

Teacher: Sarah Clasper /Rachel Ogle  
Team Leader: Caroline Derbyshire

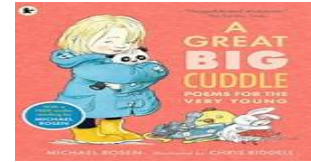
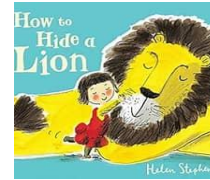
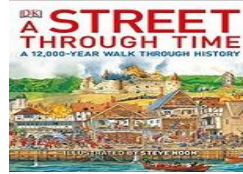
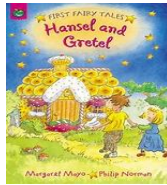
Class: Sharks

Pathway: Bronze/Silver

Term: Summer 2026

Topic: Home & Away

Books: [Hansel & Gretel](#), [Two Places To Call Home](#), [The House That Jack Built](#), [How To Hide A Lion](#), [A Street Through Time \(NF\)](#), [A Great Big Cuddle \(P\)](#).



Week 1-2  
20/04/2026  
27/04/2026

Week 3-4  
04/05/2026  
11/05/2026

Week 5  
18/05/2026

Week 6-7  
01/06/2026  
08/06/2026

Week 8-9  
15/06/2026  
22/06/2026

Week 10-11  
29/06/2026  
06/07/2026



Subject	Focus	Content
Reading	Little Wandle Spelling Scheme.	Daily phonics/spelling 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. Guided reading opportunities to work on higher level reading skills. Narrative, Poetry, Non-fiction
Writing	Nelson Handwriting Scheme using Little Wandle letter formation guidance. Writing practice within specific Little Wandle phonics/spelling sessions.	Daily specific sessions as well as opportunities to apply writing skills throughout the day, across the curriculum. Continuing to develop accurate use of punctuation, adjectives and conjunctions. Using adverbials and adventurous vocabulary. Writing for purpose: informal letter, journey story, explanation text, advert, poetry
Speaking and Listening	Vocabulary development - topic specific vocab. Questioning and explanations	Various opportunities to discuss and develop vocabulary through i.e. circle time, classroom activities, free play, peer to peer conversations. etc. Assemblies and performances. Opportunities to recount experiences, role-play and take part in discussions.
Maths	Place Value Within 100 Addition and Subtraction Within 100	-1 more and 1 less -Compare numbers with the same number of tens and ones -Compare any two numbers -Order objects and numbers -Related facts -Add and subtract 1s -Add to the next 10 -Add to a 10 -Add across a 10 -Subtract to a 10 -Subtract from a 10 -Add 10s -Subtract 10s -Add two 2-digit numbers (not across a 10) -Add two 2-digit numbers (across a 10) -Subtract two 2-digit numbers (not across a 10) -Subtract two 2-digit numbers (across a 10) -Mixed addition and subtraction -Compare number sentences -Missing number problems
PSHE	Changing Me	The children will be able to name parts of their body. They will tell you some things they can do and foods they can eat to be healthy. The children will understand that we all grow from babies to adults. They will be able to express how they feel about moving to a new class/school.
Science	Water	Talk about and visit as many places as possible where we can find water. (taps, sea, ponds, lakes, swimming pools, drains, puddles) Ask the children what we use water for e.g. to drink, bath, wash face, cook vegetables/pasta, water plants etc. Draw or make representations of these places or water uses where possible.
History	Homes: What were houses like in the 50s and 60s in the UK and another country?	The children will explore images of homes from the recent or more distant past (50s and 60s). Explore images of homes from another chosen country. Visit the local area in Hartlepool to look at homes built in (50s, 60s). Recount a visit to an old building to denote the passing of time. Talk about some of the differences between homes in the UK and another country i.e., materials, size, amenities, gardens, decoration.

		Listen to key facts and then answer simple questions about homes in the UK in the past and another country - i.e., how did people in the UK warm their homes? Sort homes from the UK and another country.
Geography	Hartlepool/My Home	Children to be shown a range of pictures of familiar places/ locations around Hartlepool and begin to recognise and name and begin to discuss -What is this place like? What or Who will I see in this place? What do people do in this place? Children to visit some of the places/locations that have previously been looked at and take own photographs and collect representative objects such as leaves, shells etc... Children to use own photographs to create a display/ record of their visits / locations/places that represent Hartlepool.
Music	Appreciation and listening. Pitch.	<b>Based on Animals</b> Listen to "Noises in the night." Discuss the different animals and the sounds they make. Practise the different sounds. Listen to the song "Minou." Can the children make actions to go with the songs? Look at the "Bears in the Wood" slide. What can we see? What might we hear? Listen to the song. Talk about the different pitch. Can the children copy the pitch? Look at the images for animal sounds. Practice making the sounds -are they high or low pitched? Listen to "I'm a little egret." Children can explore the pitch through movement and vocal sounds. Listen to the piece "The crab and egret". Can the children identify the different animals and the instruments? Talk about how it makes you feel. Listen to "The crab and egret" again. Children to pick instruments and use them to play the different animals. <b>Based on Twinkl PowerPoint Ks1 "History of Reggae."</b> Work through the PowerPoint, listening to the different songs as they appear. Talk about how the music makes you feel. Explore some Caribbean culture - try some tropical fruit/rice dishes/jerk chicken
Art/DT	Sculpture 1 (Junk Modelling)	Children explore a wide range of recycled materials to develop their ideas about creating percussion instruments. They experiment freely, discovering how different items can be used, joined, and transformed, and they choose materials purposefully to express their own designs. Through handling peas, rice, pasta, dried beans, tins, tubes, and stretched materials, they investigate how each one produces a unique sound. Children problem-solve as they build shakers, drums, or even agogô-style instruments, adapting their plans when needed. They reflect on their choices, talk about their ideas, and use a variety of joining techniques such as tape, glue, and string. Finally, they perform as a group, using their handmade instruments to accompany a familiar song or add sound effects to a story like <i>Tanka Tanka Skunk</i> , celebrating what they have created together.
PE	Athletics 1	Children take part in activities that encourage them to move in different ways and at varying speeds, helping them develop control and coordination. They explore balancing challenges, such as following straight or curved chalk lines, and learn to regulate their play by using clearly marked boundaries for games with wheeled toys or balls. Sufficient equipment is provided so children can share resources without long waits, supporting positive interactions and sustained enjoyment. Through these experiences, children build confidence in managing their bodies, cooperating with others, and navigating space safely and independently.
Computing	iCan Move iCan Turn iCan Animate	<b>iCan Move12:</b> Use a mouse to move objects and make choices in a screen. Take turns playing games both online and offline. Recognise a problem and attempt to solve it (e.g. to win a game). <b>iCan Turn13:</b> Create a short sequence of commands for a programmable toy to follow a trial that involves a turn. Sometimes program the toy to go where expected. Make predictions about the outcome of the sequence of instructions, not always accurately. Make changes to a set of instructions if they do not result in expected outcomes, not always accurately. <b>iCanAnimate14:</b> Talk about ideas for a story involving animated characters. Give examples of a number of animations they know about. Capture a series of images but not always accurately. Find images they have captured on a device or computer. Be supported in importing images into animation software. Save and retrieve work with support.
RE	What makes places special for me and others? (Christianity, Judaism, Islam) Jigsaw unit 12	Show Pictures of homes around the world - what are they made of? How are they different from your homes? Draw a Special place and describe why this would be your perfect home/ special place. Look at rooms from around the world - including 'shrine rooms' in homes and religious building. Discuss features. Look at Special Places and buildings (including religious buildings) - who might go there? Why? Discuss and identify features of churches, mosques or synagogues. Enact ceremonies or celebrations that might occur in church, mosques or synagogues.