







Prime Areas

Specific Areas


WHOLE SCHOOL TOPIC: Being Resilient

<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 6th- 10th January.</p> <p>Theme week: 'Being Resilient' (In lieu of mental health week) theme week</p> <p>World Day of Peace (01.01.2025)</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>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</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.</p> <p>Positive language - sharing compliments with others - being friendly and knowing our audience. Talking kindly to ourselves.</p> <p>New vocabulary - length and height</p>	<p>Growth Mindset poem</p> <p>Writing on posters about healthy living</p> <p>Writing about ourselves - what am I good at? Why am I special?</p>	<p>Little Wandle Phase 3</p> <p>Rec / Y1 - Rec Spring 1</p> <p>ai ee igh oa</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>Monday: Team building and friendly competition (through the hoop, obstacle course, Tuesday: Healthy body - physical, hygiene, sleep routines, healthy eating (immune system) Wednesday: Mental Health Thursday: Growth Mindset Friday: Proud to be me</p>	<p>Music: Musical stories. Lesson 1: Movement to music e-safety lesson</p>
<p>Week 2</p>	<p>PSHE Jigsaw Puzzle 3: Dreams and</p>	<p>PE Sports Coach/ multi-skills co-ordination and control CH</p>	<p>Literacy tree session 1. Wow starter. Participate in discussions about</p>	<p>Wow Story Starter Day: To introduce the Fiction text: 'The Night Pirates'</p>	<p>Little Wandle Phase 3</p>	<p>Subtising (MN) 1. To be able to use their fingers to</p>	<p>Introduce topic question: What is under the sea?</p>	<p>Music: Musical stories.</p>


<p>13th-17th January 2024</p> <p>The Night</p>  <p>Pirates</p> <p>Church Assembly (15.1.24 tbc)</p>	<p>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>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p> <p>Write own names using letters formed correctly</p>	<p>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 - using clear and concise language in simple sentences.</p> <p>RE - showing good listening skills during Godly play. Asking and answering questions</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.</p> <p>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>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</p>	<p>oo oo ar or was you they</p>	<p>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 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>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. Look at a selection of different shaped shells. Describe what they can see.</p> <p>Forest school 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 draw an observational drawing of a snail & leaf/plant. Discuss what observational means. Show children snails on</p>	<p>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 techniques & materials.</p>   
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				<p>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? Digging for treasure, on the lookout, hiding, writing a note. Follow the instructions to hide the pirates.</p> <p>Session 3 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>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>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. 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? 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 WALT: Share what we know about Jesus and the story of how he was born. Key Question: Who is Jesus? Key Question: What is the story of Jesus' birth? Key Question: What was the story of my birth?</p>	 <p>Observational drawings of real sea/ocean objects collected e.g. seaweed, pebbles, shells, driftwood.</p>
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<p>Week 3 20th- 24th January 2024</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 MW/ multiskills co-ordination and control 2.</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters l i t u j 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>Counting, Cardinality and Ordinality (MN)</p> <ol style="list-style-type: none"> 1. To be able to recognise numerals 1-5. To be able to order numbers from 1-5. 2. 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. 3. 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'. 4. 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.</p> <p>Name and describe features of creatures that live under the sea. How do sea creatures adapt to the ocean?</p> <p>Discuss summer cultures such as fetes, sports days & bbq, children think about their own experiences of summer culture activities.</p> <p>Summer shape poetry.</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> 
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<p>Week 4 27th-31st January 2024</p> <p><u>Story Telling</u> <u>Week:</u> No assemblies - Cultural stories activities all week (27.01.25 - 31.01.25)</p> <p>Chinese New Year-Year of the Snake (29.01.25)- PM activities</p> <p>Thursday 30th January 2025 Somerset Heritage dinosaur and fossils</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>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p> <p>Write own names using letters formed correctly</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>Give ideas for shared writing & own sentences, writing letters back to the pirates using words containing 'ow' sound.</p> <p>Role play - acting in the role as a pirate. Using imaginative language.</p> <p>Orally composing own sentences - having the confidence to share own ideas.</p> <p>Using new vocabulary for capacity.</p> <p>RE - Comparison language. Explaining how we celebrate Easter. What do we notice about how Christians celebrate Easter and why?</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. 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.</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>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> <ol style="list-style-type: none"> 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. To be able to show ways of making 5 on their fingers. To be able to see that 5 can be partitioned into 3 and 2. To find ways to partition a set of 5. (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>Explore sea habitat pictures from the past compare with the same sea habitat now. Explore finding out about Dinosaurs and habitats from the past. Compare habitats with sea creature's habitat</p> <p>Technology (Computing): Use the chrome books to draw pictures of sea creatures and dinosaurs</p> <p>Forest School 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? 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>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 & simple grid numbers to show where the treasure is hidden.</p> <p>Use sand to create a sea scape collage picture.</p> <p>Watch video of Punch & Judy show, (shows/ performances from the past)</p>
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<p>Week 5 3rd-7th February 2024</p> <p>Dress to Express (03.02.2025)</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>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</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>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>Session 1 Session 5 on Literacy Tree. Sorting 'oi' words.</p> <p>Session 2 Session 6 on Literacy Tree. 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>Session 3 Session 7 on Literacy Tree. Verbally following instructions, taking on the role of the pirate. Label the picture of the ship.</p>	<p>Little Wandle Phase 3</p> <p>longer words</p>	<p>Composition (MN)</p> <ol style="list-style-type: none"> 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. 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. 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. To be able to count out 6 blocks from a collection. 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>Make sand sculptures and create patterns in the sand using a variety of tools.</p>  <p>Technology: The children take photographs of their own sand sculptures.</p> <p>Find out about Australia. Find on the world map. Compare Australia with UK.</p> <p>The Great Barrier Reef What sea creatures live at the Barrier Reef? Talk about ocean pollution.</p> <p>Forest School: 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>Perform a Punch and Judy show by making own stick puppets & using puppet theatre.</p> <p>Learning seaside songs/ rhymes.</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>
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<p>Week 6 10th- 14th February 2024</p> <p>Safer Internet Day (11.02.2025)</p> <p>Valentines day link to friendship - pm cards</p>	<p>Jigsaw - Dreams and Goals. Piece 6: Footprint awards</p>	<p>PE Sports coach/ CH multiskills bouncing</p> <p>Letter formation: Ongoing practise of zigzag letters Practise x v w z</p> <p>Write own names using letters formed correctly</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>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>Using mathematical vocabulary - more and fewer, quantity.</p> <p>Express ideas when using art medium - charcoal</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</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 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>Looking at Summer cultures across different countries.</p> <p>Look at differences between seaside's today and seaside's from the past.</p> <p>Forest School WALT: create a collage of a sea creature using natural materials. Children draw a sea creature, then collect natural materials to stick on to drawing to create their sea creature.</p> <p>RE: Special Times - Easter WALT: Listen carefully to the Salvation (Easter) story. Share our thoughts about the Salvation (Easter) story we have listened to</p> <p>Key Question: What does the Bible tell us about the Easter story? Key Question: What questions or thoughts do you have about the Easter story? Key Question: How did Jesus show his love to the world in this story? Activity: Godly Play</p>	<p>Use charcoal to create black and white image of the seaside.</p>
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