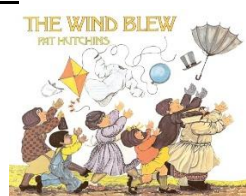
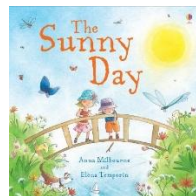


Teacher: Jane Iley Class: Anacondas Pathway: Upper Glitter Term: Spring 2025 Topic: Extreme Earth Team Leader: Caroline

**Books:**


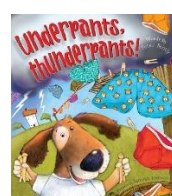
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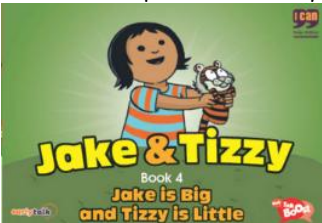
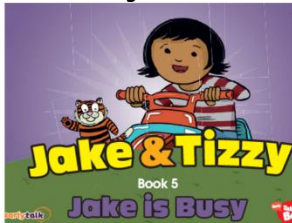
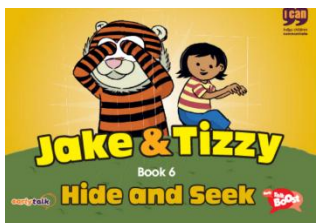
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31.03.25

Subject	Focus	Content
<b>Reading</b>	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.
<b>Writing</b>	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.
<b>Speaking and Listening</b>	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   
<b>Maths</b>	Number Songs Counting, Numerals and Value Positioning Measure - Money Measure: Mass	<u>Spring 1</u> <b>Number Songs:</b> Children will be introduced to the number songs for the term. <b>Counting, Numerals and Value</b> Count forwards and backwards to 15 accurately using the counting principles. Number Composition -What Comes After? Children explore jumping along the number line to find what comes after. What Comes After? Children count along the number track and fill in the missing number by identifying the number that comes after the numbers they know. What Comes After? Children sequence numerals to 5 by identifying what comes after each number. <b>Position</b> - On and Under - place an object on or under a chair, a table etc. In and Out -Explore whether an object is in or out of a basket, bag etc. In Front or Behind - Explore whether the gingerbread man is in front of or behind different animal <b>Measure - Money</b> Children sort and begin to recognise coins 2p, 10p, 20p, £1 & £2 coins <u>Spring 2</u> <b>Counting, Numerals and Value</b>

		<p>Count forwards and backwards to 15 accurately using the counting principles.</p> <p>What Comes Before? Children jump back along a number track to find the number that comes before a given number.</p> <p>What Comes Before? Children identify the missing number on a number track by identifying what number comes before a given number.</p> <p><b>Measure - Mass</b></p> <p>Introduce the Balance Scales. Explore what happens when children put different objects in them. They hear the words heavier and lighter.</p> <p>Mass - Lighter - Use the balance scales to investigate which objects are lighter.</p> <p>Mass - Heavier or Lighter - Children use the balance scales again but this time they say which object is heavier and which is lighter.</p>
<b>PSHE</b>	<b>Focus:</b> Celebrating Difference	<p>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:</p> <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• Accept that everyone is different</li> <li>• Include others when working and playing</li> <li>• Know how to help if someone is being bullied</li> <li>• Try to solve problems</li> <li>• Use kind words</li> <li>• Know how to give and receive compliments</li> </ul>
<b>Science</b>	<b>Focus:</b> Habitats in Hartlepool e.g. forest, woodlands, field, stream, farm	<p>Visit a range of places to observe different habitats and what lives there e.g. Wynyard woodland park, Summerhill (fields, rocks, streams), Headland beach, Saltholme (grasslands/pond) and Tweddle farm. Children to answer questions on the features of the different environments and what they see around them. Children to differentiate between the habitats and why certain animals prefer particular places to live and survive. Draw symbolic representations or make models of these habitats and environments.</p>
<b>History</b>	<b>Focus:</b> Clothing: What clothes did my parents, grandparents or other people from the past wear? Historical Association	<p>Explore clothes from the recent or more distant past. Talk about different types of clothes they would have worn as a baby, or their parents wore - ask for family photographs. Explore clothes used for purposes in the past - i.e., armour, diving helmet, fireman suit, furs. Visit the local museum/ heugh battery to see how people are dressed. Visit places where you might see people in different uniforms/ work clothes - i.e., supermarket, marina, café, police station. Look at pictures of the children dressed up - can they use the pictures to help recount the event using temporal words? Use 3-4 photographs to order a completed activity.</p>
<b>Geography</b>	<b>Focus:</b> Weather	<p>Allow the children to experience as many forms of weather as possible. Go places in or around school when it is very windy, foggy, snowy, icy, frosty, sunny, or rainy. Discuss the weather while out, and the properties of the environment they are in.</p> <p>Watch weather forecasts for the UK and the local area - can children interpret or identify the weather symbols. Use weather symbols to identify the weather around Springwell School each day.</p>
<b>Music</b>	<b>Focus:</b> There's a worm at the bottom of the garden. French Music: See Mama Lisa, World website. Instruments body/voice sounds plus classroom instruments.	<p>Children will be able to join in with songs through signing/singing.</p> <p>Children will experiment with making a simple 2 or 3 step composition e.g. clap, vocal sound, clap. They can then perform this composition when supported by an adult using symbols or vocal prompts. Take part in range of French songs which are appropriate for your class e.g. Clic Clac, dans les mans. Paint or draw while listening to the painting/drawing songs.</p> <p>Try some French food while listening to French songs.</p>
<b>Art &amp; Design</b>	<b>Focus:</b> Collage - Countryside Pictures	<p>Visit different areas to see the views e.g. top of Hart Village, Carlton, Borders of North Yorkshire Moors and see countryside landscapes. Take photographs. What can children see. Look also at the work of <b>Megan Coyle</b> the collage artist. Describe colours and textures of flowers, trees, animals, farms and gates. Experiment with the senses. Children</p>

		use a range of materials e.g. collage, different papers, cardboard of different colours to create own pictures of trees, then flowers, animals and then whole scenes from the countryside.
<b>PE</b>	<b>Focus:</b> Outdoor Activities 1	Explore different outdoor areas: forest, woodlands, seaside, etc. Visit Seaton/Headland and explore the beach. Visit Wynyard Woodland Park for walks and stories. Children will take part in a range of real and role-play opportunities to create pathways, e.g. road layouts, or going on a picnic. Will be able to use their existing knowledge of and ability to move in different ways when exploring different places and new environments. Children will start to link specific movements with different environments/play equipment.
<b>Computing</b>	<b>Focus:</b> Algorithms	Children will continue to experience, explore and manipulate a range of technology that is used in their environment, at home, at school and in the community. The children will have the opportunities to play, explore and activate a range of cause-and-effect toys with an assortment of mechanisms, participate in active learning and create and think creatively. They will participate in a variety of play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity, creativity and problem solving through thoughtful questioning. Explain to the children what an algorithm is, show the children some pictorial algorithms, can the children follow them? Can they begin to correctly sequence them? E.g. action songs, nursery rhymes, recipes, building etc. Record instructions onto recordable buttons, can the children follow them? Support the children to follow basic recipes in cookery. Provide opportunities for the children to open programs, explore and choose an appropriate activity from a pictorial menu in order to explore and access content. For example; on <a href="#">Nursery Rhymes and Songs - BBC Teach</a> , or <a href="#">Games and Activities (helpkidzlearn.com)</a> the children can access and explore the content and select their desired song or differentiated activity.
<b>RE</b>	<b>Focus:</b> Islam/Ramadan/Easter	<b>Ramadan:</b> Read some Ramadan stories e.g. Rameena's Ramadan (Twinkl). Ask 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. Re-tell or act out religious stories. Work/Play/Explore relevant religious materials in groups (See Lower Glitter). <b>Easter:</b> Read the Easter Story by Katherine Scully.