

LEYBURN COMMUNITY PRIMARY SCHOOL UFS HALF TERMLY OVERVIEW (MRS. DALES)
 Summer term – 2ND half (Olympics)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive Art And Design
Week 1 Introduction to the Olympics The Olympic rings	Discussion to explain own knowledge and ask questions Classroom rules Freedom from discrimination (Ch. right – article 2)	Share information texts, Discuss the Olympics – finding out <i>(The ancient origins of the Olympics - Armand D'Angour)</i> Reading scheme Streamed phonics	Write information about the Olympics what are they, where are they? Significance of the Olympic rings Reading scheme Streamed phonics	Olympic ring posters (counting in fives, doubling, halving) Patterns and shape	Use the IWB and computers to find images and information about the Olympics - discuss History of the Olympic games	GMS: Exploring environment Sporting events FMS: handwriting cutting skills shapes	Olympic rings Playdough mats Olympic flags with rings
Week 2 The opening ceremony The Olympic torch	Safety rules Acceptable behaviour Respect for each other Children's Right – Article 5) https://www.youtube.com/watch?v=1oU4UPfsCgo	Finding information and images about the Olympic games opening ceremony. <i>The Complete London 2012 Opening Ceremony London 2012 Olympic Games (3:27:32)</i> Reading scheme Streamed phonics	Invitations to the opening ceremony Write a recount about our opening ceremony using a photograph.	Measuring distance, position. Number problems and recording in writing/drawings	Reinact the opening ceremony for the Olympic games Use technology for recording (Camera/I pad)	GMS: Exploring environment Sporting events FMS: handwriting cutting skills Cotton bud painting	Make flags to represent the different countries. Olympic torch. Relay with the Olympic torch
Week 3 Where is Brown Bear? (Rio) Olympic Adventure story	Special places Where have you travelled to that is has special memories?	Brown Bear at the Olympics Reading scheme Streamed phonics	Where is Brown Bear? Make a book showing Brown Bears travels from Leyburn to Rio. Reading scheme Streamed phonics	Measure – Money – buying tickets for travel, measuring distance, packing for travel (weighing baggage)	Using ICT to draw, label and type captions for Brown Bears travels (2publish) Watch on the IWB <i>Rio 2016™ Olympic Games - A city leaps forward (Official Trailer)</i>	GMS: Sporting events FMS: Pencil control Cotton bud painting *See EA&D	Mark Brown Bears travels on a map, Marking Leyburn and Rio (use cotton Buds to mark with dots)
Week 4 The Olympic events Podium/medals	Teams Sharing Turn taking Taking part	Find out about and discuss the different types of events at the Olympic games https://www.youtube.com/watch?v=hf3iYo3CXB8 Reading scheme Streamed phonics	Make event posters – what, where, times, ticket prices etc... Team lists, event lists Reading scheme Streamed phonics	Ordering by size, using the podium. Ordinal numbers – writing numbers, placing them in order, say which number is one more and one less. Make medals	Discuss similarities and differences between the different events – equipment needed, instructions	GMS: Sporting events FMS: Pencil control Threading ribbons Using a variety of tools and equipment safely	Make medals Clay (ribbons) Paint gold, silver, bronze and add numbers
Week 5 Designing sportswear	Teams Sharing Turn taking Taking part	Planning our designs Reading scheme Streamed phonics	Make lists and instruction booklets for our sportswear designs Reading scheme Streamed phonics	Recognise create and design patterns Number problems and recording in writing/drawings	Use ICT to draw our designs Compare and contrast our drawings with the real design.	GMS: Sporting events FMS: Mouse/keyboard skills Using a variety of tools and equipment safely	Make sportswear using fabric paints.
Week 6 Mini Olympics	Teams Sharing Turn taking Taking part	Discuss the different sporting events as part of our mini Olympic games	Make own story books Beginning Middle End	Halving using numicon and objects Subtraction and recording calculations. Recording calculations	Use ICT to record mini Olympics. Watch each other and discuss	GMS: Sporting events FMS: Pencil control Using equipment safely	Character collages (recreate a scene from the story)
Week 7 Closing ceremony	Thinking of others (Children's right – article 2) http://www.unicef.org/videoaudio/video_top_cartoons.html	Closing ceremony for the Olympics and our year in UFS <i>The Complete London 2012 Closing Ceremony London 2012 Olympic Games (2:57:48)</i>	Phonics assessments Writing assessment	Maths assessments	Look back on our year in UFS What have we enjoyed/not enjoyed What next for Y1?	GMS: Using a variety of equipment Dances FMS: Using a variety of equipment	Music show for the closing ceremony

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Personal, Social and Emotional Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> They take account of one another's ideas about how to organise their activity (ELG) They show sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> Children are confident to speak in a familiar group (ELG) Ch. will talk about their ideas and will choose the resources for their chosen activities (ELG) They will say when they do or don't need help (ELG) <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable (ELG) They work as part of a group or class and understand and follow rules (ELG) They adjust their behaviour to different situations and take changes in their stride (ELG) 	<p>Listening and attention</p> <p>Children listen attentively in a range of situations (ELG)</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)</p> <p>They give attention to what others say and respond appropriately while engaged in another activity (ELG)</p> <p>Understanding Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Children follow instructions involving several ideas or actions (ELG)</p> <p>They answer 'how', and 'why' questions about their experiences and in response to stories or events (ELG)</p> <p>Speaking Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p> <p>Children express themselves effectively, showing awareness of listeners' needs (ELG)</p> <p>Use past, present, future accurately when talking about events that happened or are to happen (ELG)</p> <p>They develop their own narratives and explanations by connecting ideas or events (ELG)</p>
Literacy	Mathematics
<p>Reading Use vocabulary and forms of speech that are increasingly influenced by experiences of books</p> <ul style="list-style-type: none"> 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 They also read some common irregular words (ELG) They demonstrate understanding when talking to others about what they have read (ELG) <p>Writing Attempts to write short sentences in meaningful contexts</p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds (ELG) They also write some irregular common words (ELG) They write simple sentences which can be read by themselves and others (ELG) Some words are spelt correctly and others are phonetically plausible (ELG) 	<p>Numbers</p> <ul style="list-style-type: none"> Records, using marks that can interpret and explain Begins to identify own mathematical problems based on own interests and fascinations Children count reliably from one to twenty, place them in order and say which number is one more or one less than a given number (ELG) Using quantities and objects they add and subtract two single-digit numbers and count on or back to find the answer (ELG) They solve problems including doubling, halving and sharing (ELG) <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects to solve problems (ELG) They recognise, create and describe patterns (ELG) They explore characteristics of everyday objects and shapes and use mathematical language to describe (ELG)
Understanding of the World	Physical Development
<p>People and Communities</p> <p>They know that other children don't always enjoy the same things and are sensitive to this (ELG)</p> <p>They know about similarities and differences between themselves and others and among families, communities and traditions (ELG)</p> <p>The World</p> <p>Know about similarities and differences in relation to places, objects, materials and living things (ELG)</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes (ELG)</p> <p>Technology</p> <p>Completes a simple program on a computer</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>Children recognise that a range of technology is used in places such as homes and schools (ELG)</p> <p>They select and use technology for particular purposes (ELG)</p>	<p>Movement and Handling</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>Health and Self-care</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>Exploring and using Media and Materials</p> <p>Children sing songs, make music and dance and experiment with ways of changing them (ELG)</p> <p>Safely use & explore materials, tools and techs, experiment with colour, design, texture..... (ELG)</p> <p>Being imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG)</p> <p>Represent own ideas, thoughts and feelings through D&T, art, music, dance, role play and stories (ELG)</p>	