

Prime Areas



Specific Areas

WHOLE SCHOOL TOPIC: Food and Farming

Story: The Night Pirates

Focus question: What is under the sea?



Week / Big Book Focus:	PSED	Physical Development	Communication & Language	Literacy	Little Wandle	Mathematics	Understanding the world	Expressive Arts & Design
Week 1 02.06.25 - 06.06.25	Jigsaw - My Body Learning intention: I can name parts of the body	<p>PE- Athletics / multi skills SPORTS DAY PRACTISE</p> <p>Fine motor skills - practising name writing, animal patterns, cutting and sticking to create collage</p> <p>Gross motor skills - obstacle course, skipping ropes, balance beam</p> <p>Handwriting (PenPals - introduce with finger gym warmups) - curly caterpillar letters c a o d s g q e f</p> <p>name writing</p>	See 'Speaking and Listening Plan Summer B'	<p><u>Session 1</u> WOW</p> <p>Children arrive to class to find a treasure map rolled up as a scroll and tied with some string/jute! (You could colour-copy the map from the back of The Night Pirates). Tied to the map is a message: Have pictures of some of the pirates (girl ones and adult ones) from text dotted around classroom and in the outdoor/any other areas you have. Let the children find the pirates and then report back to the others about where they were found.</p> <p><u>Session 2</u></p> <p>Hide the pirate: Suggest to the children that maybe if we hide the pirates again then we might be able to work out why they're here and what they might have been doing. Provide children with the following instructions on strips:</p> <p>Put the pirate in the sand. Put the pirate on the shelf. Put the pirate inside a box. Put the pirate beside the pens.</p>	<p><b>Reception</b> Reception Summer 2 Week 1</p> <p><b>Year 1</b> Year 1 Autumn recap - plugging the gaps</p>	Use mathematical language to name and describe 3D shapes.	<p>RE - The Torah - to understand that the Torah is a special book for Jewish people. Share a story from the Torah</p> <p>Do I have a special book? What is Judaism? Why is the Torah special for Jews?</p> <p><b>E-Safety</b> - Technology in our lives - Looking at how we use technology in our homes. <b>Introduce topic question: What is under the sea?</b></p> <p><b>Science Year 1</b> Name a variety of animals and describe and compare their external features. Sort animals by their groups and what they eat.</p> <p>Discuss seaside &amp; beach and how a seaside is different from other environments such as a river and pond. Name and describe features of creatures that live under the sea, e.g. legs of octopus. Name and describe features of creatures that live under the sea. How do</p>	<p>Music: Big Band - Lesson 1: What makes an instrument?</p> <p>Create an undersea habitat picture. Including sea creatures and ocean objects - wax resist link to UTW</p> <p><b>Forest School Can I draw what I see?</b> Children enter fire circle in a line &amp; sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Ask children about the seasons. Which season are we in now? How do you know? Children play 'Seasons' corners. Discuss changes that happen to trees. What do they look like now? Explain children are going to make observational drawings of a tree. Discuss word 'observational' &amp; explain, means only drawing what they see. Children move to log tables. They draw the silver birch tree next to tables. Children</p>

				<p>Shared -read using sound buttons for sand, shelf, box and pens (the graphemes for all of these words will already have been taught).</p> <p>What might the pirates have been doing in these places? Digging for treasure, on the lookout, hiding, writing a note. Follow the instructions to hide the pirates.</p> <p><u>Session 3</u></p> <p>Children to draw their own treasure map. They can label it with words such as 'box', 'sand', 'sea', 'tree'. The words should be phonetically plausible.</p> <p>Author focus - Shirley Hughes</p>			<p>sea creatures adapt to the ocean. link to EAD</p>	<p>label the parts of the tree using known sounds. Children drink squash sat at tables.</p> <p><b>Resources:</b> 'Seasons' laminated cards &amp; string, A4 paper. Sketching pencils, grapheme mats</p>
<p>Week 2 09.06.25 - 13.06.25</p> <p>Phonics Screening Week</p> <p>11<sup>th</sup> - New Gruffalo induction</p> <p>Thursday 12<sup>th</sup> June - Understanding Emotions workshops</p>	<p>Jigsaw - Respecting My Body Learning Intention: I can tell you some things I can do and foods I can eat to be healthy.</p>	<p>PE- Athletics / multi skills SPORTS DAY PRACTISE</p> <p>Fine motor skills - activities, rolling playdough, cutting, threading, tweezers</p> <p>Gross motor skills - using bikes, large equipment, climbing</p> <p>Handwriting (PenPals - introduce with finger gym warmups) - long legged giraffe letters l i t u j y</p> <p>name writing</p>	<p>See 'Speaking and Listening Plan Summer B'</p> <p>Correctly using verbs to change tense - use suffix -ed to describe actions in the story.</p> <p>mathematical language - pattern, repeat, rule</p> <p>WOW starter - speaking in clear sentences to explain and share thinking. Plan an activity, reasoning skills.</p>	<p><u>Session 1</u></p> <p>What would a pirate look like? Draw a pirate and label the picture. What might he wear? How would we describe him?</p> <p><u>Session 2</u></p> <p>Listen to the sounds of the ocean. Describe using senses. Draw the sea and one creature you might find there and label it. What else might you find in the ocean?</p> <p><u>Session 3</u></p> <p>What would a pirate ship look like? Where might it be travelling?</p>	<p><b>Reception</b> Reception Summer 2 Week 2</p> <p><b>Year 1</b> Phonics Screening</p>	<p>1. Subitise numbers to 5 and make equivalent amounts with their rekenreks. Count out 6 or 8 objects from a larger group and check by counting 1-to-1. Arrange 6 or 8 objects into groups that can be subitised.</p> <p>2. Join in with the counting sequence to 10. Recognise and show numbers from 5 to 10 in '5 and a bit' arrangements. Remember to stop when they count to the end of a set of up to 10 jumps/claps/hops.</p> <p>3. Count 20 objects. Practise saying the tricky 'teen' numbers.</p>	<p><b>Science Year 1 Materials</b></p> <p>Naming everyday objects and the materials they are made of, naming everyday materials wood, plastic, glass, metal, water and rock. Describing the properties of each of these materials using words including strong, rigid, flexible, waterproof, soft, smooth. Sorting them by their type/properties. Testing to see which are waterproof/not waterproof. Link to summer activities - boats etc</p> <p>Discuss summer cultures such as fetes, sports days</p>	<p>Music: Big Band - Lesson 2: Introduction to orchestra</p> <p><b>Father's (special person) Day cards - To go out on Friday</b> Discuss cards &amp; why making. Ask children to think about things our special person does for them. Children create own cards after looking at selection of ideas.</p> <p>Create underwater small worlds in tuff tray, children add under the sea creatures to tuff tray.</p>

Friday 13 <sup>th</sup> PM - Father's Day cards				Children to draw and label a pirate ship.  Author focus - Shirley Hughes		4. Practise counting to 100. Share strategies for counting larger amounts that can't be moved.	& bbq, children think about their own experiences of summer culture activities. Discuss summer safety - sun/water safety (Barnaby bear)	<b>Shell art:</b> The children design own shell/spiral for a hermit crab. Use different textured materials to create the shells/spirals. Children create hermit crabs for their shells using different techniques & materials
Week 3 16.06.25 - 20.06.25  Wednesday 18 <sup>th</sup> - Heritage Workshop  Friday 20 <sup>th</sup> - Summer Solstice	Jigsaw - Growing Up Learning Intention: I understand that we all grow from babies to adults	PE- Athletics / multi skills SPORTS DAY PRACTISE  Draw simple chalk map on playground of route to school.  Fine motor skill - activities - puzzles, tracing, dot to dot, pencil control  Gross motor skills - dancing, moving in different ways, working with others to handle equipment  Handwriting (PenPals - introduce with finger gym warmups) - one armed robot letters r b n h m k p name writing	See 'Speaking and Listening Plan Summer B'  Music - listening carefully to beats and patterns.  Directing Bee-Bots to move - programming & discussing with peers - using vocabulary of position and direction. Explaining what they know to an adult/peer - how do I get the BeeBots to follow a route?  Mathematical vocabulary - position and direction  Scientific vocabulary for materials e.g. smooth, rough, waterproof	<u>Session 1</u> Children to think about what a pirate might say and act this out. Children to role play. Children to create a speech bubble e.g. sit down, stand, stop, dig. <u>Session 2</u> Re-read the story so far. What might happen next in the story? Pirate sentences: Support the children through oral rehearsal to write some sentences about the story so far to include words containing the grapheme /ow/: The pirates went down. Pirates frown. Clever pirates bow. Children to create a collage for the house that the children think they will see. <u>Session 3</u> Sing the song, tap out the music. Perform the song. Were The Night Pirates good pirates or were they	<b>Reception</b> Reception Summer 2 Week 3  <b>Year 1 - Stardust</b> Year 1 Autumn recap - plugging the gaps	1. Find ways to partition (split) a set of 5. Understand that 5 can be partitioned in different ways.  2. Understand that 5 can be partitioned (split) in different ways. Use what they know about 5 to work out a hidden number.  3. Use their fingers to represent numbers within 5 Use dice frames as a different structure with which to represent the same numbers within 5 Use spatial language to describe their arrangements.  4. Use positional language to describe spatial arrangements of objects. Visualise and describe doubles patterns up to '5 and 5'.	<b>Science Year 1</b> Draw and label a basic human body. Name each body part associated with each senses. Compare textures, sounds and smells  RE - The Torah - Special books. <i>Where might Jewish people read the Torah?</i> <i>What is a synagogue?</i> <i>What might happen at the synagogue?</i>  Look at differences between seaside's today and seaside's from the past. Judy show, Watch video of Punch & (shows/ performances from the past). Explore fossils and talk about dinosaurs through the life of Mary Anning. Look at past habitats.  The children take photographs of their own sand sculptures.	Music: Big Band - Lesson 3: Follow the Beat  Create treasure maps using grids & simple grid numbers to show where the treasure is hidden.  Use sand to create sand sculpture of a fossil - shell pattern. Make sand sculptures and create patterns in the sand using a variety of tools.  Perform a Punch and Judy show by making own stick puppets & using puppet theatre  Use charcoal to create black and white image of the seaside.  <b>Forest School Can I make a clay tile?</b> Children enter fire circle in a line & sit on next available log. Discuss fire safety, role of flags & what to do if

				<p>baddies too? Is there such thing as a good pirate? Why? Why not?</p> <p>Author focus - Shirley Hughes</p>				<p>whistle blows. Explain are going to make a clay tile. Which patterns could we use on our tile? Remind children of spirals created to make a home for the hermit crab. What could we use to create a pattern in the clay? Demonstrate rolling out clay using rolling pin &amp; cutting into square using a clay tool. Show creating spiral using thin stick to make small dots in clay in spiral pattern, not going all the way through clay. Children work clay then follow instructions to create their own tiles. Tiles to be dried for display. Discuss different patterns made. Children return to fire circle for squash.</p> <p><b>Resources:</b> clay, rolling pins, thin sticks, clay tools,</p>
<p>Week 4 23.06.25 - 27.06.25</p> <p>Wednesday 25<sup>th</sup> - New Gruffalo Induction</p>	<p>Jigsaw - Fun and Fears Part 1 Learning Intention: I can express how I feel about moving to Year 1 / 2</p>	<p>PE- Athletics / multi skills SPORTS DAY PRACTISE</p> <p>Fine motor skill - activities</p> <p>Gross motor skills - balancing,</p> <p>Handwriting (PenPals - introduce with finger gym warmups) - zig zag monster letters x v w x name writing</p>	<p>See 'Speaking and Listening Plan Summer B'</p> <p>Using new vocabulary to compare environments - listening attentively to the new facts.</p> <p>New vocabulary for recipes e.g. ingredients, recipe.</p> <p>Listening and understanding - linking verbs to ingredients to create recipes.</p>	<p><u>Session 1</u> Sorting 'oi' words.</p> <p><u>Session 2</u> Children to write simple sentences back to the pirates using 'oi' words to explain why they would make good pirates e.g. I will dig in the soil, I will find coins.</p> <p><u>Session 3</u> Verbally following instructions, taking on the role of the pirate. Label the picture of the ship.</p>	<p>Reception Reception Summer 2 Week 4</p> <p>Year 1 Year 1 Autumn recap - plugging the gaps</p>	<p>1. Use their fingers to make and describe doubles facts. Explore and represent the composition of 5 on die frames. Explore the commutativity of addition facts.</p> <p>2. Explore and represent the composition of 5 on rekenreks . Use fingers and dice frames to explore and represent '5 and a bit' numbers to 10.</p>	<p>Science Year 1 Plants: name a variety of plants and trees describe their structure and label their parts.</p> <p>Seasonal change: name the season and their features. Name weather types and charges. Record changes in the weather and seasons. Discuss day length as season change - summer solstice - link to discussion of Australia</p>	<p>Music: Big Band - Lesson 4: Tuned and untuned instruments</p> <p>Creating clay tile in Forest School.</p> <p>Learning seaside songs/ rhymes.</p> <p>Collage - sailing / pirate ships using range of materials. Photos to be taken &amp; scanned/ reduced to be used in booklets to be made in literacy.</p>

			Using imagination - acting in role as The Beast.	Author focus - Shirley Hughes		3. Use their fingers to represent '1 more than/1 less than' a given number. Use 10-frames to explore '5 and a bit' numbers to 10.  4. Use what they know about the number sequence to work out missing numbers to 10. Use rekenreks to explore and make '5 and a bit' numbers to 10.	Find out about Australia. Find on the world map. Compare Australia with UK. Looking at Summer cultures between UK and Australia. The Great Barrier Reef. What sea creatures live at the Barrier Reef? Talk about ocean pollution.	
Week 5 30.06.25 - 04.07.25  Assessment Week  Friday 4 <sup>th</sup> - Parent's Day	Jigsaw - Fun and Fears Part 2 Learning Intention: I can talk about my worries and/or the things I am looking forward to about being in Year 1 / 2	PE- Athletics / multi skills SPORTS DAY PRACTISE  Fine motor skill - activities - fishing games in ice water, tap a shape / geo bands  Gross motor skills - team work - large scale construction,  Handwriting - consolidation	See 'Speaking and Listening Plan Summer B'  Offering explanations using newly learnt vocabulary and making links - what melts the ice quickest? Why do we think that is? Making predictions.  Using comparative language to discuss the different environments we have explored  PSHE - sharing thoughts and own feelings. Listening respectfully to others.  Problem solving in mathematics - listening carefully to ideas of others and sharing own ideas. Reasoning skills..."If I do this...what will happen?"	<u>Session 1</u> Assessment writing - things you'll need e.g. ship, map, coin <u>Session 2</u> Assessment writing - What to wear e.g. hat, patch, boots <u>Session 3</u> Assessment writing - What to do e.g. scrub the deck, find coins  Author focus - Shirley Hughes	Reception Reception Summer 2 Week 5  Year 1 Year 1 Autumn recap - plugging the gaps	1. Discuss their understanding of equivalence. Make and describe doubles arrangements on their fingers.  2. Distribute collections of objects into equal and unequal groups. Sort numbers to 10 according to whether each number is a double / is not a double.  3. Use their fingers to make matching doubles amounts. Make and describe doubles patterns on a rekenrek.  4. Recognise an odd and an even number when arranged in a 'doubles' pattern. Sort models into those that contain odd and those that contain even numbers of interlocking cubes.	RE - The Torah - sharing a story from the Torah. What does Adonai mean to Jewish people? How do Jewish people worship God? What do I believe about God?  Fantastic Finishers	Music: Big Band - Lesson 5: Big Band performance  Forest School Can I make a sea creature collage? Children enter fire circle in line & sit on next log. Discuss fire safety, role of flags. & what to do if whistle blows. Discuss what a collage is. Explain children are going to collect natural materials to create a sea creature collage, sticking on materials collected with pva glue. Explain materials must be lightweight to stick onto card. Children decide which sea creature they are going to create. Children go to wild area, field & sensory garden to find natural materials, then move to tables by shelter. Children lay out collage before sticking down with glue. Children drink

								squash sat around fire circle. <b>Resources:</b> A4 card, pva glue,
<p>Week 6 07.07.25 - 11.07.25</p> <p><b>Transition Week</b></p> <p>7<sup>th</sup> / 8<sup>th</sup> - Sports events</p> <p>Wednesday 9<sup>th</sup> - Meet the teacher workshop</p> <p>Friday 11<sup>th</sup> - Changeover Day</p>	<p>Jigsaw - Celebration Learning Intention: I can share my memories of the best bits of this year in Gruffalo Class</p>	<p>PE- Athletics / multi-skills SPORTS DAY</p> <p>Fine motor skill - activities</p> <p>Gross motor skills - parachute games, large outdoor garden games</p> <p>Handwriting - consolidation</p>	<p>See 'Speaking and Listening Plan Summer B'</p> <p>Mathematical vocabulary - temperature (degree, hot, cold, freezing, boiling, Celsius, Fahrenheit) and measures.</p> <p>New RE vocabulary - Adoni.</p> <p>Listening respectfully to others - PSHE.</p>	<p>See 'Gruffalo Literacy Planning - Summer B</p> <p>Author focus - Shirley Hughes</p>	<p>Reception - VHC Review week</p> <p>Year 1 Review Week</p>	<p>1. Subitise quantities to 5. Say which set of up to 10 objects contains more than the other.</p> <p>2. Use their fingers to show 'more than' numbers to 10. Use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number.</p> <p>3. Subitise '1 more' amounts to 5. Order towers to 10 - recognising the '1 more' pattern of number.</p> <p>4. Use their fingers to show 'more than' numbers to 10. Explore the order and magnitude of numbers to 10.</p>	<p>Transition week - TBA</p> <p>Seaside experience day - summer beach clothes, ice creams seaside games and puppet shows</p>	
<p>Week 7 14.07.25 - 18.07.25</p>	<p><b>Celebration Week</b></p> <p>Thursday 17<sup>th</sup> - Party day &amp; picnic</p>							