
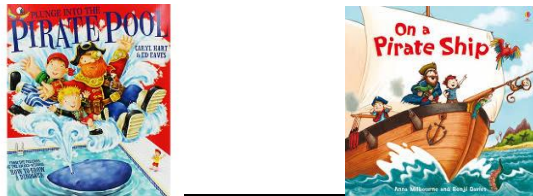

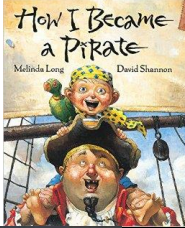
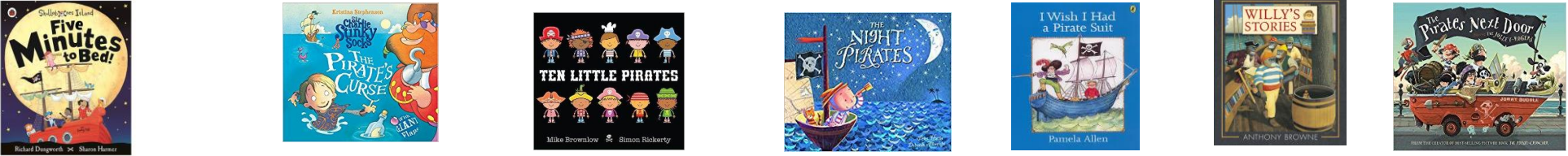


<p>Role-play-Desert Island (Inside) & Pirate ship (Outside)</p>	<p>Topics Each Week</p>	<p>Literacy Focus Text</p>
<p>‘Wild Things’</p> <p>Pirates</p> <p>Timescale – 5 week Term</p>	<p>Week 1 and 2- Figureheads and sea creatures- pirate songs, telescopes, junk modeling</p>	
	<p>Week 3 – Boats and pirates-through the porthole, eye patch design, design a sail</p>	
	<p>Week 4- Invitations- walk the plank party- messages in bottle</p>	
<p>During the term, we will explore pirates and the wild things they do. We will be looking at life as a pirate and what it’s like to be sailing at sea. Each week we will be focusing on a new aspect of pirate life, using books and real pirates for inspiration. Within our weekly topics we will be:</p> <ul style="list-style-type: none"> Finding out the answers to our questions on our ‘Wonder Wall’. Becoming pirates and going on our own adventures in our pirate ship Exploring Desert Islands and writing postcards Designing and making our own figureheads/telescopes and eye patches. Searching for buried treasure and creating our own maps Researching the life cycle of chicks and creating a life cycle for our own sea creatures. 	<p>Week 5-Life as a pirate</p>	
		
<p>VISITS & VISITORS</p> <ul style="list-style-type: none"> Parent shared learning Forest School Visit from ‘pirate Pete’ 	<p>EVENTS</p> <ul style="list-style-type: none"> Class assembly (18th May) Photo day Living eggs St George’s Day Walk to school week 	

<p style="text-align: center;">Communication and Language</p> <p style="text-align: center;">Learning Intentions</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • Gives their attention to what others say and respond appropriately during a 1:1, small group or whole class setting. • Listens attentively in a range of situations. <p>Understanding</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props • Listen and responds to ideas expressed by others • Children can answer ‘how’ and ‘why’ questions about their experiences and in response to events. • Follow instructions involving several ideas/actions. <p>Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary, exploring the meaning and sounds of new words. • Children use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Use past, present and future tense when talking about events • Develop own narratives and explanations by connecting ideas. • Recount experiences and imagine possibilities (Exceeding) 	<p style="text-align: center;">Key Experiences</p> <ul style="list-style-type: none"> • Acting out different stories in the pirate ship and on the Desert Island • Learn and use pirate vocab • Mind map with children e.g existing knowledge of pirates and our new knowledge • Recall trip to Longleat- use tenses appropriately • Class assembly- talking in front of a large group • Talk partners • Read and respond questioning • Ruff’s adventures • Hot seating pirates • ‘Wonder Wall’ questions • Practice tenses when talking about pirate adventures 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Learning Journeys and post its • Longleat photos • Lolly sticks • Pirate ship and desert island role play • Pirate vocab • Wonder wall and post-its • Ruff and diary • Non-fiction books • Pirate question cards
<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Learning Intentions</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Uses simple tools to effect changes to materials • Handles tools, object construction and malleable materials safely with increasing control. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Beginning to be able to wire on lines and control letter six (Exceeding) <p>Health & Self Care</p> <ul style="list-style-type: none"> • Eats a healthy range of food and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the needs for safety when tackling new challenges, and considers and manages some risks. • Able to dress independently managing fastening buttons and laces (exceeding) • Practice some appropriate safety measures without direct supervision. 	<p style="text-align: center;">Key Experiences</p> <ul style="list-style-type: none"> • Outdoor PE • Ball skills • Team games • Prepare a Pirate lunch/tea - What food could the pirates take on board to eat on a journey? Where do we get food from? • Pirate games e.g. scrubbing the deck, climb rigging, hoist the flag, captains coming, row the boats, walk the plank etc • Respond with movement to calm/stormy music • Dressing like a pirate • Parachute games e.g to show wave motion/life on the sea, popping bubbles • Use scissors and other tools safely with good control • Large construction- including play pod 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Balls/rackets • Parachute • Lunch boxes • Range of healthy/non healthy food • Props to support pirate games • Pirate fancy dress • Music related • Scissors • Clay sculpting tools • Play pd

Personal, Social and Emotional Development**Learning Intentions*****Self-confidence and self-awareness***

- Confident to speak to others about own needs, wants, interests and opinions.
- Confident to speak in a familiar group and will choose resources they need for their chosen activities.

Managing Feeling & Behaviour

- Children talk about how they and others show feelings.
- Work cooperatively as part of a group
- Plan how to achieve an outcome without adult support (exceeding)

Making Relationships

- Explains own knowledge and understanding, and asks appropriate questions of others.
- Play cooperatively, taking turns with others.
- Understand someone else's point of view can be different from theirs (exceeding)

Key Experiences

- Brainstorm ways of looking after the chicks
- Devise a plan to care for the chicks
- Partner talk/work- to work with people we might not usually work with
- Team challenges- mixing teams- work together to design and build figureheads.
- Playground observations
- Reward chart- Team points
- Circle time
- Focussing on morals of pirates- good and bad things
- Emotion paddles/stones
- Discuss feelings/emotions of characters from stories

Resources

- Team point display
- Modelled answers written on wall
- Emotion paddles and stones
- Pirate stories

Literacy	Key Experiences	Resources
<p data-bbox="405 215 602 236" style="text-align: center;">Learning Intentions</p> <p data-bbox="69 244 159 264">Reading</p> <ul data-bbox="125 272 931 512" style="list-style-type: none"> • Begins to read words and simple sentences. • Read common irregular words. • Knows that information can be retrieved from books and computers. • Enjoys an increasing range of books • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Continues a rhyming string • Describe the main events in simple stories they have read (exceeding) <p data-bbox="69 576 159 596">Writing</p> <ul data-bbox="125 604 931 783" style="list-style-type: none"> • Attempts to write short sentences in meaningful contexts. • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Write some irregular words. • Use key features of narrative in their writing (Exceeding) 	<ul data-bbox="954 209 1771 874" style="list-style-type: none"> • Big Write missions • Reading in guided groups or independently • Reading challenges- read the room- read the words, write them down then draw a picture (focusing on comprehension) • Daily Phonic Bug sessions- recapping sounds tailored to children based on assessments Reading and spelling words where two consonants are together e.g. <u>tw</u>ist, <u>sp</u>lat • Reading buddies- prompts in the EY library • Pirate descriptions- wanted posters • Design their own pirate and write a character profile • Labeling a pirate/pirate ship • Invitation writing – walk the plank party • Postcards from the Desert Island • Life as a Pirate writing • Pirate Passport • Sea creature story writing • Messages in a bottle • Pirate talk- speech bubbles- pirate language • Daily reading and writing key challenges • Key words with pictures displayed in the role play • iPads, computer and netbooks available for the children to search for facts about different pirates/Islands 	<ul data-bbox="1872 209 2163 842" style="list-style-type: none"> • Word banks • Key words display • Reading and writing challenge cards • Wanted poster templates • Postcards • Passport template • Blank story books • Empty bottles • Tea stained paper • Speech bubbles • Challenge keys • iPads • Netbooks • Computers • Talking tins • Design sheets • Themed books • Reading buddy sign and area

Mathematics**Learning Intentions****Numbers**

- Counts an irregular arrangement of up to 1/20 objects
- Finds 1 more or 1 less from a group of up to 10 then 20 objects
- Recognise - + = and writes a number sentences
- Using a number line to complete addition and subtraction sums
- Understanding number bonds to 5 and then to 10.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Place numbers 0-20 in order
- Solve problems including doubling
- Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (exceeding)

Shape, Space & Measures

- Beginning to use mathematical names for 'solid' 3D shape and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Orders two or three items by length or height. •Orders two items by weight or capacity.
- Measures short periods of time in simple ways
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Measures short periods of time in simple ways.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Children estimate, measure, weigh and compare and order objects (exceeding)

Key Experiences

- Treasure hunt- positional language
- Recognise, write and order numbers to 20
- Estimate and count with objects to 20
- Doubling and sharing (halving) with objects up to 10 e.g. there are 10 pieces of treasure and 2 pirates, how many pieces of treasure can each pirate have?
- -Naming and describing 3D shapes – cube, sphere, cuboid, cylinder
- -Sorting jewels
- -Measuring different size ships
- Word problem solving and writing own problems to solve
- Subtraction and addition through storytelling, problem solving and using the number line- practical sums e.g The pirates find 2 more pieces of gold how many do they have now?
- Math's songs e.g 10 little pirates
- Counting in 2s, 5s and 10s
- Use money to buy pirate items

Resources

- Maps
- Number cards/cones/stones
- Ten frames
- 2D and 3D Shapes
- Play dough mats- numbers and shapes
- Jewels
- Tape measures, rulers, metre sticks
- Number lines
- Song props
- Stop watches
- Clocks
- Pretend money
- Paper plane instructions
- Guttering/tubes
- Weighing scales
- Measuring jugs
- Math challenges

Understanding the World**Learning Intentions****People & Communities**

- Children talk about past and present events in the lives of family members
- Children know about similarities and differences between themselves and others, and among families, communities and traditions.
- They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (exceeding)

The World

- Children make observations of the world around them and explain why some things occur, and talk about changes.
- They make observations of animals and plants and explain why some things occur, and talk about changes.
- Developing an understanding of growth, decay and changes over time
- They talk about the features of their own immediate environment and how environments might vary from one another

Technology

- Uses ICT hardware to interact with age-appropriate computer software.
- Completes a simple program on a computer
- Recognise that a range of technology is used for different purposes

Key Experiences

- Children to develop descriptive observational. vocabulary for observing Living eggs/chicks in class.
- Compare Islands to our local environment
- Research- why do pirates wear eye patches?
- Through the porthole painting
- Maps- learning to read a map and creating our own maps
- Programming BeeBots around the pirate map
- Compare old and new ships/boats
- Non fiction books/ photographs of pirates- comparing to stories
- Use Netbooks to play games and carry out research
- Use Paint on the computer to create a picture- using different tools – fill, shapes, colour
- ICT – using cameras, iPads and IWB – recording and take pictures of each other/our work
- Forest School
- Create mini movies of life at sea/a day as a pirate
- RE-Jesus calms the storm, Johna and the Whale, Noahs Ark

Resources

- Non fiction books about pirates/ships
- Photos of desert islands
- Various maps
- Bee bot and pirate mat
- Role play hats/costumes and lanyards
- Large roll of paper
- Photos of local area
- Binoculars, telescope
- Seeds, beans
- iPads, cameras, netbooks
- Computers
- Green screen
- Chick writing prompts, cameras

Expressive Arts and Design	Key Experiences	Resources
<p data-bbox="405 177 607 201">Learning Intentions</p> <p data-bbox="69 205 483 229">Exploring and using media and materials</p> <ul data-bbox="129 236 936 619" style="list-style-type: none"> • Builds a repertoire of songs and dances • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Develop their own ideas through selecting and using materials and working on processes that interest them. (exceeding) <p data-bbox="69 625 259 649">Being Imaginative</p> <ul data-bbox="129 655 936 935" style="list-style-type: none"> • Creates simple representations of events, people and objects. • Plays cooperatively as part of a group to develop and act out a narrative. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Use what they have learnt about different media and materials in original ways • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Children talk about the ideas and processes which have led them to make music, designs, images or products. (exceeding) 	<ul data-bbox="958 172 1749 715" style="list-style-type: none"> • Pirate portraits • Animal patterns/textures • Designing and making a pirates eye patch • Clay treasure making • Sea creature hat design and making • Junk model figureheads • Use our imaginations to create a painting/picture of our view from the porthole/window • Learn and sing songs related to pirates e.g when I was one, 10 Little pirates, • Use musical instruments to create a sea soundscape • Musical instruments outdoors – storms/rough seas/sea shanties • Pirate ships and Desert Island role play • Use play pod and available resources to create a pirate ship • Make pirate items such as a hat, ship, compass, flag. Hook, treasure coins and treasure chest • Bubble pictures • Dressing up as pirates/sea creatures • Creating wave patterns in a variety of different media 	<ul data-bbox="1877 177 2168 810" style="list-style-type: none"> • Junk modelling • Musical instruments • Clay • Paper plates • Oil pastels • Large pirate ship for role play • Palm tree • Bubble mixture • Costumes • Materials to collage • Charcoal • Water colours • Marbling • Small world pirate ships • Large rolls of paper • Large strips of card • Various collage materials