








Prime Areas

Specific Areas



WHOLE SCHOOL TOPIC: The power of words

<p>Week / Big Book The Night Pirates</p> 	<p>PSED</p>	<p>Physical Development</p>	<p>Communication & Language</p> <p>1. Offer explanations for why things might happen, 2: Express their ideas and feelings about their experiences using full sentences 3: Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>Literacy</p> <p>Literacy Tree Outcomes; Writing in role, letters, labels, and captions</p> <p>Main objective / outcome: 'How to be a pirate' guide.</p>	<p>Letters & Sounds</p> <p>Little Wandle Spring A</p>	<p>Mathematics</p> <p>White Rose Maths: Length, Height & Capacity</p> <p>Mastering Number: subitising, comparing, composition, counting, cardinality and ordinality.</p>	<p>Understanding the world</p> <p>TOPIC QUESTION: What is under the sea?</p>	<p>Expressive Arts & Design</p>
<p>Week 1 5th - 9th January 2026</p> <p>Theme week: The power of words</p> <p>World day of peace 01.01.26</p>	<p>Work together in groups</p> <p>Taking turns & sharing.</p> <p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 1: Challenge Learning Intention: I understand that if I persevere I can tackle challenges</p>	<p>Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p> <p>Year 1: Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught.</p>	<p>Make comments about what they have heard from the Author and ask questions to find out more informations.</p> <p>Express their ideas and feelings when given a word.</p> <p>Encourage children to use their own words to narrate what's happening and invent new storylines.</p> <p>Read stories and make comments on them and ask questions about the</p>	<p>Author visit- children asking questions and reflecting on visit.</p> <p>Draw favourite character from the story</p> <p>Write a summary of what they would write a story about.</p> <p>Create a word Jar.</p> <p>Book inspired Art.</p> <p>Magical words all around us</p> <p>Words hidden around the school.</p> <p>Word potion mixing station.</p> <p>Words that make us feel:</p>	<p>Little Wandle Phase 3</p> <p>Rec Rec Spring 1</p> <p>ai ee igh oa</p> <p>Year 1: Year1/ Autumn A review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p>	<p>Length and Height White Rose -</p> <p>1. To be able to use language such as shorter, longer to describe length White Rose</p> <p>2. To be able to use language such as shorter, longer to describe height.</p> <p>Year 1: Length and height: Step 1 Compare lengths and heights Step 2 Measure length using objects</p>	<p>Small world trays linked to different traditional stories. Children to create their own</p> <p>Non-fiction words display with small world trays.</p>	<p>Music: Musical stories. Lesson 1: Movement to music</p> <p>e-safety lesson</p>

		Write own names using letters formed correctly	power of the words within them. Use new words to explore new explanations.	Mirror talk Role play Kindness tree Compliment chain Words tell stories Small world tray Story stones Puppet show Character word clouds Word Wizard Celebration day Word parade Class book sharing Poetry performance Word balloon pop		Step 3 Measure length in centimetres		
<p>Week 2 12th- 16h January 2026</p>  <p>The Night Pirates</p> <p>Power of words display board to be completed by Friday 16th January 2026.</p>	<p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 2: Never Giving Up Learning Intention: I can tell you about a time I didn't give up until I achieved my goal.</p>	<p>PE Sports Coach/ multi-skills co-ordination and control CH</p> <p>Handwriting Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p> <p>Year 1: Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught.</p> <p>Write own names using letters formed correctly</p>	<p>Literacy tree session 1. Wow starter. Participate in discussions about seaside and reflect on own experiences. Learn new story vocabulary/ language</p> <p>Make comments on shell structures and ocean habitats. Asking own questions. Explain the process of making shell art pictures.</p> <p>Ask questions they would like to find out about the seaside.</p> <p>Express ideas on subitising and arrangements of objects. Listening to and following instructions</p>	<p>Wow Story Starter Day: To introduce the Fiction text: 'The Night Pirates'</p> <p>Literacy Tree - Wow Starter /Session 1 Learning Objective 1: To be able to follow instructions involving several ideas or actions To use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>Wow Starter - Children will find treasure map, read & follow instructions to find & hide the pirate pictures. Wow starter -They take part in 'Seaside' themed activities. Exploring sand, seaweed, pebbles, shells and sea creatures. Children try ice-cream.</p> <p>Children learn new story language/ vocabulary so far.</p>	<p>Little Wandle Phase 3</p> <p>oo oo ar or was you they</p> <p>Year 1: Year1/ Autumn A air er /z/ s -es words with two or more digraphs e.g. queen thicker</p>	<p>Subitising (MN)</p> <p>1. To be able to use their fingers to quickly show quantities on 1 hand. To be able to recognise the numerals 1-5. To begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots</p> <p>2. To be able to subitise linear and paired arrangements of 2, 3 and 4 dots. To be able to visualise and recreate arrangements of 3, 4 and 5 dots. To be able to match</p>	<p>Introduce topic question: What is under the sea? Discuss seaside & beach and how a seaside is different from other environments such as a river and pond. Explore mapping using grid over sand to find buried treasure</p> <p>Name and describe features of creatures that live under the sea, e.g. legs of octopus</p>  <p>Small world play using the under the sea creatures. Video/film under the sea small world play experiences, using ipad. Year 1 science</p>	<p>Music: Musical stories. Lesson 2: storytelling with actions</p> <p>Create a rock pool habitat using small world toys and equipment in the tuff tray.</p> <p>Shell art: 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</p>

			<p>- using clear and concise language in simple sentences.</p> <p>RE - showing good listening skills during Godly play. Asking and answering questions</p>	<p>Word vocabulary linked to story so far - Writing display board</p> <p>Session 1 Session 1 on Literacy Tree - WOW 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>Session 2 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: Put the pirate in the sand. Put the pirate on the shelf. Put the pirate inside a box. Put the pirate beside the pens. Shared -read using sound buttons for sand, shelf, box and pens (the graphemes for all of these words will already have been taught). What might the pirates have been doing in these places?</p>		<p>arrangements of 3, 4 and 5 dots to the correct numerals.</p> <p>3. To be able to match numerals to quantities for 1-5. To be able to recognise die arrangements. To be able to visualise and describe arrangements of dots on a die. To be able to use dice to link subitised amounts with 1-to-1 counting actions</p> <p>4. To be able to recognise die patterns to 6. To be able to link die patterns to numbers shown on their fingers. To be able to use die patterns to play track games.</p> <p>Year 1: addition and subtraction within 20.</p> <p>Represent and use number bonds Add two single digit numbers within 20</p>	<p>Name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Forest school- stick themed.... Can I draw a snail? Show children 2 different shells. What do you notice about them? Are all shells the same shape? Do they all have the same markings? Explain children are going to create a shell using sticks. Then sticks with mud to mark make a shell. Discuss what observational means. Show children snails on leaves, found in wild area put in take away trays. Do these snails look like the other shells? Why not? Children move to log tables & cable roll table rolled across to join them. Remind children not to touch snails. Children use pencils on A5 paper to draw a pot of snails & leaves. They use pencil crayons to colour their snails & leaves appropriately.</p>	<p>techniques & materials.</p>     <p>Observational drawings of real sea/ocean objects collected e.g. seaweed, pebbles, shells, driftwood.</p>
--	--	--	--	---	--	---	---	--

				<p>Digging for treasure, on the lookout, hiding, writing a note. Follow the instructions to hide the pirates.</p> <p>Session 3</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>Add a single digit number to a 2-digit number within 20</p> <p>Add two 2-digit numbers within 20 (e.g. 12+16)</p> <p>Count in multiples of 2</p> <p>Odd and even numbers</p> <p>Solve one step problems which involve addition</p> <p>Small steps</p> <p>Add by counting on within 20</p> <p>Add ones using number bonds</p>	<p>Look at children's drawings. Can we see the snail shell? the leaves? Did the snail come out of its shell? What did you see? Have you drawn it?</p> <p>Adults to help children put snails back in the habitats they were found in. Children use wet wipes before drinking hot chocolate sat at log tables.</p> <p>RE: Special Times - Easter</p> <p>WALT: Share what we know about Jesus and the story of how he was born.</p> <p>Key Question: Who is Jesus?</p> <p>Key Question: What is the story of Jesus' birth?</p> <p>Key Question: What was the story of my birth?</p> <p>Allow children time to explore and play with the dolls/hospital small world etc and encourage children to discuss what they are doing and their experiences of babies / hospitals etc.</p>	
--	--	--	--	--	--	--	--	--

<p>Week 3 19th- 23rd January 2026</p>	<p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 3: Setting a Goal Learning Intention: I can set a goal and work towards it.</p>	<p>PE multiskills co-ordination and control 2.</p> <p>Handwriting Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p> <p>Year 1: Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught. y</p> <p>Tricky word writing</p> <p>Write own names using letters formed correctly</p>	<p>Make comments about under the sea creatures and their adaptations to the habitat.</p> <p>Offering explanations of 1 more and 1 fewer - how does this work?</p> <p>Explain why sea animals adapt to their habitat.</p> <p>Express own feelings and ideas about sea creatures.</p> <p>Ask own questions about sea creatures.</p> <p>Descriptive language - describing a pirate, describing sea creatures and pirate ships.</p> <p>Listening to the sounds of the ocean and talking about what we hear.</p>	<p>Session 1 What would a pirate look like? Draw a pirate and label the picture. What might he wear? How would we describe him?</p> <p>Session 2 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>Session 3 What would a pirate ship look like? Where might it be travelling? Children to draw and label a pirate ship.</p>	<p>Little Wandle Phase 3</p> <p>ur ow oi ear my by all</p> <p>Year 1: Year1/ Autumn A Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p>	<p>Counting, Cardinality and Ordinality (MN)</p> <ol style="list-style-type: none"> To be able to recognise numerals 1-5. To be able to order numbers from 1-5. To be able to match numerals to quantities in order. To be able to build towers in order from 1-5 squares. To be able to see the staircase pattern and recognise that each number is 1 more. To be able to order towers of 1-5 interlocking cubes. To notice when we have '1 more' and when we do NOT have '1 more'. To be able to match numerals to representations. To be able to represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last. 	<p>Technology (Computing): Use the internet on chrome books to research & discover facts/ pictures of sea creatures. Name and describe features of creatures that live under the sea. How do sea creatures adapt to the ocean?</p> <p><u>Year 1 science</u> Name a variety of common animals including fish, amphibians, reptiles, birds and mammals Name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the external features of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Discuss summer cultures such as fetes, sports days & bbq, children think about their own experiences of summer culture activities. Summer safety. Sand sculpture. Discuss summer weather</p> <p><u>Year 1 science</u> Name different weather types Talk about changes in weather Observe changes weather across the four seasons</p>	<p>Music: Musical stories. Lesson 3: using instruments to represent actions.</p> <p>Drawing under the sea creatures; use collage materials, wax crayons, water colours, paints, chalks Talk about the process used.</p> <p>Create underwater small worlds in tuff tray, children add under the sea creatures to tuff tray.</p>  <p>Use sand to create a sand sculpture.</p> 
--	---	---	---	--	--	--	---	--

						<p>Year 1: addition and subtraction within 20.</p> <p>Represent and use number bonds Add two single digit numbers within 20 Add a single digit number to a 2-digit number within 20 Add two 2-digit numbers within 20 (e.g. 12+16) Count in multiples of 2 Odd and even numbers Solve one step problems which involve addition</p> <p>Small steps Find and make number bonds to 20 Doubles</p>	<p>Record changes in weather Record changes in seasons Discuss day length as season change</p>	
<p>Week 4 26th- 30th January 2026</p>	<p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 4: Obstacles and Support Learning Intention: I can use kind words to encourage people.</p>	<p>PE Sports coach/ multiskills sending and aiming CH</p> <p>Handwriting Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p>	<p>Offer explanations about arranging, composing & decomposing shapes into patterns in forest school.</p> <p>Express ideas in art medium - sand & clay.</p> <p>Work together as a team to create treasure maps</p>	<p>Session 1 Look at session 2 from the Literacy Tree unit. 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.</p> <p>Session 2 Re-read the story so far. Session 3 on Literacy Tree.</p>	<p>Little Wandle Phase 3</p> <p>air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p> <p>are sure pure</p>	<p>Composition and Capacity (MN)</p> <p>1. To be able to show numbers to 5 using their fingers. To be able to see that 5 can be partitioned into 4 and 1. 2. To be able to show ways of making 5 on their</p>	<p>Mary Anning to explore seaside towns in the past (Victorian) and fossils. Explore seaside pictures from past/present. Explore finding out about Dinosaurs and habitats from the past. Compare habitats with sea creature's habitat</p>	<p>Music: Musical stories. Lesson 4: musical story composition</p> <p>Set up area to become a Pirate ship having a mast & sail. Flag?</p> <p>Create treasure maps using grids &</p>

		<p>Year 1: Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught.</p> <p>Write own names using letters formed correctly</p>	<p><i>Give ideas for shared writing & own sentences, writing letters back to the pirates using words containing 'ow' sound.</i></p> <p><i>Role play - acting in the role as a pirate. Using imaginative language.</i></p> <p><i>Orally composing own sentences - having the confidence to share own ideas.</i></p> <p><i>Using new vocabulary for capacity.</i></p> <p><i>RE - Comparison language. Explaining how we celebrate Easter. What do we notice about how Christians celebrate Easter and why?</i></p>	<p>What might happen next in the story?</p> <p>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.</p> <p>Session 3 Session 4 on Literacy Tree. Sing the song, tap out the music. Perform the song. Were The Night Pirates good pirates or were they baddies too? Is there such thing as a good pirate? Why? Why not?</p>	<p>Year 1: Autumn A Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p>fingers. To be able to see that 5 can be partitioned into 3 and 2.</p> <p>3. To find ways to partition a set of 5.</p> <p>4. (White Rose) To be able to use everyday language to talk about the capacity of everyday objects. To be able to compare quantities and objects. To be able to understand full, empty and half full.</p> <p>Year 1: addition and subtraction within 20.</p> <p>Subtract two single digit numbers Subtract a single digit number from a 2-digit number within 20 Subtract two 2-digit numbers within 20 (e.g.16-12) Solve one step problems which involve subtraction Small steps</p>	<p>Find out about Australia. Find on the world map. Compare Australia with UK. Compare summer culture between UK and Australia The Great Barrier Reef What sea creatures live at the Barrier Reef? Talk about ocean pollution.</p> <p>Technology (Computing): Use the chrome books to draw pictures of sea creatures and dinosaurs Technology: The children take photographs of their own sand sculptures.</p> <p>Forest School Winter watch- children to observe winter changes. WALT: create a clay tile with a spiral pattern. Children roll out clay, cut to square shape & use thin sticks to create a spiral pattern on the top.</p> <p>RE: Special Times - Easter WALT: Talk about how we have changed as we have grown. Key Question: How have I changed?</p>	<p>simple grid numbers to show where the treasure is hidden.</p> <p>Watch video of Punch & Judy show, (shows/ performances from the past) Perform a Punch and Judy show by making own stick puppets & using puppet theatre.</p> <p>Learning seaside songs/ rhymes.</p>
--	--	--	--	--	---	--	---	--

						<p>Near doubles Subtract ones using number bonds. Subtraction counting back. Subtraction finding the difference.</p>	<p>Share a story 'Jesus in the temple' from the Bible. Key Question: What can I do now that I couldn't do before? Key Question: Does everyone change and grow in the same way?</p>	
<p>Week 5 2nd - 6th February 2026</p> <p>02.02.2026 Story telling week - no assemblies</p>	<p>PSHE Jigsaw Puzzle 3: Dreams and Goals Piece 5: Flight to the Future Learning Intention: I understand the link between what I learn now and the jobs I might like to do when I am older</p>	<p>PE Sports coach/ multi-skills tracking receiving and aiming CH</p> <p>Handwriting Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p> <p>Year 1: Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught.</p> <p>Write own names using letters formed correctly</p>	<p>Offer explanations about sand sculptures and ask questions to clarify understanding.</p> <p>Express ideas and feelings as use stick puppets in a performance during Punch and Judy show.</p> <p>Express ideas about art mediums, used to collage a pirate ship/ sailing ship.</p> <p>Make comments about Australia and ask questions to clarify understanding. Begin to make comparisons between Australia & UK.</p> <p>Reflect on own experiences of the seaside.</p>	<p>Assessment Week</p> <p>Session 1 Session 8 on Literacy Tree. Assessment writing - things you'll need e.g. ship, map, coin</p> <p>Session 2 Session 9 on Literacy Tree. Assessment writing - What to wear e.g. hat, patch, boots</p> <p>Session 3 Session 10 on Literacy Tree. Assessment writing - What to do e.g. scrub the deck, find coins</p>	<p>Little Wandle Phase 3</p> <p>longer words</p> <p>Year 1: review longer words</p>	<p>Composition (MN)</p> <p>1. To be able to see that there are 5 dots on a die pattern. To be able to represent 4 in different ways on a die frame.</p> <p>2. To be able to use their fingers to represent 6 as '5 and a bit'. To be able to use double dice frames to represent 6 as 5 and 1 more.</p> <p>3. To be able to match die representations of numbers 1-6 to representations on their fingers. To be able to see that 5 and '2 more' make 7.</p> <p>4. To be able to count out 6 blocks from a collection.</p>	<p>Fantastic Finishers</p> <p>Look at differences between seaside's today and seaside's from the past.</p> <p>Outdoor learning: WALT: build to move objects using water. In two groups children build chutes using water equipment including guttering, pipes, stands & pumps to move objects using water. They try out their structures firstly using small balls in a 'dry' run, then using boats moving them with water.</p>	<p>Music: Musical stories. Lesson 5: musical story performance.</p> <p>Collage - sailing / pirate ships using range of materials. Photos to be taken & scanned/ reduced to be used in booklets to be made in literacy.</p>

			<p>Offer explanations when exploring composition of number.</p> <p>Working together as a group, giving ideas on how to create a water chute, testing chute using objects to test out the chute..</p> <p>Following instructions</p> <p>Make comments about a picture of a seaside in the past and use comparative language to explore differences between the seaside in past & a picture of</p>			<p>To be able to replace 1 block and know that there are still 6. To be able to add another block to make 7.</p> <p>Year 1: addition and subtraction within 20.</p> <p>Use related subtraction facts Solve missing number questions involving addition (using inverse) Solve missing number questions involving subtraction (using inverse)</p> <p>Small steps Related facts Missing number problems</p>		
<p>Week 6 9th- 13th February 2026</p> <p>Children's mental health week</p> <p>09.02.26 Dress to express</p>	<p>Jigsaw - Dreams and Goals. Piece 6: Footprint awards</p>	<p>PE Sports coach/ CH multiskills bouncing</p> <p>Handwriting Reception: Warm up focus: Ladder letters l i t j u y Handwriting- matched with phonics progression.</p> <p>Year 1:</p>	<p>Offer explanations about Summer and ask questions to clarify understanding.</p> <p>Express ideas about art mediums.</p> <p>Make comments about summer cultures in various countries.</p>	<p>Children's mental health week</p> <p>Children</p>	<p>Little Wandle</p> <p>Little Wandle assessments</p>	<p>Comparison (MN)</p> <p>1,2 & 3. To be able to use 'more than' and 'fewer than' to describe quantities. To be able to say when they can see that someone has more or fewer of the same kind of object. To be able</p>	<p>Team building and friendly competition (through the hoop, obstacle course,</p> <p>Healthy body - physical, hygiene, sleep routines, healthy eating (immune system) Mental Health Growth Mindset Proud to be me</p>	

<p>10.02.26 Safer internet day</p> <p>11.02.26 Neurodiversity am</p> <p>11.02.24 Ramadan PM</p> <p>12.02.26 Chinese food lunch</p> <p>13.02.26 valentine's day cards am</p> <p>13.02.26 Keeping lunch pancakes to decorate</p>		<p>Warm up focus: Curly caterpillar letters c a d o q g e f s</p> <p>Match handwriting with phonics sounds taught.</p> <p>Write own names using letters formed correctly</p>	<p>Expressing ideas about our mental health and wellbeing - using language to talk about emotions and describe feelings.</p> <p>Using clear instructions and listening to others during team building exercises. Positive language - sharing compliments with others - being friendly and knowing our audience. Talking kindly to ourselves.</p>			<p>to know that it is quantity - not colour, size or type - that determines if 1 set has more or fewer of the same type of object than another.</p> <p>4. To be able to use the words 'an equal number' to say when there is the same number of items in 2 sets. To be able to say when they can see an equal number.</p> <p>Year 1: Weight and Volume.</p>	<p>Safer internet day discussions.</p>	
--	--	--	--	--	--	--	--	--