



Books:

28.4.to 9.5.25

12.5 to 23.5.25

2.6 to 13.6.2025

16.6 to 27.6.2025

30.6.to 18.7.2025

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 Measure -Capacity Measure Time Shape 2D Shape Shape 3D Shape	Count forwards and backwards to 20 accurately Capacity Full and Empty practically and pictorially Near Full or Nearly Empty Comparing containers Time – using today, tomorrow, yesterday and o'clock. 2D shape – circles, triangles, rectangles 3D shape – Cubes and Cuboids, Cylinders, Spheres
PSHE	Jigsaw – Dreams and Goals	Calm me to start the lessons, then 6 lessons on completing challenges and setting goals. Turn-taking, sharing, circle time, identifying emotions. Following classroom routines and boundaries, independence and self-help skills through daily classroom activities and routines

Science	Transport-cars,boats, buses and trains	<p>Introduce a variety of types of transport and help children to recognize them, name them and sort them (car, lorry, train, rowing boat, bus, yacht, fire engine).</p> <p>Identify how each toy vehicle moves around asking questions – how do we make the vehicle move? How can you control where your vehicle goes? How can you make your vehicle move quickly or slowly? Why do think your vehicle has wheels?</p> <p>Sort pictures of transport into different categories -colour, wheels/no wheels, used on land, used on water.</p> <p>Label and match different types of transport.</p> <p>Express a preference for a particular vehicle and draw a symbolic representation or make a model of their favourite.</p> <p>Transport role play area using a variety of vehicles, traffic cones, blocks, car wash</p> <p>Make a road layout or bridge/tunnel for vehicles to pass over using cardboard, blocks, lego.</p> <p>Sing transport themed songs such as Wheels on the Bus, Row, Row, row your boat, 5 trains on the track.</p>
History	Transport – How can we travel in Hartlepool?	<p>Visit the Trincolmalee</p> <p>Visit Preston Park Museum</p> <p>Visit places where you might see a range of different transport -cars, boats, boats, horses.</p> <p>Roll logs to move objects.</p> <p>Visit the train station and take a train.</p> <p>Ride a bus</p> <p>Look at pictures of old transport.</p> <p>Play with toys representing old transport</p> <p>Watch or pretend to slide on skis, sleds or ride an animal.</p> <p>Tractor Ride at Tweddle farm</p> <p>Use 3 or 4 photos to order a completed activity.</p> <p>Visit the marina.</p> <p>Match associated objects to the correct mode of transport.</p> <p>Children to recount a recent trip using some time words.</p>
Geography	The World Spain and Italy China and India	<p>Learn about the culture, art, food and music and dance of these countries.</p> <p>Look at where these countries are in the world on maps, plans and diagrams.</p>
Music	Cross the water -music express 5 wonky bicycles -music express	<p>Children will be able to join in with songs through signing/singing. Use symbols or pictures to make a simple composition with support.</p>

	Instruments -blowers plus classroom instruments	
Art/DT	DT Vehicles	<p>Visit the town centre and marina to identify as many different forms of transport they can -buses, trains, boats</p> <p>Read and sing stories and songs about transport including Wheels on the bus, Row, row, row your boat, 5 trains on the track. Stories to include Duck in a Truck, Mr Gumpy's Motor car, The train journey.</p> <p>Children to explore vehicles and how they move focusing on the wheels.</p> <p>Explore various cars in small world play.</p> <p>Attach wheels to Duplo, wooden toys and contrast vehicles from construction kits.</p> <p>Explore used tyres outside.</p> <p>Attach cardboard wheels on straws to cardboard boxes and onto side of large boxes.</p>
PE	Athletics Weekly swimming sessions	Different running races, throwing different objects -beanbags, javelin, small hoops, jumping
Computing	Using cause and effect toys Simple remote control toys	Children to explore cause and effect toys, pressing buttons. Moving toys in different directions.
RE	Different religions in the local area.	<p>Visit different places of worship in Hartlepool.</p> <p>Read the chosen story/ stories. Bilal and the Butterfly, The Lost Sheep and The Crocodile and the Priest</p> <p>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. or places.</p> <p>Re-tell or act out religious stories.</p> <p>Work/ Play/ Explore relevant religious materials in groups (See Lower Glitter)</p> <p>Visit different places of worship in the local area - i.e. Hartlepool Mosque, Gurdwara (i.e. Stockton, Middlesbrough or Sunderland if busses available).Synagogue (I.e. Newcastle or Gateshead if busses available)</p> <p>Hindu Temple (i.e. Middlesbrough or Newcastle if busses available)</p> <p>Allow the children to experience music, food, rituals etc. From important religious celebrations</p>

Teacher: Janis Moore Class: Pandas Pathway: Upper Glitter Term: Summer 2025 Topic: Journeys Leader: Caroline Derbyshire

