

# Trumpet Class Summer Term 1 2025

## Planes, Trains, and Automobiles

Literacy	Numeracy	RSHE
<p><b>Focus:</b> Write to Inform</p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Listen to and engage in stories related to our topic such as 'The Runaway Train' and 'Red Lorry, Yellow Lorry'.</li> <li>• Look at non-fiction books, such as 'Cars, trucks and things that go' and 'My big book of transport', thinking about what an explanation texts looks and sounds like.</li> <li>• Learn about the key features of an explanation text.</li> <li>• Use our topic as a stimulus to create our own explanation texts about different modes of transport, how they work, and how they are used.</li> <li>• Create fact files about different significant people related to our topic.</li> <li>• Use our phonics knowledge to help us read a range of decodable text and spell words.</li> </ul>	<p><b>Focus:</b> IL6-10 Number and place value; Time IL11-15 as above, and Money</p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop our reading and recognising number words both in class and the wider environment.</li> <li>• Read and write numerals to 10, 20, 50, or 100.</li> <li>• Count sets of objects and demonstrating 1:1 correspondence.</li> <li>• Learn about money and about the concept of money transaction through weekly shopping trips.</li> <li>• Learn to recognise and identify notes and coins, which are worth more, and sort them in order of value.</li> <li>• Sequence events using 'before and after' and 'night and day'.</li> <li>• Explore language relating to the seasons: spring, summer, autumn, and winter.</li> <li>• Explore the language of days of the week, months of the year, and years.</li> <li>• Also play iPad games focussing on developing our understanding of number.</li> </ul>	<p><b>Focus:</b> Self-Care, Support and Safety</p> <p><b>We will:</b></p> <p>Take part in sessions to learn about:</p> <ul style="list-style-type: none"> <li>• Explore what it means to feel frightened or worried, how we can recognise when we are experiencing these feelings, situations we might feel them in, and how we can communicate when we are feeling them.</li> <li>• Explore and describe what it means to take care of our bodies and keep ourselves safe.</li> <li>• Explore the idea of personal safety.</li> <li>• Discuss what 'risky' and 'dangerous' mean and explore situations and behaviours that may be risky or dangerous.</li> </ul> <p><b>In Cooking we will:</b></p> <ul style="list-style-type: none"> <li>• Use measuring equipment to measure in grams or cups and spoons.</li> <li>• Develop mixing and rolling skills.</li> <li>• Use an oven safely.</li> <li>• Make transport-themed cakes and biscuits.</li> </ul>

		<p><b>In Shopping we will:</b></p> <ul style="list-style-type: none"> <li>• Write a shopping list for our weekly cooking sessions.</li> <li>• Read a shopping list to find items around a supermarket.</li> <li>• Queue at a till or self-scan checkout.</li> <li>• Interact with cashiers at a till.</li> <li>• Use a self-scan machine.</li> <li>• Learn about the concept of exchanging money for items.</li> </ul>
<p><b>Art:</b> Focus: Printing</p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Use toy vehicles to paint and compare the different tracks they make.</li> <li>• Print onto different materials to explore and compare the texture and visual aesthetics they create.</li> <li>• Create printing blocks using different objects to create wheel and track prints.</li> <li>• Explore and create repeating patterns and tessellation.</li> </ul> <p><b>Music</b> Focus: Duration and Structure (African) In Class</p> <p>Sessions lead by Hampshire Music Service</p>	<p><b>The World</b> Focus: History</p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Explore the development of different vehicles in land, sea and sky, and create a timeline.</li> <li>• Learn about different modes of transport: buses, cars, trains, planes.</li> <li>• Compare old and new versions of vehicles</li> <li>• Visit Beaulieu Museum</li> <li>• Learn about significant people in history, such as Amelia Earhart and Isambard Kingdom Brunel.</li> </ul>	<p><b>Physical Education &amp; Movement</b> PE Focus: Athletics</p> <p><b>In Movement we will:</b></p> <ul style="list-style-type: none"> <li>• Tuesday - Party Games</li> <li>• Wednesday - Tai Chi</li> <li>• Thursday - Seated Volleyball</li> <li>• Friday - playground games &amp; parachute games</li> </ul> <p><b>In PE we will be doing athletics:</b></p> <ul style="list-style-type: none"> <li>• Running <ul style="list-style-type: none"> <li>- Develop stamina for sustained running by running laps around the hill behind the playground</li> <li>- Play follow the leader around the playground</li> <li>- Practise explosive starts and fast sprints through races on the playground, using whistles as signals to go</li> </ul> </li> </ul>

- Play running musical statues using the loud speaker to practise stop and go.
- Jumping
  - Jump in different directions, forwards, backwards and up
  - Where jumping is difficult, developing balance on leg or raising both knees while seated.
  - Jump or step into and out of hoops and tyres
  - Jump or step into trays of sensory materials
  - Jump or step off slightly raised platforms
  - Jump or step over hurdles
  - Experience jumping through assisted jumping
- Throwing
  - Explore throwing how it feels more comfortable for us
  - Extending arms backwards and forwards, and swinging through movement exploration
  - Throwing objects into buckets and hoops
  - Throw water balloons
  - Throw javelins