






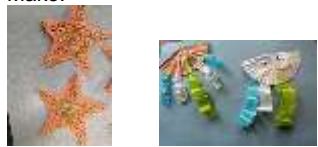


LEYBURN PRIMARY SCHOOL LFS HALF TERMLY OVERVIEW (MRS.PEACOCK & MISS BOSTOCK)
Summer term - 2ND half (Summer/Seaside)

Topic	Personal Social Emotional	Communication Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Art And Design
<p>Week 1</p> <p>Summer</p> <p>Story – 'Summer' Anna Claybourne</p> <p>Global Day (Tuesday)</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>Circle Time – Talk about what summer is and what it looks like (change in weather)</p> <p>Daily C&L intervention groups.</p>	<p>Daily phonics sessions – aspects</p> <p>Daily story time.</p> <p>Listen to story of 'Summer'</p>	<p>N – Shows an interest in numerals in the environment. Shows an interest in representing numbers.</p> <p>Counting shells, claps, jumps</p> <p>SSM – Create a summer picture using 2D shapes.</p> <p>Daily maths sessions.</p>	<p>Learn how to use technology area to look at places you might go on a summer holiday.</p> <p>Talking about the weather and what we do to look after ourselves when it is hot (sunhats, sun cream)</p>	<p>GMS: Exploring climbing equipment outside. Large scarves for gross motor.</p> <p>FMS: Pencil grip practice. Toileting.</p> <p>Daily PD intervention groups.</p> <p>Forming letters from their name.</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 –</p>  <p>Make a sun using the children's hands for our summer display in the classroom.</p>
<p>Week 2</p> <p>Summer</p> <p>Story – 'Summer' Anna Claybourne</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>Circle time – Talk about what summer is and what it looks like (change in weather)</p>	<p>Daily phonics sessions– aspects 5</p> <p>Daily story time.</p> <p>Listening to story of 'summer' and carefully drawing pictures from it and giving meanings to the marks they make.</p>	<p>N – Number rhymes.</p> <p>SSM – Continue to use shapes to make pictures and describe.</p> <p>Daily maths sessions.</p> <p>Counting leaves on trees, flowers, petals etc.</p>	<p>Going on a 'summer walk' around the playground and looking at signs of summer.</p>	<p>GMS: Throwing and catching large balls. Moving in different ways in hall time.</p> <p>FMS: Using pincer grip to place gems on different shaped lines.</p> <p>Riding the bikes around the outdoor area</p> <p>Daily PD interventions</p> <p>Forming letters from their name</p>	<p>Dancing and ring games in hall time. Move in response to music. Create own movements to a range of music.</p>
<p>Week 3</p> <p>At the seaside</p> <p>Story – 'Seaside' Katie Dicker</p>	<p>Classroom rules and boundaries.</p> <p>Turn taking – circle games.</p> <p>Learning to access resources independently.(new starters)</p>	<p>Daily phonics sessions.</p> <p>Circle times – Have you ever been to the seaside? What do we see at the seaside?</p>	<p>Daily phonics sessions – aspects 5,</p> <p>Daily story time – topic 'books</p> <p>Drawing a picture of something they might see at the seaside.</p>	<p>N – Number rhymes.</p> <p>Matching numeral and quantity (compare bears). Language of size.</p> <p>SSM – Shape games.</p> <p>Daily maths sessions.</p>	<p>Using technology to look at where we might go on a summer holiday.</p> <p>Watch: https://www.youtube.com/watch?v=7dCdT6tN3WY</p>	<p>GMS: Sticky kids –</p> <p>FMS: Dough disco. Finger gym.</p> <p>Scissor practice Pencil grip development</p> <p>Daily PD interventions</p> <p>Forming letters from their name</p> <p>Shell pressing into the playdough</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 song –</p> <p>Waves in the Sea The waves in the sea go Up and down, Up and down, Up and down. The waves in the sea go Up and down, All day long.</p> <p>...Sharks in the sea go Snap, snap, snap... ...Fish in the sea go Swish, swish, swish... ...Boats in the sea go Toot, toot, toot...</p>  <p>Making their own models of a boat out of the junk modelling material</p>

<p>Week 4</p> <p>At the seaside</p> <p>Story – 'By the Seashore'</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 our own experiences of the seaside and what we did when we went.</p> <p>Daily C&L intervention groups.</p>	<p>Daily phonics sessions– aspects 5,</p> <p>Daily story time.</p> <p>Listen to story – By the seashore</p>	<p>N – Number rhymes.</p> <p>Separate a group of objects into smaller groups.</p> <p>SSM – comparing groups of objects and recap on shapes</p> <p>Daily maths sessions.</p>	<p>Using technology to look at where we might go on a summer holiday.</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>Forming letters from their name</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>Sponge painting to make the sea.</p>
<p>Week 5</p> <p>Sports Day</p> <p>Under the sea</p> <p>Story – The Rainbow Fish</p> 	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Encouraging children to become confident talking to peers.</p> <p>Talking about friendships and how to be a good friend – linked to the story.</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about what lives under the sea. Have the children ever been to an aquarium?</p> <p>Daily C&L intervention groups.</p>	<p>Daily phonics sessions – aspects 5, 6 & 7.</p> <p>Daily story time – listening to 'Rainbow fish' stories.</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>Sea creatures in water tray.</p> <p>Show concern for living things.</p> <p>Talk about sea creatures that they have observed.</p>	<p>GMS: Exploring climbing equipment outside and adventure playground. 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 – 1,2,3,4,5 once I caught a fish alive.</p> <p>https://www.youtube.com/watch?v=e3_5L6JWuyc</p> <p>Make a rainbow fish – use different textures.</p> 
<p>Week 6</p> <p>Under the sea</p> <p>Story – Fidgety Fish</p>  <p>Tiddler</p>	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Talk about being 'fidgety'. What do they do to stop fidgeting?!</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about what it is like under the sea. What can you see and hear?</p>	<p>Daily phonics sessions – aspects 5, 6 & 7.</p> <p>Daily story time – listening carefully to Fish' & 'Tiddler'.</p> <p>Understand use of prepositions.</p> <p>Writing their name (HA) and forming letters from their name.</p>	<p>N – Number rhymes.</p> <p>Counting.</p> <p>SSM – Use of positional language</p> <p>Daily maths sessions.</p>	<p>Recognising and naming different sea creatures.</p>  <p>Retrieve information from computers. Look at video of under the sea.</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 –</p> <p>Sticky Sticky Little Star <small>(Class: Year 2, Term 2, Little Star)</small></p> <p>Sticky sticky little star, How I wonder what you are, Beneath the sea so cool and blue With my goggles, I see you. Sticky sticky little star. How I wonder what you are.</p> <p>Make:</p> 
<p>Week 7</p> <p>Moving on...</p> <p>Story – Starting school stories.</p>	<p>Classroom rules and boundaries.</p> <p>Turn taking.</p> <p>Discussing moving on to a new class/ new school.</p>	<p>Daily phonics sessions.</p> <p>Circle times, listening to others.</p> <p>Talking about moving into the Reception class/ a new school.</p>	<p>Daily phonics sessions – aspects 5, 6 & 7.</p> <p>Daily story time – listening carefully to School stories.</p> <p>Understand use of prepositions.</p> <p>Writing their name (HA) and forming letters from their name.</p> <p>Drawing a picture of themselves (LJ)</p>	<p>N – Number rhymes.</p> <p>Counting.</p> <p>SSM – Use of positional language</p> <p>Daily maths sessions.</p>	<p>Talking about what makes them unique. What are they good at? What do they want to get better at?</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 – What is your favourite rhyme?</p>