

Communication and Language

Through the themes of adventures and different places we will learn to:

Listening and Attention

They listen attentively with sustained concentration to follow a story without pictures or props—**through listening to a range of pirate adventures**

They can listen in a larger group—**e.g. attend more assembly sessions to prepare for year 1**

Understanding

Children listen to instructions and follow them accurately, asking for clarification if necessary - **through work with beebots, pirate maps and directions**

They can carry out instructions which contain several parts in a sequence.

Speaking

They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.—**through comparing Ash Green and the seaside and telling seaside and pirate adventure stories.**



Physical Development

Moving and Handling

Children safely negotiate space and develop kicking skills—**developing football skills**

Children can hop confidently and skip in time to music.—**through developing own movements to the Commotion in the Ocean story/song.**

They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.—**preparing for year 1 expectations**

Health and Self-Care

Children know about and make healthy choices in relation to healthy eating and exercise.—**through describing changes to their bodies after being active and how exercise can help keep us healthy.** Focus on sun and water safety **at the seaside and at home**

They can dress and undress independently, successfully managing fastening buttons or laces.—**quickly dressing and undressing for PE independently and practising tying shoe laces!**

Learning Web — Prime subjects

Personal, Social and Emotional Development

Self-confidence and Self-awareness

They can talk about the things they enjoy, and are good at, and about the things they don't find easy—**children begin to set their own targets**

They are resourceful in finding support when they need help or information—**through labels, instructions and books**

Managing feelings and behaviour

They adjust their behaviour to different situations and take changes of routine in their stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.—**through independent learning and focused lessons preparing for year 1.**

Making Relationships

They resolve minor disagreements through listening to each other to come up with a fair solution. They can play group games with rules— **through a range of table top and outdoor games**. They understand what bullying is and that this is unacceptable behaviour - **through the story Shaun the Shy Shark**

Our Theme is Seaside Adventures

WOW Experience

A magical mystery visitor
A tour of Ash Green

Ways to help at home...

Read a wide range of stories and discuss plot, character and descriptive story language used.

Practise correct formation of letters and numbers, including sitting on the line and size

Continue to practise tricky words - words on red card

Encourage children to transfer their reading skills to reading real books as well as reading scheme books.

Practise halving and doubling amounts and counting in 2's, 5's and 10's

Recognise and use coins—1p, 2p, 5p and 10p

Remember to bring in any extra work from home (even if it is an adults account of the learning), to go on our WOW WALL and then into your child's Learning books.

Literacy

Text being used: Shaun the Shy Shark, Commotion in the Ocean, Sharing a shell, Tiddler, A variety of Pirate Adventure books

Reading.

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.

They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.—**through guided and shared reading sessions, including seaside and pirate adventure stories and non fiction under the sea books.**

Writing.

They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.—**through orally telling and writing adventure stories involving pirates and our magical visitor. Writing for a purpose e.g. Instructions, posters, lists, letters and tickets.**

Phonics

Recap all phase 2,3 and 4 tricky words— **reading and writing correctly within dictated sentences.**

Continue phase 5 sounds—**when to use split digraphs a-e o-e i-e**

Naming letters of the alphabet—**alphabet song**

Maths

Number.

Children estimate a number of objects and check quantities by counting up to 20 and beyond To count on and back to find the answer—**through treasure map problems**

To know odd and even numbers—**through the drainpipe game**

Shape Space and Measure.

Children use everyday language to talk about capacity and money Children estimate, measure, weigh and compare and order objects and talk about properties, position and time

Holidays—seasons weighing and pocket money

Pirate treasure—weighing, money

Travel agents and seaside shop, car crash and fines game—money 1p 2p 5p 10p

Treasure maps—directions and co ordinates

Pirates—capacity

Problem solving / investigations.

Using amounts to 100 they solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups- **through problem solving involving pirates treasure, money, gold!**

To compare quantities and objects and to solve problems.—**e.g walk the plank problem solving!**



Our Theme is Seaside Adventure

Learning Web—Specific subjects

Understanding the World

Through the theme of comparing environments

People and Communities.

Read a range of significant stories from different religions and find similarities in their messages.

The World.

Children know about similarities and differences in relation to places, objects, materials and living things.

They are familiar with basic scientific concepts such as floating, sinking, experimentation. - **through exploring the properties of water, materials -waterproofing, floating and sinking, shells and sea creatures**

They talk about the features of their own environment and how environments may vary one from another. They can describe some actions which people in their own community do that help to maintain the area they live in. **e.g. Comparing Ash Green and the seaside**

Technology

They select and use technology for particular purposes —**e.g. programming beebots to follow a route and reach a destination**

Expressive Arts and Design

Exploring and using Media and Materials

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.—**e.g. using watercolours for seaside landscapes**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.—**through 2D and 3D artwork such as designing and building pirate ships, moving sea creatures and sea creature songs and dances.**

Being Imaginative

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others—**through telling seaside adventure stories and acting them out, building transport with large blocks linked to the travel agents and airport role play.**