

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>
<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>Children play cooperatively taking turns with others (ELG)</li> <li>They take account of one another's ideas about how to organise their activity (ELG)</li> </ul> <p><b>Self-confidence and Self-awareness</b></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities and say why they like some activities more than others (ELG)</li> <li>Children are confident to speak in a familiar group (ELG)</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings (ELG)</li> <li>Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable (ELG)</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations (ELG)</li> <li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)</li> </ul> <p><b>Understanding</b> Listens and responds to ideas expressed by others in conversation or discussion</p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions (ELG)</li> </ul> <p><b>Speaking</b> Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <ul style="list-style-type: none"> <li>Introduces a storyline or narrative into their play</li> <li>Children express themselves effectively, showing awareness of listeners' needs (ELG)</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG)</li> </ul>
<b>Literacy</b>	<b>Mathematics</b>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Begin to read words and simple sentences</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>Enjoys an increasing range of books</li> <li>Knows that information can be retrieved from books and computers</li> <li>Children read and understand simple sentences (ELG)</li> <li>They use phonic knowledge to decode regular words and read aloud accurately</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes own name and other things such as labels, captions</li> <li>Attempts to write short sentences in meaningful contexts</li> <li>Children use their phonic knowledge to write words in ways which match spoken sounds (ELG)</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Says the number that is one more than a given number</li> <li>Finds one more and one less from a group of up to five objects, then ten objects</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>Records, using marks that can interpret and explain</li> <li>Begins to identify own mathematical problems based on own interests and fascinations</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Begin to use everyday language related to money</li> <li>Children use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects to solve problems (ELG)</li> </ul>
<b>Understanding of the World</b>	<b>Physical Development</b>
<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Know that other children don't always enjoy the same things and are sensitive to this (ELG)</li> <li>They know about similarities and differences between themselves and others and among families, communities and traditions (ELG)</li> </ul> <p><b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things (ELG)</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes (ELG)</p> <p><b>Technology</b> Completes a simple program on a computer</p> <ul style="list-style-type: none"> <li>Uses ICT hardware to interact with age-appropriate computer software</li> <li>Children recognise that a range of technology is used in places i.e. homes and schools (ELG)</li> <li>They select and use technology for particular purposes (ELG)</li> </ul>	<p><b>Movement and Handling</b></p> <ul style="list-style-type: none"> <li>Children show good control and coordination in large and small scale movements (ELG)</li> <li>They move confidently in a range of ways, safely negotiating space (ELG)</li> <li>They handle equipment and tools effectively, including pencils for writing (ELG)</li> </ul> <p><b>Health and Self-care</b></p> <ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe (ELG)</li> <li>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)</li> </ul>
<b>Expressive Arts and Design</b>	
<p><b>Exploring and using Media and Materials</b></p> <ul style="list-style-type: none"> <li>Constructs with a purpose in mind using a variety of resources</li> <li>Children sing songs, make music and dance and experiment with ways of changing them (ELG)</li> <li>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG)</li> <li>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG)</li> </ul>	

