



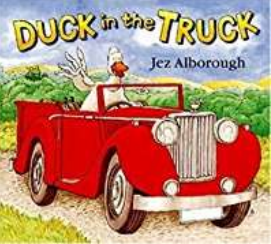















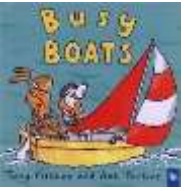








LEYBURN PRIMARY SCHOOL UFS HALF TERMLY OVERVIEW (MRS. DALES)
Summer term - 1ST half (Transport)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive Art And Design
<p>Week 1 Transport – 'getting around'</p> <p>Mindful Walking</p> <p>(Cosmic Kids)</p> <p>Walk into Leyburn (library – Thurs)</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>Saying numbers - 1- 20 Reading numbers – 11-20</p> <p>Counting – to 20 from a pile Ordering numbers – to 20</p> <p>SSM – 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 https://www.youtube.com/watch?v=0P3Deuv8tbc</p>	<p>GMS: Exploring environment apparatus and climbing equipment</p> <p>FMS: 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>Week 2</p> <p>Transport – 'Modes of transport'</p> <p>https://www.youtube.com/watch?v=BFGtse525UE</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>Saying numbers - 1- 20 Reading numbers – 2 digit numbers</p> <p>Counting – in multiples of 2 Ordering numbers – to 20</p> <p>SSM - Measuring weight and height.</p>	<p>Find materials to match the adjectives (sheet)</p> <p>Use technology for recording (Camera/I pad)</p>	<p>GMS: Exploring environment Using apparatus and climbing equipment</p> <p>FMS: handwriting cutting skills Dirt Play dough</p> 	<p>Singing 'wheels on the bus' with Makaton</p>  <p>https://www.youtube.com/watch?v=0peZ5AN5vs8</p>

<p>Week 3 Transport – 'Modes of transport'</p> <p>Cinema visit</p>	<p>Relationships, friendships and helping each other (Children's Right – Article 5) https://www.youtube.com/watch?v=1oU4UPfsCgo</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>Saying numbers - 1- 20 Reading numbers – 2 digit numbers</p> <p>Counting – in multiples of 2 (and doubling) Ordering numbers – to 20</p> <p>SSM - Capacity – making magic fuel and potions for the vehicles .</p> 	<p>Come outside - Transport https://www.youtube.com/watch?v=Pqr5uuzRhrcc</p>  <p>Using ICT to draw, label and type captions about travel and transport (2publish)</p>	<p>GMS: dancing FMS: Pencil control Finger painting</p>	 <p>Make egg carton helicopters</p>
<p>Week 4 Transport – 'Modes of transport'</p> <p>Walk to the Wensleydale railway</p>	<p>Resolving conflicts A Protective Environment (Children's right Articles 3,9): http://www.unicef.org/videoaudio/video_top_cartoons.html</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 **Assessed writing**</p>  <p>Reading scheme Streamed phonics</p>	<p>Saying numbers - 1- 20 Reading numbers – 2 digit numbers</p> <p>Counting – in multiples of 2 (and halving) Ordering numbers – to 20 (patterns)</p> <p>SSM – Time using the clock (half past)</p> 	<p>Using ICT to draw, label and type captions about the train ride story (2publish)</p>	<p>GMS: dancing FMS: Pencil control Finger painting Using a variety of tools and equipment safely</p>	<p>3d train craft</p> 
<p>Week 5 Transport – 'Modes of transport'</p> <p>Air travel</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>Saying numbers - 1- 20 Reading numbers – 2 digit numbers</p> <p>Counting – in multiples of 2 (and halving) Ordering numbers – to 20 (patterns)</p> <p>SSM – 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>GMS: Ball skills - using a range of equipment FMS: Pencil control Using a variety of tools and equipment safely</p>	<p>Five little men in a flying saucer</p>  <p>https://www.youtube.com/watch?v=2E3p51tJx0</p> <p>Rocket craft</p> 
<p>Week 6 Transport – 'Modes of transport'</p> <p>Travel on water</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>Maths assessments based on the half terms teaching (As above)</p>	<p>Investigation – sinking and floating, making boats and using a variety of materials to see which is the most suitable.</p>  	<p>GMS: Ball skills - using a range of equipment FMS: 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 1st Half

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

