

## 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 seashores from the past and talk about the differences across the seashores.
- Explore fossils and talk about dinosaurs through storytelling.
- Talk about own experiences of seashores,

## 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      Snow Bears

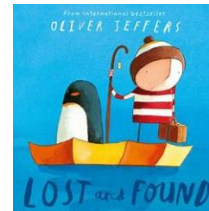
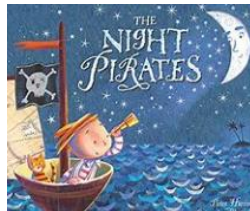
### Numeracy:

*White Rose* - Length & Height. Capacity.

*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, seashores 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