LEYBURN COMMUNITY PRIMARY SCHOOL UFS HALF TERMLY OVERVIEW (MRS. DALES)
Spring term – 2ND half (Where we live)

Topic	Personal Social Emotional	Communication Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive art And Design	
Week 1 **Where we live** **Jolly postman** **Addresses** **Posting letters** **Heritage walk**	Classroom rules School routines	Discussion to explain own knowledge about our local community and ask questions Heritage walk into Leyburn Reading scheme Streamed phonics	Read the Jolly postman Write names and addresses (send letters, notes etc to friends) Handwriting practise Reading scheme Streamed phonics	Exploring Numicon – Recognising tiles Matching to numeral Ordering Addition Number bonds to 10	Use the IWB and computers to find information about our local community (Google Earth) Draw 'my house' and write address (using ICT)	**GMS:** Exploring environment Using apparatus and large climbing equipment **FMS:** Pencil control activities handwriting cutting skills malleable	Learning new songs Play the game 'I wrote a letter to my mother........' Musical instruments (rhythm and pitch). Use a variety of media to create our local community i.e. drawings, collage, models	
Week 2 **Wales** **Mother's day**	Classroom rules SEAL - relationships and friendships Collective worship	Share story – St. David https://www.youtube.com/watch?v=BQbeWFxsRp0 Looking at books: Front cover, title, author, blurb Reading scheme Streamed phonics	The story of saint david writing captions and sentences. Make own information booklets about Wales. Write in Mother's day cards And write address Reading scheme Streamed phonics	Ordering and sequencing Days of the week Telling the time. Sharing using games Numicon for number – estimate and count in twos. Recognising tiles and matching to the correct numeral.	Information about Wales. Looking at maps National dress Emblems Flags use internet to find information http://resources.woodlands-junior.kent.sch.uk/customs/questions/nationaldays/wales.html	**GMS:** Dancing Outdoor equipment **FMS:** Pencil control Finger painting Threading Playdough pipe cleaners	Sing songs – Rainbow Song. Peter Rabbit song. Musical instruments(rhythm) Match to sound and pitch (loud/Quiet, fast/slow). Make daffodils Welsh flag St. David flag Mother's day cards	
Week 3 **England** **Easter**	Classroom rules Discussing fair and unfair (part of SEAL) Resolving conflicts (circletime) Collective worship The story of Easter (powerpoint)	Share the story – St. George https://www.youtube.com/watch?v=lbQbU9Vj0LU Reading scheme Streamed phonics	Role play knights and princesses. Writing own stories about dragons and knights. Reading scheme Streamed phonics	Subtraction. Record calculations using the '-' and '=' symbols. Use Numicon to count and Subtract.	Use a variety of ICT and compare uses. Have conversations with the children about what they like and dislike etc.. Maps of England. Show Leyburn within England.	**GMS:** dancing **FMS:** Pencil control Finger painting Playdough - Using a variety of tools and equipment safely ICT http://www.thelittleactivitychest.com/st-georges-day/	Sing songs – Rainbow Song. Peter Rabbit song. 5 currant buns. Make red roses. England flags. http://www.activityvillage.co.uk/st-georges-day Shields and dragons	

Week 4 **Ireland** **Easter** **Easter performance**	Collective worship	Share the story – St. Patrick (Cbeebies) Reading scheme Streamed phonics	Information about St. Patrick and Ireland http://resources.woodlands-junior.kent.sch.uk/customs/questions/nationaldays/ireland.html Reading scheme Streamed phonics	Finding one less than a given number – using Easter eggs, a number line and numicon. Writing numbers	Use 2 simple to make Easter cards (ICT). Irish Riverdance https://www.youtube.com/watch?v=FoHlrQScWl0 Maps	**GMS:** Ball skills - using a range of equipment Irish dancing https://www.youtube.com/watch?v=_K5vNFVqwSw **FMS:** Pencil control Using a variety of tools and equipment safely ICT	Sing songs – Rainbow Song. Peter Rabbit song. 5 currant buns. Bunny hop. Make bunny ear hats. Baking Easter buns. Make shamrocks. Ireland flags. St. Patrick flags.
Week 5 **Scotland** **Easter** **Tea party**	Collective worship	Share story – St. Andrew Reading scheme Streamed phonics	Shared reading activity (BRAVE) https://www.youtube.com/watch?v=CVEUlUsExjc Write instructions to make sandwiches Reading scheme Streamed phonics	Problem Solving activities Involving addition, subtraction, time, money and measuring. Patterns on Easter eggs	Scottish national dress Scottish emblem Scottish castles Investigation activities linking to Maths. Weight Capacity Length Time Money	**GMS:** Ball skills - using a range of equipment **FMS:** Pencil control Using a variety of tools and equipment safely ICT	Scotland flags Make castles Making cucumber sandwiches Food from UK for tea party Easter colouring

St. Patrick story - http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-stpatricksperformance

St. Andrew story - https://www.youtube.com/watch?v=8SpnJ9yF96k

Personal, Social and Emotional Development	Communication and Language
Making relationships • Explains own knowledge and understanding and asks appropriate question of others • Take steps to resolve conflicts with other children e.g. finding a compromise • Children play cooperatively taking turns with others (ELG) **Self-confidence and Self-awareness** • Can describe self in positive terms and talk about abilities • Children are confident to try new activities and say why they like some activities more than others (ELG) **Managing feelings and behaviour** • Is aware of the boundaries set and the behavioural expectations of the setting • Beginning to be able to negotiate and solve problems without aggression • Children talk about how they and others show feelings (ELG)	**Listening and attention** • Two-chanelled attention – can listen and do for a short span • Children listen attentively in a range of situations (ELG) **Understanding** • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion **Speaking** • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Children express themselves effectively, showing awareness of listeners' needs (ELG)
Literacy	Mathematics
Reading Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding letters of the alphabet • Begin to read words and simple sentences • Uses vocabulary and speech that are increasingly influenced by their experiences of books • Enjoys an increasing range of books **Writing** Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Writes own name and other things such as labels, captions • Attempts to write short sentences in meaningful contexts	**Numbers** • **Estimates how many objects they can see and checks by counting them** • **Uses the language 'more' and 'fewer' to compare sets of objects** • **Finds the total number of items in two groups by counting all of them** • **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** **Shape, Space and Measure** • Uses everyday language related to time • Orders and sequences familiar events • Measures short periods of time in simple ways
Understanding of the World	Physical Development
People and Communities Children talk about past and present events in their own lives and in the lives of family members (ELG) They know that other children don't always enjoy the same things and are sensitive to this (ELG) **The World** Children know about similarities and differences in relation to places, objects, materials and living things (ELG) They talk about the features of their own environment and how environments might vary from one to another (ELG) **Technology** Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software • Children recognise that a range of technology is used in places such as homes and schools(ELG)	**Movement and Handling** • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Uses a pencil holds it effectively to form recognisable letters, most are correctly formed **Health and Self-care** • Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks • Shows an understanding of how to transport and store equipment safely • Practises some appropriate safety measures without supervision
Expressive Arts and Design	
Exploring and using Media and Materials • Understands that different media can be combined to create new effects • Manipulates materials to create a planned effect • Constructs with a purpose in mind using a variety of resources **Being imaginative**	

• Introduces a storyline or narrative into their play • Plays alongside others who are engaged in the same theme • Plays cooperatively as part of a group to develop and act out a narrative	