

Literacy focus: The Night Pirates

Outcomes; Writing in role, letters, labels, and captions

Main objective / outcome: 'How to be a pirate' guide.

Listening, Attention and Understanding:

Speaking:

- Use past and present tenses to talk about seaside experiences.
- Use conjunctions to explain the ocean habitat.
- Give explanations about how we keep safe near the water and in the sun.

UTW: Past and Present

- Talk about what we mean by the past. Explore seascapes from the past and talk about the differences across the seascapes.
- Explore fossils and talk about dinosaurs through storytelling.
- Talk about own experiences of seascapes,

EAD: Creating with Materials

Art/ DT

- Explore sand sculpture artist (to be confirmed)
- **Make a sand sculpture and create patterns in the sand using a variety of tools.**
- Use various resource mediums to make a drawing of an under the sea creature/ under the sea e.g collage tissue paper, wax, pastels, crayons, charcoals, water colours.
- Share drawings and paintings, talking about the processes used.
- Use drawing/painting techniques to make an observational painting/ drawing of ocean objects e.g shells, seaweed, pebbles.

PSED:

- Talk about how we stay safe in Summer including sun safety, appropriate clothing.
- Talk about safety at the seaside including water safety.
- Talk about the concept of sharing and ways we can share, focusing on how to regulate emotions when we need to share and make a compromise
- Play turn taking games

Spring A Gruffalo

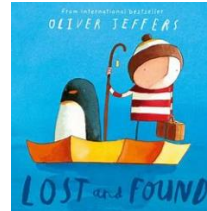
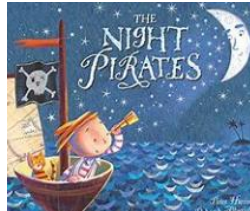
Numeracy:

White Rose - Length & Height. Capacity.
Y1: Addition and Subtraction within 20.

Mastering Number - Subitising. Counting, ordinality and Cardinality.

Composition. Comparison. Numbers/amounts to 10.

What is under the sea?



Ongoing curriculum

PSED: Jigsaw - Dreams & Goals

Music: Musical Stories

RE: The Easter Story

PE: Multi-skills co-ordination and control

ESafety: Active Bytes I am safe and secure

(to be done first week)

UTW: Natural World

- Recognise environments that are different to the one in which we live in, making comparisons between environments.
- Explore ocean habitats, drawing pictures of under the sea animals.
- Talk about how sea animals adapt to the ocean.
- Talk features of 'Summer' including weather changes, trees, school environment, seascapes etc.
- Discuss dinosaurs and past habitats, relating to changing states of matter
- **Participate in a 'seaside' day experiencing summer beach clothes, ice creams, seaside games and puppet shows.**

UTW: People, Culture and Communities

- Talk about ocean pollution and the importance of recycling.
- Explore Summer cultures and traditions e.g school fates, bbq, sports days, holidays. Including making comparisons between experiences within the class.
- Make comparisons to Summer in Australia and the great barrier reef, exploring under the sea animals.

PD: Fine/gross motor skills

- Pencil control during drawing, focusing on holding it effectively.
- Paint brush control.
- Use various tools when making sand sculptures and patterns, including spades, spoons etc.
- Increase accuracy and care when drawing.

Technology

- Photograph own sand sculptures.
- Use the internet to look at under the sea creatures.
- Filming under the sea small world.
- Use paint programme to paint under the sea creatures.
- E-safety