

# Pirates!

## Week One

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
The Pirates are Coming	Starting Off!	Start the Week with a dress up day to get in the mood!	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	Role Play Centre	Pirate ship	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	Maths	Pirate number problems	Use developing mathematical ideas and methods to solve problems Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. Estimate how many objects they can see and check by counting
	CL / Literacy	Write own story based on 'Don't mention pirates'.	Text: Don't mention pirates by Sarah McConnell and pirate songs Use language to imagine and recreate roles and experiences. Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions and actions Attempt writing for various purposes, using features of different forms such as lists, stories and instructions Extend their vocabulary, exploring the meanings and sounds of new words Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems Use their phonic knowledge to write words in ways which match their spoken sounds.
	PD	Pirate dancing Walking the Plank drama Gym Use large apparatus including ropes to re-enact being a pirate	Uses small and large equipment, showing a range of basic skills. Moves with confidence, imagination & in safety. Travels around under, over & through balancing & climbing equipment. Shows awareness of space, of self & others.
	EAD	Sea Art	Explores colour, texture, shape, form and space in two or three dimension. Uses imagination in art & design, music, dance, imaginative & role-play & stories. Responds in a variety of ways to what s/he hears, smells, touches and feels.
		Music	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movement to music. Uses imagination in art & design, music, dance, imaginative & role-play & stories. Responds in a variety of ways to what s/he hears, smells, touches and feels.
	PSED	Throughout all areas of learning	Confident to try new activities, and say why they like some activities more than others. Select and use activities and resources independently Work as part of the class, taking turns and sharing fairly. Take account of one another's ideas about how to organise their activity.
	Utw	Construct a ship for pirates	Make observations and explain why somethings occur. Investigates places, objects, materials & living things by using all the senses as appropriate. Constructs in a purposeful way, using simple tools and techniques. Identifies similarities and differences when exploring and observing. Investigate materials using senses as appropriate. Ask questions about why things happen and how things work.

## Stand Alone Literacy Week One

Key Skills and Activities: What the children will be doing. Phase three letters and sounds	Teaching Points	Learning Objectives: The children will be able to
<b>Handwriting and phonics games and activities</b>	ow, oi, ear, air	<p>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p>
<b>Teach reading :</b>	<b>you</b>	

## Week Two

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
<b>All Aboard the Pirate Ship!</b>	<b>Starting Off!</b>	Dress up As a pirate.	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	Pirate Ship	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events

	<b>Maths</b>	Play peek a boo shape.	<p>Talk about, recognise and recreate simple patterns</p> <p>Use familiar objects and shapes to create and recreate patterns and build models</p> <p>Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes</p>
	<b>CL / Literacy</b>	<p>Tell a Joke Day</p> <p>Everyone to bring a joke and tell to the other pirates!</p> <p>Speaking and Listening</p> <p>Talk to the class about their flag, what they chose and the symbols they chose.</p>	<p>Children express themselves, showing awareness of listeners' needs.</p> <p>Text: Tim, Ted and the pirates by Ian Whybrow &amp; Russell Ayto</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events, and openings</p> <p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p> <p>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems</p>
	<b>PD</b>	<p>Pirate Ship!</p> <p>Pirate dancing</p> <p>Gym – climb the riggings!</p>	Moves with confidence, imagination & in safety. Travels around under, over & through balancing & climbing equipment. Shows awareness of space, of self & others.
	<b>EAD</b>	<p>Pirate Flags - printing</p> <p>Create a new flag to replace the Jolly Roger. Print own symbols, with repeated patterns on fabric.</p> <p>Raise the flags on the rope to the top sail!</p> <p>Talk about patterns and symbols that might be used to make own flags. Experiment with different printing tools.</p>	<p>Children use what they have learnt about media and materials in original ways to create patterns.</p> <p>Safely explore with a variety of tools, materials and techniques experimenting with colour and design.</p> <p>Print patterns with found/supplied objects</p> <p>Use finger prints to enhance design</p> <p>Experiment with use of different surfaces for texture.</p> <p>Printing Activity: Flags with repeated</p> <p>State difference between plain and patterned e.g. wallpapers, cloth</p> <p>Recognise patterns and repeated patterns in our surroundings</p> <p>Use describing words to describe the patterns.</p>
		Creating music for pirate journeys	<p>They represent their own ideas, thoughts and feelings through music, dance, role play.</p> <p>Use imagination in art and design, music, dance, imaginative and role-play and stories.</p> <p>Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.</p>
	<b>PSED</b>	Throughout all activities	Work as part of a group, taking turns and sharing fairly
	<b>Utw</b>	Floating boats	Ask questions about why things happen and how things work.

## Stand Alone Literacy Week Two

Key Skills and Activities: What the children will be doing.	Teaching Points	Learning Objectives: The children will be able to
<b>Phase three letters and sound</b>	ure, er	Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Hear and say sounds in words in the order in which they occur  Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly  Read simple words by sounding out and blending the phonemes all through the word from left to right Read some high frequency words
<b>Teach reading:</b>	they	

## Week Three:

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
<b>Find the Treasure!</b>	<b>Starting Off!</b>	Treasure hunt	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	Pirate ship	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	<b>Maths</b>	Left and Right! Give directions left and right Give instructions Sorting coins Instruction to find the treasure that has been hidden (in the meadow!!)	Use everyday words to describe position  Share objects into equal groups and count how many in each group
	<b>CL / Literacy</b>	Making up own clues to find treasure.	Text: The Pirate Treasure Map: A fairytale adventure – Colin & Jacqui Hawkins and How to be a pirate by Jan Lewis Show an understanding of the elements of stories, such as main character, sequence of events, and openings  Interact with others, negotiating plans and activities and taking turns in conversation Attempt writing for various purposes, using features of different forms such as lists, stories and instructions  Use talk to organise, sequence and clarify thinking, ideas, feelings and events Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
	<b>PD</b>	Find the Treasure! Pirate dancing Gym	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment.
	<b>EAD</b>	Treasure Maps  Treasure!	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<b>UitW</b>	Find the Treasure! Using BeeBots to locate the treasure. Ch to use the treasure map, as made above, with hidden treasure, and control BeeBots to find it.	They select and use technology for particular purposes. That control devices must be programmed That control devices follow instructions which can contain numerical data To use the appropriate keys to make the BeeBots go forward, backward, left and right by using instructions, such as forward 5, right 1 That instructions can be sequenced for more complicated tasks To enter a sequence of instructions that instructions can be repeated That devices that carry out repeated actions follow stored instructions, <i>eg washing machines</i> To develop and record sequences of instructions to control the BeeBot, and predict and test results
	<b>PSED</b>	Throughout activities	Respond to significant experiences showing a range of feelings when appropriate.

	UttW	Technology: Use Beebots Maps and coordinates. Do orienteering here Simple ABC, 123 find the treasure grid references	They select and use technology for a particular purpose.
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### Week three stand alone Literacy

<b>Phase 3 letters and sounds</b>	Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Hear and say sounds in words in the order in which they occur Speak clearly and audibly with confidence and control and show awareness of the listener
Revisit all sounds in phase 3 and revise names of all letters across the phases	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading: her	Read a range of familiar and common words and simple sentences independently  Read some high frequency words

### Week Four:

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
	<b>Launch</b>	<b>Starting Off</b> Go to meadow and find a bottle in the pond which contains a message! Find a message in a bottle, floating in the school pond. In the message there are directions to finding the gold coins which is hidden in the grounds somewhere.	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	Pirate ship	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	<b>Maths</b>	Stranded on a desert Island – Role play.	Use everyday language related to time; order and sequence familiar events and measure short periods of time
	<b>CL / Literacy</b>	<b>Own Messages</b> Write own messages and put in plastic bottles	Text: The Night Pirates by Peter Harris Show an understanding of the elements of stories, such as main character, sequence of events, and openings Attempt writing for various purposes, using features of different forms such as lists, stories and instructions
	<b>PD</b>	Pirates on board the ship	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment.
	<b>EAD</b>	Make own Pirate music / dance	Children sing songs, make music and dance, and experiment with ways of changing them. Recognise how sounds can be changed Design and make a variety of musical instruments.
	<b>PSED</b>	Through activities	Developing awareness of own needs and is sensitive to the needs, views and feelings of others
	<b>UtW</b>	Floating and sinking	Ask questions about why things happen and how things work.

<b>Phase 3 letters and sounds</b>	Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Hear and say sounds in words in the order in which they occur
Phase 3 letters and sounds Revisit all letter sounds and names of letters	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
Teach reading : all	Read a range of familiar and common words and simple sentences independently  Read some high frequency words

Example

People Who Help Us



## Week One

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
<b>Week One: Introduction: Road Safety/People who help us at school Role Play/Dialogue: Green Cross Code</b>	<b>Starting Off!</b>	<b>Invite adult in to talk about road safety. Or watch hedgehog's video.</b> <a href="http://www.thinkroadsafety.gov.uk/campaigns/hedgehogs/hedgehogs-media.htm">www.thinkroadsafety.gov.uk/campaigns/hedgehogs/hedgehogs-media.htm</a>	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	Role play road safety in outside area – set up road and cars. Yellow jacket for lollipop person.	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	<b>Maths</b>	Traffic/pedestrian number problems Shapes 2D and 3D shape - Road signs and shapes for vehicles	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
	<b>CL/ Literacy</b>	<b>Road Safety</b> 'Not like that, like this' – use as introduction to topic. Label plan for a vehicle Make a list of objects you will use. String, box...	Use language to imagine and recreate roles and experiences. Use their phonic knowledge to write words in ways which match their spoken sounds.
	<b>PD</b>	Please Mrs lollipop lady may we cross your road?	Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
	<b>EAD</b>	<b>Road Safety</b> Create own safety signs Respond in a variety of ways to what they hear, see, smell, touch and feel	Use their imagination in art and design, music, dance, role-play and stories Explores colour, texture, shape, form and space in two or three dimension.
	<b>PSED</b>	<b>Road Safety</b> Small world	Have a developing awareness of their own needs, views and feelings and be sensitive to needs, views and feelings of others.
	<b>Utw</b>	Filming and photography: Take pictures of people who help us around school. find pictures of chosen emergency vehicle hedgehogs video	From picture bank pick an emergency vehicle to save into folder and print. Use to label and list materials. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Week One Stand Alone Literacy

<b>Phase three letters and sounds</b> <b>Revisit all sounds and names of letters</b>	Read simple words by sounding out and blending the phonemes all through the word from left to right Read texts compatible with their phonic knowledge and skills
	Read and write one grapheme for each of the 44 phonemes Link sounds to letters, naming and sounding the letters of the alphabet
<b>Teach reading: are</b>	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly

## Week Two

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Week Two:	Starting Off!	Police woman to visit.	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.

<b>Police Station</b>	<b>Role Play Centre</b>	<b>Role Play/Dialogue: Police Station:</b> Walkie talkies Finger prints Missing pets	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	<b>Maths</b>	<b>Police Station</b> Measuring people using different units. Produce simple graph of results. Discuss shapes seen in everyday police life! Discuss position of target for police investigation the stolen treasure is next to the trim trail.	Use language such as circle or bigger to describe the shape and size of solids and flat shapes. Use everyday words to describe position. Talk about, recognise and recreate patterns.
	<b>CL / Literacy</b>	<b>Police Station</b> Attempts writing for various purposes, using features of different forms. Describe a suspect.	Use their phonic knowledge to write words in ways which match their spoken sounds. Use language to imagine and recreate roles and experiences.
	<b>EAD</b>	<b>Police Station</b> Design an emergency vehicle and make  Have you seen / Wanted Posters..?	Respond in a variety of ways to what they hear, see, smell, touch and feel. Explore colour, texture, shape, form and space in two or three dimensions. Use their imagination in art and design, music, dance, role-play and stories
	<b>PSED</b>	<b>Police Station</b>  Calling 999. What to say.	Have a developing awareness of their own needs, views and feelings and be sensitive to needs, views and feelings of others.
	<b>UttW</b>	<b>Police Station</b> To make a model/ emergency vehicle Take a photo of your vehicle  Learn address and phone number.	Find out about and identify the uses of everyday technology – cameras etc... Investigate objects and materials using all their senses. Ask question about why things happen and how things work.

## Week 2 Stand Alone Literacy

### Letters and sound

Either revisit all letters and sound names

OR

REVISE ANY PHASE THREE FROM BEGINNING

OR

Read simple words by sounding out and blending the phonemes all through the word from left to right

Read texts compatible with their phonic knowledge and skills

Read and write one grapheme for each of the 44 phonemes

<b>MOVE TO PHASE 4</b>		
	Link sounds to letters, naming and sounding the letters of the alphabet	
<b>Phase 4</b> Is 4-6wks Children must be able to represent each of the 42 phonemes, blend to read cvc and segment cvc for spelling. Phase 4 consolidates graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly	

### CROSSPHASE PHONIC GROUPS WILL BEGIN TO ADDRESS GAPS AND MISCONCEPTIONS

### Week 3

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
<b>Week Three: Doctors and Nurses</b>	<b>Starting Off!</b>	Paramedic and doctor visits.	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	<b>Role Play/Dialogue: I feel sick!</b> Booking appointments Writing prescriptions Interviewing patients	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events

	<b>MATHS</b>	<b>Doctors and Nurses</b> Use days of the week, and months of the year when discussing when to see your patient	Use everyday language related to time Use language such as greater, smaller, heavier or lighter to compare quantities.
	<b>CL/ Literacy</b>	<b>Doctors and Nurses</b> Attempts writing for various purposes, using features of different forms. Use language to imagine and recreate roles and experiences. to be able to name and label different parts of the body.  Read a Florence Nightingale story	Use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelt correctly and others are phonetically plausible
	<b>PD</b>	recognise the importance of keeping healthy and those things which contribute to this.	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage personal hygiene successfully, including toilet independently
	<b>EAD</b>	<b>Doctors and Nurses</b> Miss Polly had a dolly... Create a dance/ song to cheer up the sick patients. Make your own art for the walls in the roleplay area / hospital/ doctors surgery. Create your own card for a sick friend or family member	Explore colour, texture, shape, form and space in two or three dimensions Use their imagination in art and design, music, dance, role-play and stories Respond in a variety of ways to what they hear, see, smell, touch and feel.
	<b>PSED</b>	<b>Doctors and Nurses</b> In role play visit a poorly friend and listen to them and take turn in conversation.	Have a developing awareness of their own needs, views and feelings and be sensitive to needs, views and feelings of others.
	<b>UtW</b>	<b>Doctors and Nurses</b> Use a piece of technology to capture learning. E.g. camera to take a photo or film. Art programme to paint, typing programme to recall new words. Florence Nightingale Story.	Select and use technology for particular purposes Begin to differentiate between past and present using

### Stand Alone Literacy

<b>Wk 3</b>	<b>Recall and recognise phase 2 and 3 graphemes</b>	<b>Reading and spelling cvc's and cvcc's</b>	<b>Teach <u>reading</u> tricky words; said, so</b>	<b>Teach <u>spelling</u> tricky words; he, she, we, me, be</b>
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## Week 4

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
Week Four: Fire Station	Starting Off!	<b>Fire Alarm</b> Arrange for a fire drill and use this as a starting point for the week. What to do?	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	Role Play Centre	<b>Role Play/Dialogue: Fire! Fire!</b> Water hose	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	CL / Literacy	<b>Fire Station</b> Attempts writing for various purposes, using features of different forms.	Use language to imagine and recreate roles and experiences. Use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelt correctly and others are phonetically plausible
	EAD	<b>Fire Station</b> London's burning –sing, as a round. Make up another verse as a class.	Respond in a variety of ways to what they hear, see, smell, touch and feel. Use their imagination in art and design, music, dance, role-play and stories
	PSED	<b>Fire Station</b> Through activities and discussions in small groups	Have a developing awareness of their own needs, views and feelings and be sensitive to needs, views and feelings of others.
	UtW	<b>Fire Station</b> How were fires put out in the old days? Fire of London children to share feelings	Children to talk about past and present events in their own lives and in the lives of family members. Begin to differentiate between past and present Ask question about why things happen and how things work.

## Stand Alone week 4 Literacy

Wk 4	Recall and recognise phase 2 and 3 graphemes	Reading and spelling cvc's and cvcc's	Teach <u>reading</u> tricky words; have, like, some, come	Teach <u>spelling</u> tricky words; was, you
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## Week 5

Key Experience	Key Skills and Activities: What the children will be doing.		Learning Objectives: The children will be able to
<b>Week Five: Wrap it Up Week!</b>	<b>Starting Off!</b>	Who would you go to...? End of Topic Dressing Up	Children are confident to try new activities, and say why they like some activities. Talk about their ideas.
	<b>Role Play Centre</b>	<b>Role Play/Dialogue:</b> Who would you go to in school if you needed help?	Represent their own ideas and thoughts and feelings through role play and stories. Develop own narratives and explanations by connecting ideas or events
	<b>MATHS</b>	Using 2 SIMPLE Maths programme make a graph of who we came dressed up as.	Children to count reliably with numbers up to 20, place them in order and say which is one more or one less than a given number.
	<b>CL / Literacy</b>	<b>Week Five: Wrap it Up Week! Write a card to someone who helps us.</b> Hot seating interviews with children who have come in character. Take picture and write I came as a...	Attempts writing for various purposes, using features of different forms. Write their own names and other things such as labels and captions. Use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelt correctly and others are phonetically plausible.
	<b>EAD/ PSED</b>	<b>Wrap it Up Week!</b> Children to choose how they want to remember PWHU learning topic, art, music, roleplay, dance.	Respond in a variety of ways to what they hear, see, smell, touch and feel. Explore colour, texture, shape, form and space in two or three dimensions Use their imagination in art and design, music, dance, role-play and stories Will talk about their ideas and will choose the resources needed for their chosen activities. They say when they do or don't need help.
	<b>PSED</b>	<b>Wrap it Up Week!</b> Through hot seating Characters	Have a developing awareness of their own needs, views and feelings and be sensitive to needs, views and feelings of others.
	<b>UtW / EAD</b>	<b>Wrap it Up Week!</b> <b>Evaluate emergency vehicles.</b>	Select the tools and techniques they need to shape, assemble and join materials

## Stand Alone Literacy

<b>Wk 5</b>	<b>Recall and recognise phase 2 and 3 graphemes</b>	<b>Reading and spelling cvc's and cvcc's</b>	<b>Teach <u>reading</u> tricky words; were, there, little, one</b>	<b>Teach <u>spelling</u> tricky words; they, all, are</b>
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**Example**