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| Theme for the week | Prior Knowledge**(Linked to 30-50 months)** | Activities | Links to the Early Years Foundation Stage Curriculum | What I want the children to remember**(40-60 months)** | Possible links to the NC |
| **Week 1****Message in a bottle from pirate Pete** | **PD**Handles malleable materials safely and with increasing control to make Diva lamps and investigating junk materials to make fireworks. | Read the story: Pirate Pete and his parrot.* **Writing focus**: a speech bubble
* Make an eye patch
* Make a pirate hat
* Pirate face paper plates
* Learn pirate dances / songs
 | **Exploring and using media and materials****40-60+ months**Experiments with and understands that different media can be combined to create new effects.Begins to build a repertoire of songs and dances.Explores different sounds of instruments.Understands that different media can be combined to create new effects.Constructs with a purpose in mind, using a variety of resources.Uses simple tools and techniques competently and appropriately.Selects appropriate resources and adapts work where necessary.Selects tools and techniques needed to shape, assemble and join materials they are using.**ELG :** Children sing songs, make music and dance, and experiment with ways of changing n them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**Being Imaginative****40-60 months**Chooses particular colours to use for a purposeCreates simple representations of events people and objects Introduces a story line or narrative to their playPlays alongside other children who are engaged in the same themePlays cooperatively as part of a group to develop and act out a narrative**ELG:**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**The World****40-60 months**Looks closely at similarities, differences, patterns and change.**ELG:**Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of plants and explain why some things occur and talk about changes.**People and communities:****40-60 months**Enjoys joining in with family customs and routines.**ELG:**Children talk about past and present events in their own lives and in their lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.**Speaking****40-60 months**Uses language to imagine and recreate roles and experiences in play situations.Links statements and sticks to a main theme or intention.Use talk to organise, sequence and clarify thinking, ideas, feelings and events.Introduce a storyline or narrative into their play.**ELG:**Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**Listening and Attention****40-60months**Two-channelled attention- can listen and do for short span. Maintains attention, concentrates and sit quietly during appropriateactivity.**ELG:**Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.**Understanding****40-60 months**Responds to instructions involving a two-part sequence. Understands humour.Able to follow a story without pictures or props.Listens and responds to ideas expressed by others in conversation or discussion.**ELG:**Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**Managing Feelings and behaviour****40-60 months**Understands that own actions affect other people. Aware of boundaries set and behavioural expectations Beginning to be able to negotiate and solve problems without aggressionCan usually adapt behaviour to different events, social situations and changes in routine. **ELG:**Children talk about how they and others show feelings, talk about their own and other’s behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.**Making relationships****40-60 months**Initiates conversations, attends to and takes account of what others sayExplains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children.**ELG:**Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and others children.**Technology** **40-60+ months**Completes a simple program on a computer.Uses ICT hardware to interact with age-appropriate computer software.**ELG:** Children recognise that a range of technology is used in school. They select and use technology for a particular purposes.**Reading** **40-60 months**Hears and says the initial sounds in words Can segment the sounds in simple words and blend them together and knows which letters represent some of themLinks sounds to lettersBegins to read word **ELG**- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.Read some common irregular wordsDemonstrate understanding when talking with others about what they have read Reads and understands simple sentences Uses phonic knowledge to decode regular words and reads them aloud accurately Reads some common irregular words Demonstrates understanding when talking with others about what they have read **Writing** **40-60 months**Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them**ELG**- Children use their phonics knowledge to write words to match their spoken soundsWrite some irregular common wordsWrite simple sentences which can be read by themselves and others.Uses his/her phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular common wordsWrites simple sentences which can be read by himself/herself and othersSpells some words correctly and others are phonetically plausible | **Reading****40-60 months**Enjoys an increasing range of booksUses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books**Writing** **40-60 months**Attempts to write short sentences in meaningful contexts | **Science:** Floating and sinking, materials that are waterproof, materials that will float/sink**D.T:** Make a boat that will float on the FS pond. Think about materials used.Make telescopes, maps, treasure chest, pirate island.Make a musical instrument**Art**: Make a porthole.Draw a pirate ship**ICT:** Beebots**Forest School:** Science: seasons / floating and sinking /growth / seasonal changes**Geography:** Environmental changes in FS areaMapping of area to hide treasure**Music:** Scrub the decks, climb the rigging etc, pirate dancesMake a musical instrumentPirate songs and dances |
| **Week 2****What do pirates like to do?** |  **PD**Handles malleable materials safely and with increasing control to make Diva lamps and investigating junk materials to make fireworks.**UW**Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world (signs of Autumn) | Read the story: Pirate Pete and his smelly feetDiscussions about what pirates like to do.**\* Writing focus:** If I were a pirate\* Make a treasure map\* Make a pirate hook\* Follow a treasure hunt\* Learn pirate dances / songs | **Reading****40-60 months**Enjoys an increasing range of booksUses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books**Writing** **40-60 months**Attempts to write short sentences in meaningful contextsGives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them |
| **Week 3****Chinese New Year****British Values** | **UW**Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family – Diwali link, Christianity and Christmas) | Read the story: Yo Ho Ho a pirating we’ll go.\* Make a telescope\* Make a treasure chest**Speaking focus:** Talk about how Chinese New Year is celebrated.* Make a lantern
* Chinese Dragon Dance
* Paint mandarin numbers to 10

Talk about mutual respect: \*Discussion around likes/dislikes and not everyone enjoys the same things. | **UW:****40-60 months**Enjoys joining in with family customs and routines – Christmas, Divali and Chinese New Year.**Beginning ELG**Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG) |
| **Week 4****Parts of a Pirate ship** | **UW**Can talk about some of the things he/she has observed such as plants, animals, natural and found objects (seasonal changes, winter, autumn) Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world (seasonal changes winter and autumn, ice experiments) | Read the story: Port Side Pirates* **Writing focus:** draw a pirate ship and write a sentence about it.
* Learn pirate dances / songs
* Learn the parts of a pirate ship Design and make a boat to float on the forest school pond.
* Waterproof materials / materials and their uses
 | **UW****40-60 months**Looks closely at similarities, differences, patterns and change – waterproofing, materials and their properties.B**eginning ELG**Knows about similarities and differences in relation to places, objects, materials and living things - sea, land, creatures that live on land and sea)(ELG)**Writing** **40-60 months**Attempts to write short sentences in meaningful contextsGives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them |
| **Week 5****Floating and sinking** | **PD**Handles malleable materials safely and with increasing control to make Diva lamps and investigating junk materials to make fireworks.**UW**Can talk about some of the things he/she has observed such as plants, animals, natural and found objects (autumn and winter)Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world (autumn and winter) | Read the story: Pirates of scurvy sands* **Science focus:** Floating and sinking / predictions and testing objects
* Design a pirate flag
* Paper plate parrot
* Bunting for the pirate party
* Testing boats on the Forest School pond
 | **UW****40-60 months**Looks closely at similarities, differences, patterns and change – waterproofing, materials and their properties.B**eginning ELG**Knows about similarities and differences in relation to places, objects, materials and living things - sea, land, creatures that live on land and sea)(ELG)) |
| **Week 6****Pirate Party week****Pirate visitor****Valentine’s Day** | **PD**Handles malleable materials safely and with increasing control using junk materials to model and clay diva lamps**UW**Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family – Divali, Christianity, Chinese New Year, Ourselves and our family, Anti bullying week.**40-60 months**Explores the different sounds of instruments – experimenting with instruments to tap out simple repeated patterns and listening to the sounds of instruments. | Read the story: Polly Parrot picks a pirate* **Writing focus:** write a description of a pirate island
* Make a treasure island in colour teams
* Make a paper plate porthole, what do you see out of the porthole.
* Make an instrument to play at the party
* Make a valentine’s card for someone you love – **Speaking focus**: who do you love and why?
 | **Writing** **40-60 months**Attempts to write short sentences in meaningful contextsGives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them**Speaking****40-60 months**Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**Listening****40- 60 months**Listens and responds to ideas expressed by others in conversation or discussion |
| **Physical Development** | **PD****40-60 months** Shows increasing control over an object in pushing, patting, throwing, catching or kicking itTravels with confidence and skill around, under, over and through balancing and climbing equipmentNegotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | **Indoor:**Continue to revise and review different ways of travelling: along, over, through around obstacle coursese.g. Walking the plank: balancing along benches, different ways of jumping, pirate obstacle course (over, under, through, along)**Outdoor:**Outdoor games Bikes/Trikes Adventure Playground Sensory garden Bats/ balls/ cones Use of equipment to explore skillsCircle games  | **Moving and handling** **30-50 months**Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Runs Skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles**40-60 months**Experiments with different ways of moving Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstaclesHealth and self-care40-60 monthsShows understanding of how to transport and store equipment safely Shows understanding of the need for safety when tackling new challenges  | **40-60 months****PD:**Travels with confidence and skill around, under, over and through balancing and climbing equipmentShows increasing control over an object in pushing, patting, throwing, catching or kicking itNegotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | **P.E**Exploring with a range of small equipment to develop gross motor skills and accuracy with an object.(x1 weekly) |
| H**andwriting** Formation of:**George the Giraffe letters, Hamza the Hippo, Katy Koala**Daily writing tasks / handwriting assessments / modelling of correct formation which introducing writing tasks and during phonics sessions.  | **Physical development****30-50 months**Holds pencil/brush between thumb and two fingers, no longer using whole hand grasp.**40-60+ months**Shows increased control over an object in pushing, patting, rolling, pinching etc.Shows a preference for a dominant hand. Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed**ELG:**Children show good control in large and small movementsThey handle equipment and tools effectively, including pencils for writing. |
| **Reading and Writing** | **Reading and writing** **40/60 mths**Read and spell Phase 2 Tricky words and know Grapheme Phoneme correspondences for first 8 Phase 3 sounds – j, v, w, x, y, z, zz, qu. Recognise / read first 6 Phase 3 Tricky words – he, she, we, me, be, was.Children to know all phase 2 sounds and set 6 and 7 of phase 3. Read and write all phase 2 tricky words To read half of phase 3 tricky words. To read and write phase 2 cvc words To begin to read and write labels and captions. Begins to read words and simple sentences | Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children’s next steps. During this half term we expect the children to be achieving the following:**This is dependent on the ability of the cohort and is flexible each year.****Apples*** Revising phase 3 sounds.
* Confidently read and writing words using **all** phase 3 sounds, and two phase 3 sounds in one word.
* Confidently read and write phase 3 tricky words
* Confidently read and write sentences using phase 3 sounds and phase 3 tricky words.

**Kiwis*** Recognise all phase 3 sounds.
* Confidently read and writing words using **most** phase 3 sounds
* Confidently read and write phase 3 tricky words: he she me we be

Confidently read and write sentences using **most** phase 3 sounds and phase 3 tricky words: he she me we be.**Bananas*** Revising phase 3 sounds already taught and being introducing new phase 3 sounds
* To read and write cvc words using **some** phase 3 sounds.
* Read and write phase 2 tricky words.
* To read phase 3 tricky words
* To read and write captions using **some** phase 3 sounds (j v w x y z zz sh ch th ng ai ee igh) including phase 2 tricky words.

**Peaches** * Start to recognise **some** phase 3 sounds already taught and being introduced new phase 3 sounds
* To read and write cvc words using phase 2 sounds.
* Read and write phase 2 tricky words.
* To read and write captions including phase 2 tricky words.

As children become more confident writers we will offer opportunities linked to our theme to help children to write for a purpose and use the skills that they are developing.  | **Reading** **40-60 months**Hears and says the initial sounds in words Can segment the sounds in simple words and blend them together and knows which letters represent some of themLinks sounds to lettersBegins to read word **ELG** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.Read some common irregular wordsDemonstrate understanding when talking with others about what they have read Reads and understands simple sentences Uses phonic knowledge to decode regular words and reads them aloud accurately Reads some common irregular words Demonstrates understanding when talking with others about what they have read **Writing** **40-60 months**Gives meaning to marks and uses some clearly identifiable letters to communicate meaning to represent some sounds correctly and in sequence. Links sounds to lettersCan segment the sounds in simple words and blend them together and knows which letters represent some of them**ELG**- Children use their phonics knowledge to write words to match their spoken soundsWrite some irregular common wordsWrite simple sentences which can be read by themselves and others.Uses his/her phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular common wordsWrites simple sentences which can be read by himself/herself and othersSpells some words correctly and others are phonetically plausible | **Reading and writing ELG****Most children should be able to:**Know Grapheme Phoneme correspondences for a further 14 Phase 3 sounds – ch, sh, **th,** th,ng, ai, ee, igh, oa, **oo,** oo, ar, or, ow, oi, ur.Read and spell first 6 Phase 3 Tricky words – he, she, we, me, be, was. Recognise / read next 6 Phase 3 Tricky words – you, they, all, are, my, her. |
| **Maths**  | **Number****40-60 months** Finds one more or one less from a group of up to five objects, then ten objects or in their head. Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussionFinds the total number of items in two groups by counting all of themEstimates how many objects he/she can see and checks by counting them**SSM****30-50 months** Uses positional language | Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps. Some of the things that we may cover are:**Week 1**Money – sorting coins 1s, 2s, 5s, 10s**Week 2**Positional language – beebotsAccurate counting with larger numbers (up to 20)Recognising numbers to 20Order numbers 1-20.**Week 3**Finding one less with numbers to 20Counting back to find the answer to subtraction problems **Week 4**Finding one more with numbers to 20Counting on to find the answer to addition problems.**Week 5**Time – ordering events**Week 6**Capacity – ordering containers | **Mathematics** **30-50 months**Uses some number names and number language spontaneously in playRecites numbers in order to 10Knows that numbers identify how many object are in a set.Beginning to represent numbers using fingers, marks on paper or picturesSometimes matches numeral to quantity correctlyShows curiosity about numbers by offering comments or asking questions Compares two groups of objects saying when they have the same numberShows an interest in numerals in the environmentShows an interest in representing numbers. **40-60 months**Recognises some numerals of personal significanceRecognises numerals 1-5Counts actions or objects which cannot be movedCounts objects to 10 and beginning to count beyond 10.Selects the correct numeral to represent 1-10Finds one more and one less from a group of up to 5 objects then 10. Beginning to use the vocabulary involved in adding and subtracting. **ELG**Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number (ELG)Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)**Mathematics /Shape Space and Measures** **40-60 months**Beginning to use everyday language related to money Can describe his/her relative position such as "behind" or "next to"Uses everyday language related to timeOrders and sequences familiar eventsOrders two items by weight or capacity**ELG**Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG) | **Number****40-60 months**Says the number that is one more than a given numberIs beginning to use the vocabulary involved in adding and subtracting in practical activities and discussionRecords, using marks that he/she can interpret and explainBegins to identify his/her own mathematical problems based on his/her own interests and fascinationsBeginning ELG:Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number (ELG)Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)**Shape, space and measures:****40-60 months**Can describe his/her relative position such as "behind" or "next to"Orders two items by weight or capacityUses everyday language related to timeOrders and sequences familiar eventsMeasures short periods of time in simple waysIs beginning to use everyday language related to money |

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| **Forest School** |  **PSHE 40/60 mths**Manage risksFollow rules Learn to look after themselves, others and the environmentGet themselves dressed/ organise their belongings **Geography / Science** Notice environmental changes (autumn and winter) | The ethos of Forest School, encourages us to build on the children’s interests and child initiated ideas and therefore Forest School will be different each year. Some of the things that we will be doing in the first half term is….**Looking at seasonal changes** **Floating boats on the pond.****Making maps and hiding/digging for treasure. Using metal detectors to locate treasure.****Making dens****Camp fire** | Here are some overarching Learning Outcomes for Forest School sessions: however children are experiencing learning in all areas of the Early Years Foundation Stage Curriculum every session due to the child initiated nature of Forest School. The Personal Social and Emotional area of learning is particularly important at Forest school. As children are encouraged to try new, sometimes ‘risky’ activities. They also experience achievement at small achievable tasks. **Self Confidence and Self awareness****ELG:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.**Managing Feelings and Behaviour****40-60 months** Aware of the boundaries set, and of behavioural expectations in the setting. **ELG**They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**Health and self-care****40-60 months**Shows understanding of how to transport and store equipment safely Shows understanding of the need for safety when tackling new challengesPractices some appropriate safety measures without direct supervision.**ELG**Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**The World****30-50 months**Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.**40-60+ months**Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.Looks closely at similarities, differences, patterns and change**ELG**Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | **PSHE**Continue to manage risks when sitting around a camp fire and carrying/rolling logs and large sticks to make dens.Follow rules and tell others what the rules are.Continue to look after themselves, others and the environment.Get themselves dressed, organised.**UW**Identify the changes in the seasons and identify signs of spring.**DT/Science:** identify features of materials that will float and sink and give reasons why something occurred. |