
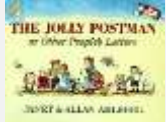



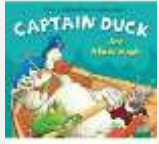



LEYBURN PRIMARY SCHOOL LFS HALF TERMLY OVERVIEW (MRS.PEACOCK & MISS BOSTOCK)
 Summer term - 1ST half (Transport/Summer)

Topic	Personal Social Emotional	Communication Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Art And Design
Week 1 (Training Day) Car Story – Meg's Car 	Classroom rules and boundaries. Turn taking. Learning to access resources independently. Talk about road safety.	Daily phonics sessions. Circle times, listening to others. Circle Time – Talk about car journeys. Where have you been in your car? Daily C&L intervention groups.	Daily phonics sessions – aspects 5,6 & 7. Daily story time. Listen to story of 'Meg's Car'. Join in with sound effects. Describe the characters. NF book – Let's go by car.	N – Number rhymes. Solve simple number problems. SSM – Create a car picture using 2D shapes. Daily maths sessions.	People who help us – police officer. Learn how to use technology area. Watch story: https://www.youtube.com/watch?v=ul7Auiu6MTM Growing potatoes – observe over time.	GMS: Exploring climbing equipment outside. Large scarves for gross motor. FMS: Pencil grip practice. Toileting. Daily PD intervention groups.	Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music. Moving in a range of different ways. Learn song – Twinkle twinkle chocolate bar. Make a car using boxes.
Week 2  Bicycle Story – The Jolly Postman	Classroom rules and boundaries. Turn taking. Learning to access resources independently. Talking about staying safe while you are out on your bike	Daily phonics sessions. Circle times, listening to others. Circle time – How do we stay safe on a bike	Daily phonics sessions– aspects 5 6 & 7. Daily story time. Understand use of prepositions. Listening to story of The jolly postman and carefully drawing circles and lines to make the bicycle from the story	N – Number rhymes. SSM – Use shapes to make pictures and describe. Daily maths sessions. Counting wheels on vehicles, trains, bikes etc.	Letter to head teacher – bikes outside brought in from home.	GMS: Throwing and catching large balls. Moving in different ways in hall time. FMS: Using pincer grip to place gems on different shaped lines. Riding the bikes around the outdoor area Daily PD interventions	Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music. Role play- riding a bicycle
Week 3 Bus  Story – Don't chat to the bus driver	Classroom rules and boundaries. Turn taking – circle games. Learning to access resources independently.	Daily phonics sessions. Circle times – Have you ever travelled on a bus? What do we do when we get onto a bus?	Daily phonics sessions – aspects 5, 6 & 7 Daily story time – topic 'transport' books Understand use of prepositions.	N – Number rhymes. Matching numeral and quantity (compare bears). Language of size. SSM – Shape games. Daily maths sessions.	Looking at London buses – learning about buses in a different location. Looking and talking about the buses around here.	GMS: Sticky kids – . FMS: Dough disco. Finger gym. Scissor practice Pencil grip development Daily PD interventions	Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music. Learn song – The wheels on the bus Making their own models of a bus out of the junk modelling material 

<p>Week 4 (May Day) Train</p> <p>Story – The Train Ride & The Old Steam Train.</p> 	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Learning to access resources independently.</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about trains. Have you ever been on a train? Where did you go?</p> <p>Daily C&L intervention groups.</p>	<p>Daily phonics sessions– aspects 5, 6 & 7.</p> <p>Daily story time. Listen to story – The Old Steam Train & The Train Ride. NF book – Let's go by train.</p> <p>Drawing pictures of flowers and giving meaning to marks they make</p>	<p>N – Number rhymes. Separate a group of objects into smaller groups.</p> <p>SSM – comparing groups of objects</p> <p>Daily maths sessions.</p>	<p>People who help us – Firefighter.</p> <p>Set up train track in tuff spot.</p> <p>https://www.youtube.com/watch?v=iHbE8kaBDKU</p>	<p>GMS: Exploring climbing equipment outside. Moving in different ways in hall time.</p> <p>FMS: Dough disco Pencil grip focus</p> <p>Daily PD intervention groups.</p>	<p>Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music. Moving in a range of different ways.</p> <p>Learn song – Join in with the repeated refrains from the story.</p> <p>Build a train outside to go on a journey. What props do we need? Use role play head bands.</p>
<p>Week 5</p> <p>Boat</p> <p>Story – Duck's Day Out Captain Duck</p> 	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Encouraging children to become confident talking to peers</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about boats. Have you ever been on a boat?</p> <p>Daily C&L intervention groups.</p>	<p>Daily phonics sessions – aspects 5, 6 & 7.</p> <p>Daily story time – listening to 'Duck's Day out' & 'Captain Duck'.</p> <p>Understand use of prepositions.</p>	<p>N – Number rhymes.</p> <p>Counting. How many people will fit in your boat? Solve simple number problems.</p> <p>SSM – Use of positional language</p> <p>Daily maths sessions.</p>	<p>People who help us – Vet.</p> <p>Use 'junk' to make a boat. Can you make it float?</p> <p>Boats & people into water tray.</p> <p>Watch: https://www.youtube.com/watch?v=9tC8nnaHfgE</p>	<p>GMS: Exploring climbing equipment outside. Moving in different ways in hall time.</p> <p>FMS: Dough disco Pencil grip focus</p> <p>Daily PD intervention groups.</p>	<p>Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music. Moving in a range of different ways.</p> <p>Learn rhyme – Row your boat</p> <p>Role play story of Captain Duck. Use large cardboard boxes to be boats outside.</p>
<p>Week 6</p> <p>Aeroplane</p> <p>Story – That's not my plane</p> 	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Discussing personal journeys they might have been on</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about journeys they have been on – holidays on a plane</p>	<p>Daily phonics sessions – aspect 6.</p> <p>Daily story time – listening carefully to 'That's not my plane.'</p> <p>Understand use of prepositions.</p> <p>Writing their name (HA) and forming letters from their name.</p> <p>Writing tickets for journeys</p>	<p>N – Number rhymes.</p> <p>Counting.</p> <p>SSM – Use of positional language</p> <p>Daily maths sessions.</p>	<p>Learning about flying to different places and talking about where you can go on a plane</p>	<p>GMS: Exploring climbing equipment outside. Moving in different ways in hall time.</p> <p>FMS: Dough disco</p> <p>Daily PD interventions</p>	<p>Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music.</p> <p>Learn rhyme – https://www.youtube.com/watch?v=LY3v0Vy2-Cw 10 little aeroplanes</p>