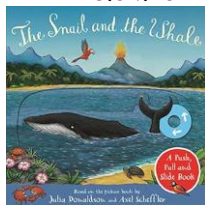
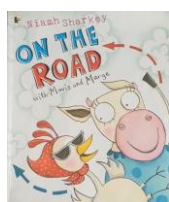


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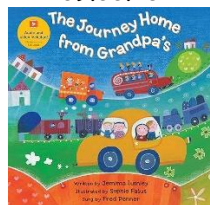
28.04.25



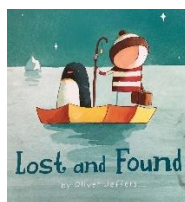
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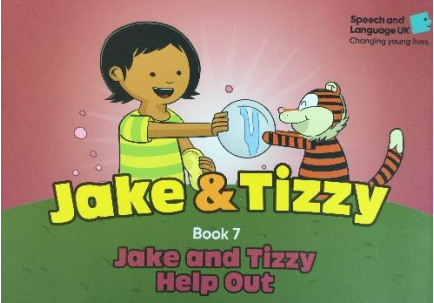
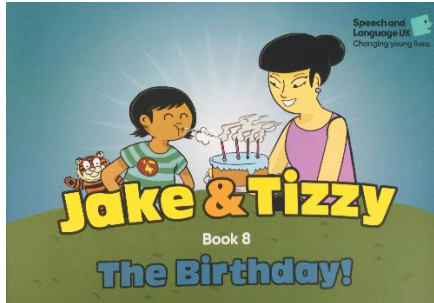



09.06.25



30.06.25



Subject	Focus	Content
Reading	Little Wandle Phonics Scheme Phases 2-5. Class Stories and 'The Love of Reading'	Daily phonics lesson at relevant phase, thrice weekly 1-1 reading session focusing on decoding, prosody and comprehension. Weekly library session. Daily book sharing with whole class.
Writing	Begin to write to communicate (Nelson Handwriting Scheme/Little Wandle letter formation), mark making, form letters and words, writing of name, fine motor skills and writing for a purpose, dough disco	Various opportunities to draw, write, make marks or undertake fine motor development (i.e. jigsaws, threading, developing pencil grip etc.) Writing your name, forming letters and writing some words (with support). Daily Dough Disco practice for fine motor manipulation.
Speaking and Listening	Vocabulary Development: nouns, verbs, adjectives, adverbs, pronouns. Combining words into short 2/3 word sentences. Requesting, following/giving instructions, answering & asking questions.	Various opportunities to discuss, to use and develop vocabulary through i.e. circle time, classroom activities, guided play, free play etc. Assemblies and performances and whole school events. Continue to implement the Early Talk Boost Program: Jake & Tizzy's Books  
Maths	Focus: Number Songs Counting, Numerals and Value Measure - Capacity Full or Empty? Measure - Time 2D Shapes 3D Shapes	Summer 1 <u>Number Songs</u> : The children will be introduced to the number songs for the term e.g. 'Five Garden Snails' etc. <u>Counting, Numerals and Value</u> Children will count forwards and backwards to 20 accurately using the counting principles. <u>Measure - Capacity Full or Empty?</u> Explore containers that are full or empty, both practically and pictorially. Nearly Full or Nearly Empty? Explore containers that are nearly full or nearly empty. Comparing Containers - compare the capacity of different containers by directly pouring from one to the other. <u>Measure - Time</u> Children will begin to use language such as today, tomorrow, yesterday, o'clock Summer 2 <u>2D Shapes</u> - Children will learn to identify circles, triangles, rectangles, square and they begin to learn some of their properties. <u>3D Shapes</u> - Children will learn to identify cubes, cuboids, cylinders and spheres. They begin to talk about some of their properties.

		<u>Use Teacher Assessments to re-visit Summer 1 & 2</u>
PSHE	Focus: Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	PSHE and Relationships Education remains a core part of pupils' everyday experience. Teachers observe for, and develop, children's independence, routine awareness, instruction following, relationship building, and understanding of the feelings of themselves and others throughout each day. The following topics are covered: <u>DREAMS AND GOALS</u> 1 Challenge 2 Never Giving Up 3 Setting a Goal 4 Obstacles and Support 5 Flight to the Future 6 Footprint Award
Science	Focus: Transport; cars, boats, buses and trains.	Introduce a variety of types of transport. The children will recognise, name and sort them (e.g. car, lorry, train, bus, rowing boat, yacht, fire engine). The children will identify how each toy vehicle moves around. Ask the children questions e.g. How do we make the vehicle move? How can you control where your vehicle goes? How can you make your vehicle move slowly or quickly? Why do you think your vehicle has wheels? Provide children with magazines or pictures of transport and get them to sort into different categories such as: colour, wheels/no wheels, used on land, used on water, engines or wheels etc. How many wheels? The children will label and match different types of transport. Express a preference for a particular vehicle and draw symbolic representations or make a model of their favourite. Create a transport role play area using variety of vehicles, cones, blocks, traffic lights, garage, petrol pumps, car wash etc. Make a road layout or bridge/tunnel for their vehicles to pass over, use cardboard, blocks, Lego etc. Sing transport themed nursery rhymes and encourage the children to join in e.g. wheels on the bus, I saw three ships, row, row, row you boat.
History	Focus: Transport: How can we travel in Hartlepool?	The children will visit the Trincomalee and visit Preston Park Museum. The children will be taken to places where they might see a range of transport - i.e., cars, boats, horses etc. They will roll logs to move objects. The children will visit the train station and ride a train or visit the bus station to ride a bus. The children will look at pictures of old transport. They will play with toys representing old transport. They will watch or pretend to slide on skis, sledges or ride an animal. The children will experience a tractor ride at Tweddle farm. They will use 3-4 photographs to order a completed activity. The children will visit the marina and match associated objects to the correct mode of transport. Can children recount a recent trip using temporal words?
Geography	Focus: The World	Children will learn the culture, art, food, music and dance of communities of 'Asia, Australia and Europe'. The children will look closely at 'China' in Asia, 'Sydney' in Australia and 'Spain' in Europe. The children will look at where these countries are in the world on maps, plans and diagrams.
Music	Focus: Cross the water (Music Express) Five Wonky Bicycles Instruments e.g. blowers plus classroom instruments.	Children will be able to join in with songs through signing /singing. The children will use symbols or pictures to make a simple composition with support.
Art & Design	Focus: D&T Mechanisms/Materials 	The children will visit the town centre, and the marina, and identify as many forms of transport that they can e.g. buses, trains, boats etc. Read stories and sing songs linked to transport. Encourage the children to explore vehicles, discuss how they move, focusing upon wheels. Provide opportunities for children to sing about transport and explore various cars in small world. The children will attach wheels to Duplo, wooden toys and contrast vehicles from construction kits. Explore used tyres outside. The children will progress onto attaching cardboard wheels on straws and into side of large boxes.
PE	Focus: Gymnastics	The children will use a range of apparatus to practice climbing skills: benches, balance beams, podiums, indoor climbing frames, etc. They will explore outdoor equipment: tyres, climbing frames, swings, slides, etc. The children will take part in weekly Rebound sessions to improve core strength and develop mobility.

Computing	Focus: Play, explore and activate a range of cause-and-effect toys with an assortment of mechanisms, begin to control devices and use draw packages to create drawings of vehicles on the screen.	The children will begin to understand that we can control digital devices by giving them instructions. They will use early technology e.g. Light Up, Glow and Go Bot, Bee-Bots, Code-a-pillar, remote control cars, animals etc. The children will begin to give simple instructions to control a range of digital devices. They will understand that digital devices can be controlled in different ways. They will appreciate that changing instructions can change outcomes. With adult supervision and support, the children will begin to take their own digital photos and videos for a particular purpose on a range of devices, play back and respond to them. The children will be able to use draw packages e.g. Tux Paint - Free art software for kids of all ages , or JIT5 (j2e.com) to create a drawing on the screen or to create a picture from a story, selecting their preferred tools and colours.
RE	Focus: Religions in the Local Area Religions in the local area	Read the following stories about different religions: 'The Tortoise and The Hare' (An Aesop Fable), 'The Crocodile and The Priest' (A Sikh Story), 'Best Friends' (A Story from Asia), 'The Gold-Giving Serpent' (An Indian Story) and 'The Lost Sheep' (A Christian Story). Ask the children questions linked to activities and stories - particularly on the topics of right and wrong, religious vocabulary, special events, similarities and differences, significant artefacts, symbols or places. The children will try to re-tell or act out religious stories. They will visit different religious buildings (places of worship), and take part in re-enactments of a variety of religious celebrations and/ or rituals e.g. St Hilda a special place for Christians), Mosques (a special place for Muslims), <i>gurdwara</i> (a special place for Sikhism) etc.

Date:	Sensory Stories:	
28.04.25	The Snail and the Whale	EARLY TALK BOOST
05.05.25	(Monday Bank Holiday) " "	Book 7: Jake and Tizzy Help Out
12.05.25	" "	" "
19.05.25	On the Road with Mavis and Marge - N.Sharkey	" "
Half Term		
02.06.25	" "	Book 8: The Birthday
09.06.25	The Journey Home from Grandpa's Barefoot Books	" "
16.06.25	" "	" "
23.06.25	" "	
30.06.25	Lost and Found	
07.07.25	" "	
14.07.25	" "	

Teacher: Jane Iley Class: Anacondas Pathway: Upper Glitter Term: Summer 2025 Topic: Journeys Team Leader: Caroline



BREAK UP FOR Summer 2025