

**LEYBURN COMMUNITY PRIMARY SCHOOL UFS HALF TERMLY OVERVIEW (MRS. DALES)**  
**Summer term - 1ST half (Our five senses)**

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive Art And Design
<b>Week 1</b>  <b>Our five senses</b>  <b>Sight</b>  <b>Walk into Leyburn (Wed)</b>	Discussion to explain own knowledge and ask questions  Classroom rules	Discussion to explain own knowledge about our five senses  'What can you see?' walk into Leyburn  Reading scheme Streamed phonics Share information texts,	non-fiction books 'Senses' (ST)  What can you see sheets. Writing sentences for a recount of the walk into town.  Handwriting practise Reading scheme Streamed phonics	<b>Saying numbers</b> - 1- 20  <b>Reading numbers</b> – 11-20  <b>Counting</b> – to 20 from a pile  <b>Ordering numbers</b> – to 20 (start a 100 square)  <b>SSM</b> - Measuring size and length, using maps.  Measuring weight using scales.  Making buildings and vehicles (seen on our walk) using 3d solids (for map display)	Senses power point and using search engines on the computer.	<b>GMS:</b> Exploring environment apparatus and climbing equipment <b>FMS:</b> handwriting cutting skills Play dough (measuring)	Learning new songs If you're happy and you know it.....  Musical instruments (rhythm and pitch).  Use a variety of media to create things we could see in our local community i.e. drawings, collage, models
<b>Week 2</b>  <b>Elmer the elephant</b>  <b>touch</b>	Safety rules.  Acceptable behaviour	Exploring different textures and discussion about how they feel.	Share the story – Elmer the elephant  Write sentences about how the different materials feel.  Make a texture book/poster.	<b>Saying numbers</b> - 1- 30  <b>Reading numbers</b> – 2 digit numbers  <b>Counting</b> – in multiples of 2  <b>Ordering numbers</b> – to 30  <b>SSM</b> - Measuring weight and height.	Find materials to match the adjectives (sheet)  Add different materials to water and discuss changes.  Use technology for recording (Camera/I pad)	<b>GMS:</b> Exploring environment Using apparatus and climbing equipment <b>FMS:</b> handwriting cutting skills Cotton bud painting	Sing with Jules (rhythm)  Make texture Elmer elephants (see CL, L &UW)  Clay elephant fridge magnets – use tools to add texture
<b>Week 3</b>  <b>Jack and the beanstalk</b>  <b>hearing</b>	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>	Listening walk around school  Share stories –Looking at books: Front cover, title, author, blurb.  Reading scheme Streamed phonics	What can you hear sheets. Writing sentences.  Reading scheme Streamed phonics	<b>Saying numbers</b> - 1- 40  <b>Reading numbers</b> – 2 digit numbers  <b>Counting</b> – in multiples of 2 (and doubling)  <b>Ordering numbers</b> – to 40  <b>SSM</b> - Capacity – making drinks and potions.	Using ICT to draw, label and type captions about what you can hear (2publish)	<b>GMS:</b> dancing <b>FMS:</b> Pencil control Finger painting *See EA&D	Sing with Jules (rhythm)  Make wind chimes (threading)
<b>Week 4</b>  <b>Why skunk smells</b>  <b>smell</b>	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>	Share stories –Looking at books: Front cover, title, author, blurb.  Reading scheme Streamed phonics	Senses poem – write own poems  Reading scheme Streamed phonics	<b>Saying numbers</b> - 1- 50  <b>Reading numbers</b> – 2 digit numbers  <b>Counting</b> – in multiples of 2 (and halving)  <b>Ordering numbers</b> – to 50 (patterns)  <b>SSM</b> – Time using the clock (half past)	Smelling station – investigate the different smells using a blindfold  Using ICT to draw, label and type captions about the five senses (2publish)	<b>GMS:</b> dancing <b>FMS:</b> Pencil control Finger painting Using a variety of tools and equipment safely	Sing with Jules  Wax crayon rubbings taken from textured materials i.e. walls, tyres, trees etc (Discuss why the pattern appears when the rubbing is taken).  Make a whole class piece of art using the rubbings.
<b>Week 5</b>  <b>Taste</b>  <b>Goldilocks and the 3 bears</b>	RE - special things and special people	Share story – Goldilocks and the 3 bears  Reading scheme Streamed phonics	Make lift the flap books, using characters and speech bubbles.  Reading scheme Streamed phonics	<b>Saying numbers</b> - 1- 50  <b>Reading numbers</b> – 2 digit numbers  <b>Counting</b> – in multiples of 2 (and halving)  <b>Ordering numbers</b> – to 50 (patterns)  <b>SSM</b> – money – matching amounts using doubling and halving	Make porridge and compare and contrast (sweet, salty, just right)  Record preferences.	<b>GMS:</b> Ball skills - using a range of equipment <b>FMS:</b> Pencil control Using a variety of tools and equipment safely	Three bears role play Masks and music (movements)  Make bear biscuits.

**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) 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>	