

## Dragon Class

## Topic Web - Home and Away

## Upper Glitter Pathway

### Books:

The Tiger Who Came to Tea-J. Kerr

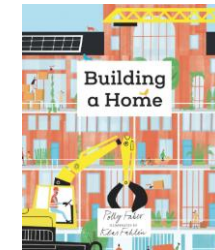
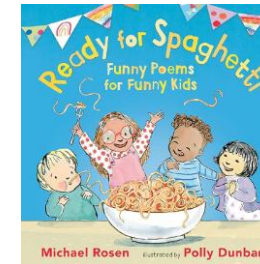
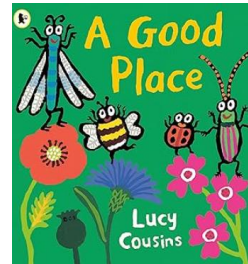
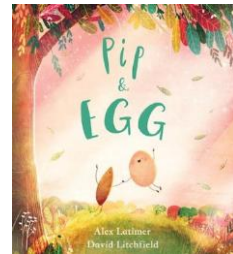
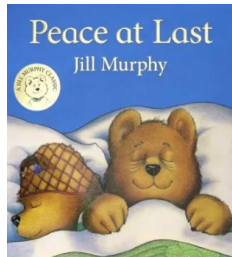
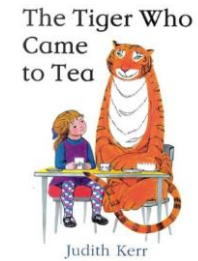
Peace at Last - J Murphy,

Pip and Egg- A. Latimer

A Good Place - L Cousins,

Ready for Spaghetti - M Rosen,

Building a Home - P Faber.



W/B: 20/04/26, 27/04/26

W/B: 04/05/26, 11/05/26

W/B: 18/05/26, 01/06/26

W/B: 08/06/26, 15/06/26

W/B: 22/06/26, 29/06/26

W/B: 06/07/26, 13/07/26

Subject	Focus	Content
Reading	Little Wandle Phonics Scheme Phases 2-5.	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. Narrative, Poetry, Non-Fiction
Writing	Little Wandle Handwriting Scheme using Little Wandle letter formation guidance. Writing practice within specific Little Wandle phonics sessions.	Daily specific session and opportunities to apply throughout the day in all lessons. Using capital letters and full stops and writing with phonic knowledge. Opportunities for narrative writing linked to class books and topic. Using the Little Wandle booklets as an aid to letter formation and pencil control.
Speaking and Listening	Vocabulary development - topic specific vocab.	Various opportunities to discuss to use and develop vocabulary through i.e. circle time, classroom activities, free play, peer to peer conversations, role play activities, etc including assemblies and performances. Opportunities to recount experiences and tell stories.
Maths	To 20 and beyond? How many now? Manipulate, compose and decompose.	Build numbers beyond 10, Continue patterns beyond 10, Verbal counting patterns. Add more- how many did I add. Take away- How many did I take away? Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes, Decompose shapes, Copy 2D shape pictures.
PSHE	Rules and Routines	Children will name parts of their body and show respect for themselves. Children will be able to tell you some things they can do and some food they can eat to be healthy. They will understand that we all start as babies and grow into children and then adults. They will know that they grow and change. They will know who to ask for help from if they are worried about change.
Science	Floating and Sinking.	Carry out simple investigations finding out which objects float and which sink. Test objects in water- label two trays for floating and sinking and test the objects in water. Make predictions about which objects float and sink. Observe what happens when placing big/small and heavy/light items into the water. Children to make their own boats and test them on the water. Observing if the boats float or sink. Load the boats with cubes to see how many cubes make them sink. Make a floating up and sinking down activity.

History	Homes: What were houses like in the 70s and 80s in the UK?	<p>Children will experience a range of local buildings, both modern and historical (70s, 80s).</p> <p>Children will make comments or answer simple questions on a range of old homes.</p> <p>They will use simple temporal words with support when talking about homes and buildings in their immediate history.</p>
Geography	Houses and Homes across the world.	<p>Children bring pictures of their homes. Can the children describe their homes. Visit different types of houses around Hartlepool. Look at pictures of different types of houses across the world. Discuss or describe how they are different from the houses in Hartlepool. What are they made of? Where might they be? Would they like to live in any of them? Which do they prefer and why? Build and make models of homes.</p>
Music	<p>Hello Mr Sun -music express</p> <p>African music</p> <p>Instruments -drums plus classroom instruments.</p>	<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> <p>African Music - Mama Lisa World Music website</p> <p>compare the nursery rhymes Baa Baa Black Sheep, Humpty Dumpty -South Africa</p> <p>Zimbabwe - Play and Sing Fire in the mountain game.</p> <p>Explore a range of songs from the different countries both in English and different languages.</p> <p>Try some African cultured food.</p> <p>Explore drums.</p>
Art/DT	Sculpture 1(Junk Modelling)	<p>Stimulate young children's interest in modelling. Look at a variety of different buildings, shapes, patterns etc. particularly in the work of architect and designer <b>Friedensreich Hundertwasser</b>.</p> <p>Encourage the children to develop their own creative ideas. Provide a wide range of found materials ('junk') as well as soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered.</p> <p>Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them. Explore a range of materials and stick them to card and wood. Children to create homes and stick together to create a village.</p>
PE	Moving in Different Ways	<p>Short races using different equipment (sports day), jump on, off and over objects and throw a ball/howler for distance (indoor).</p> <p>Children will be able to move in different directions and to different speeds.</p> <p>Swimming - Weekly swimming sessions at Mill House Leisure Centre.</p>
Computing	Exploring Technology	<p>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.</p>
RE	Weddings in religions around the world	<p>Children will listen and respond to religious stories in a range of ways, answer questions on, and make comments about, religious artefacts, events and experiences. Children will work with others showing a growing consideration of other people's needs and feelings, show growing understanding of morality/ right and wrong. Children will retell or re-enact religious stories. Children will communicate simple facts they've learned about religion. They will communicate feelings or thoughts in group situations. Children will have a range of religious experiences/ take part in ritualised actions.</p>