



Books:

Subject	Focus	Content
Reading	Little Wandle Phase 2 and 3	Guided reading sessions three times a week using our decodable phonics books. Love of reading with library books, a love of reading book to be taken home each week. Class stories. Free choice reading.
Writing	Mark making, Overwriting, letter formation linked to Little Wandle, fine motor skills, holding writing utensils. Dough Disco	Various opportunities to draw, write, make marks or undertake fine motor development (i.e. jigsaws, threading pin pictures etc.) Formal handwriting sessions, Nelson scheme, linked to the Little Wandle mantras. Writing labels for pictures. Using phonic knowledge to spell words.
Speaking and Listening	Vocabulary development – Nouns, verbs, adjectives, adverbs, pronouns. Combining words into short sentences. Requesting, instructions, 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.
Maths	Number Songs Counting Numerals and Value Position Measure -Money Counting, Numerals and Values Measure- Mass	Count forwards and backwards to 15 accurately. Number Composition – What comes After? Children exploring a number line to find what comes after. Children to count along a number track and fill in missing number by identifying the number that comes after the numbers they know. Position – on and under, place object on or under various items. In and Out -explore whether an object is in or out of a basket/bag. In front and behind – Explore if the gingerbread man is in front or behind different animals. Money – Children sort and begin to recognize coins -2p, 10p, 20p, £1 and £2 coins. Number - What comes before? – children to jump back along a number track to find the number that comes before a given number. Children identify a missing number on a number track by identifying what number comes before a

		<p>given number.</p> <p>Children to sequence numerals by counting backwards on a number line and identifying what comes before.</p> <p>Mass- Introduce balance scales. Explore putting items on the scales. Vocabulary of heavier/lighter.</p> <p>Mass -Lighter use balance scales to investigate objects which are lighter.</p> <p>Heavier or Lighter- Children use the balance scales to identify which object is heavier and which is lighter.</p>
PSHE	Jigsaw – Celebrating Difference	<p>Calm me to start the lessons, then 6 lessons about families and homes. Turn-taking, sharing, circle time, identifying emotions.</p> <p>Following classroom routines and boundaries, independence and self -help skills through daily classroom activities and routines</p>
Science	Habitats in Hartlepool	<p>Visit a range of different places to observe habitats and what lives there – Wynard Woodland Park, Saltholme, Summerhill -fields, rocks and streams, Headland beach, Saltholme (grasslands/ponds) and Tweddle Farm.</p> <p>Children to answer questions on the features of different environments and what they see around them.</p> <p>Children to differentiate between the habitats and why certain animals prefer particular places to live and survive.</p> <p>Draw pictures or make models of these habitats and environments.</p>
History	Clothes – What clothes did my parents, grandparents or other people from the past wear?	<p>Explore clothes from the recent and more distant past.</p> <p>Talk about different types of clothes they have worn as a baby or their parents wore – family photographs.</p> <p>Explore clothes used for a particular purpose in the past -armour, diving helmet, fireman suit, furs.</p> <p>Visit the local museum/Heugh Battery to see how people are dressed.</p> <p>Visit places where you might see people in different uniforms/work clothes -supermarket, marina, café, police station.</p> <p>Look at pictures of the children dressed up-can they use the pictures to help retell the events using some time words.</p> <p>Use 3 or 4 photographs to order a completed activity.</p>
Geography	Weather	<p>Allow the children to experience as many forms of weather as possible. Go places or in and around school when it is very windy, foggy, snowy, icy, frosty, sunny or rainy.</p> <p>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 the children interpret or identify the</p>

