

This half term we aim to learn...

Why do sharks
have fins?

What do we know
about pirates?

What lives
in a
rockpool?

Have you ever
been on a boat?

What can we find
in and around the
sea?

What can I do if
I find something
really difficult?

What animals
live under the
sea?

What is your favourite
thing to do on holiday?

What is your
favourite sea
creature?

On this journey we hope to learn the following skills ...

Self-regulation, Managing Self, Building Relationships

ELG: Managing Self: Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Self-Regulation: Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Building Relationships: Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

HEARTSMART – No way through isn't true!

Wow
Moment/
Hook
A message
in a bottle/
Pirate day

Summer 2
All at sea

Listening, Attention & Understanding, Speaking.

Listening, attention and understanding: To listen and respond with relevant questions, comments, or actions. To attend to others in play. To make comments and clarify thinking with questions.

Speaking: To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To speak in well-formed sentences with some detail. To use new vocabulary in different contexts. To use past, present, and future tenses in conversation with peers and adults. To use conjunctions to extend and articulate their ideas.

Reading and Writing

Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. To be able, with prompting, to sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Word Reading: To read some tricky words from Phase 4 e.g. said, like, have, so. To re-read what they have written to check that it makes sense. **ELG: Word Reading:** Children at the expected level of development will:- Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Emergent writing: To show awareness of the different audience for writing. To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Composition: To write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

To write different text forms for different purposes (e.g. lists, stories, instructions).

To begin to discuss features of their own writing
E.g. what kind of story have they written.

Spelling: To spell words by drawing on knowledge of known grapheme correspondences.

To make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. To spell irregular common (tricky) words e.g., he, she, we, be, me independently.

Handwriting: To use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. To begin to use cursive script.

Past and Present, People, Culture & Communities, The Natural World

RE -Which stories are special and why?

History Focus: -To compare and contrast characters from stories, including figures from the past.(pirates)

Geography Focus:-To draw information from a simple map. (Treasure maps)

-To explore Google Earth and look for familiar landmarks (Sea/land) -To talk about how familiar environments might vary from one another. (Seaside)

Science Focus:-To show care and concern for living things and the environment.

-To start to develop an understanding of growth, and changes over time.

-To explore the natural world, making observations and drawing pictures of animals. (ELG)

Focus Texts:

Seaside Poem
Pirates love underpants
Rainbow Fish
Commotion in the Ocean

Gross and Fine Motor Skills

Daily Wake Up
Shake Up
Yoga
Weekly PE sessions -
Games
Large scale construction in the outdoor
Smaller scale construction indoors
Alongside a variety of many other opportunities
The hub of provision 'The Message Centre'

Creating with Materials Being Imaginative & Expressive

Charanga "Reflect, Rewind and Replay"

Singing: To sing in tune and to the correct beat. To know a wide variety of nursery rhymes and school songs. To perform familiar songs/rhymes to a larger audience.

Music/Instruments: To make up their own music/songs and perform to a group. To listen to music from different cultures, faiths and countries. To be able to recognise some instruments in music To create sound effects.

Drama/Dance/Narrative: To be able to watch and talk about dance and performance art, expressing their feelings and responses. To develop preferences for forms of expression.

Numbers, Shape, Measures and Patterns

Doubling, grouping sharing, odd and even, spatial reasoning, visualise and build, deepening understanding mapping

MASTERING NUMBER PROJECT - weekly