

Theme	Prior Knowledge (Linked to aged 3-4 years and Reception) experiences in Autumn 1 and 2	Activities	Links to the Early Years Foundation Stage Curriculum	Key Vocabulary	What I want the children to remember (Reception Statements)	Possible links to the NC
What is a pirate? What does a pirate do? What things do pirates need?	<p><b>Comprehension- listening to stories</b> Engages in extended conversations about stories, learning new vocabulary.</p> <p><b>LA&amp;U</b> Enjoys listening to longer stories and can remember much of what happens</p> <p><b>Writing</b> Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p><b>Creating with materials</b> Previous experiences of using paints to paint a portrait of themselves in Autumn 1</p>	<p><b>Focus teaching / group activities</b> *Listening to stories about Pirate Pete *Discuss why a pirate needs a ship and other things pirates might need. *Paint a picture of a pirate and write a speech bubble for what the pirate would say</p> <p>*Introduce and explore words to describe pirates and how they live – e.g. <i>ahoy there, land ahoy, scrub the decks etc</i></p> <p>*Sing as a group with actions – A pirate went to sea, sea, sea.</p> <p><b>Continuous provision activities</b> *Write about what a pirate needs *Make a pirate patch and pirate hat *Make pirate paper plate faces *Pop up pirate games *Create an obstacle course for the pirate to go through *Small world – pirate themed</p> <p><b>Song to learn:</b> A pirate went to sea, sea, sea.</p> <p><b>Stories:</b> Pirate Pete and his parrot</p>	<p><b>Creating with Materials Reception</b></p> <p>Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively sharing ideas, resources and skills Makes use of props and materials when role playing in narrative and stories (ELG) Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><b>Being imaginative and Expressive Reception</b></p> <p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses Watches and talks about dance and performance art, expressing his/her feelings and responses. Sings in a group or on his/her own, increasingly matching the pitch and following the melody Is able to develop storylines in his/her pretend play Explores and engages in music making and dance, performing solo or in a group</p>	<p>Pirate</p> <p>Ship</p> <p>Pirate phrases e.g. – land ahoy, scrub the deck, hoist the sail</p>	<p>*To know what a pirate needs – ship, telescope, hat, patch</p> <p>*To join in with a class performance of a Pirate went to sea, sea, sea</p> <p>*How to use small paintbrushes to paint within the lines.</p> <p>*To think carefully about detail when painting a portrait.</p> <p><b>Specific curriculum links</b></p> <p><b>Comprehension</b> Demonstrates an understanding about what has been read to them.</p> <p><b>Speaking</b> Is able to articulate ideas and thoughts in well formed sentences (talking about they have learned about what pirate needs)</p> <p><b>L, A &amp; U</b> Learns new vocabulary</p> <p>Engages in story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p>	<p><b>Art:</b> Painting a portrait using thin paintbrushes</p> <p><b>Design Technology</b> Make an eye patch. Make a pirate hat following step by step instructions</p> <p><b>Music:</b> Learning a pirate song and performing as a group.</p> <p><b>Writing;</b> Write a short caption for what a pirate would say</p> <p><b>P.E</b> Build an obstacle course for a pirate to go through, over, under, round, in and out.</p>

			<p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p> <p><b>Comprehension</b></p> <p><b>Reception</b></p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read by retelling stories and narrative using their own words and recently introduced vocabulary (ELG)</p> <p><b>Writing</b></p> <p><b>Reception</b></p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p> <p><b>Listening, Attention &amp; Understanding</b></p> <p><b>Reception</b></p> <p>Uses new vocabulary through the day</p> <p>Engages in storytimes</p>		<p>Learns rhymes, songs</p> <p><b><u>Being imaginative and Expressive:</u></b></p> <p>Sings in a group- increasing matching the pitch and following a melody</p> <p><b><u>Creating with materials</u></b></p> <p>Is able to return to and build on his/her previous learning of painting a portrait refining ideas using thin paintbrushes.</p>	
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<p>If I were a pirate....</p>	<p><b><u>LA&amp;U</u></b></p> <p>Enjoys listening to longer stories and can remember much of what happens (Stories/text We're going on a Bear Hunt)</p> <p>Rhymes/songs that children have learnt in Autumn 1 and 2</p> <p>Dances: Actions added to a bonfire song (Autumn 2 week 1)</p> <p><b><u>Writing</u></b></p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s and moving onto short captions and sentences.</p> <p><b><u>The Natural World</u></b></p> <p>Compared own environment to The Arctic / Antarctic (Autumn 2)</p>	<p><b><u>Focus teaching / group activities</u></b></p> <p>Children to imagine they are a pirate. What would they do? How would they behave? How would they dress? How would they speak?</p> <p>Read the story We're going on a treasure hunt - Look at a desert island – what would it be like? How is it the same/ different to Bromsgrove? How is it comparable to the Arctic / Antarctic?</p> <p><b><u>*Teacher focus- Writing</u></b></p> <p>If I were a pirate I would....</p> <p><b><u>Stories:</u></b> Were going on a treasure hunt</p> <p>The Troll by Julia Donaldson</p> <p><b><u>Songs to learn:</u></b> If you want to be a pirate...</p> <p><b><u>Continuous Provision activities:</u></b></p> <p>*Draw and label a treasure map</p> <p>*What can you see through a telescope?</p> <p>*make a treasure map using cold tea bags to make it old.</p> <p>*Draw a route on a treasure map using positional language</p> <p>*Make a paper cup parrot</p> <p>*Practise cutting skills to make a pirate picture</p> <p>*make a pirate island using construction</p>	<p><b><u>Speaking Reception</u></b></p> <p><b>Asks questions to find out more and to check he/she understands what has been said to him/her</b></p> <p><b>Is able to articulate his/her ideas and thoughts in well-formed sentences</b></p> <p><b>Can connect one idea or action to another using a range of connectives</b></p> <p><b>Is able to describe events in some</b></p> <p><b>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</b></p> <p><b>Is developing social phrases</b></p> <p><b>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</b></p> <p><b>Uses new vocabulary in different contexts</b></p>	<p>Cold</p> <p>Hot</p> <p>Busy</p> <p>Roads</p> <p>Town</p> <p>Palm trees (words to describe locations)</p> <p>Positional words – over, under, through, across</p> <p>Pirate phrases from week before</p>	<p><b>*To compare Bromsgrove with a desert island and Arctic / Antarctic</b></p> <p><b>*To know how pirates dress, speak, behave and what jobs they do.</b></p> <p><b>*How to draw simple map for others to follow.</b></p> <p><b><u>Specific curriculum links</u></b></p> <p><b><u>Understanding the world</u></b></p> <p>Recognises that some environments are different to the one where they live</p> <p><b><u>People, cultures and communities</u></b></p> <p>Is able to draw information from a simple map</p> <p><b><u>Comprehension</u></b></p> <p>Demonstrates an understanding about what has been read to them.</p> <p><b><u>Speaking</u></b></p> <p>Is able to articulate ideas and thoughts in well -formed sentences (talking about own experiences/ Explaining their understanding about what has been read to them)</p> <p><b><u>L, A &amp; U</u></b></p> <p>Learns new vocabulary</p> <p>Engages story times</p>	<p><b><u>Design &amp; technology</u></b></p> <p>Make a parrot.</p> <p>Make a treasure map</p> <p><b><u>English:</u></b></p> <p>Talk about differences between going on a bear hunt and We're going on a treasure hunt.</p> <p><b><u>Geography:</u></b></p> <p>Comparing environments to the one where they live</p> <p>Mapping skills</p> <p><b><u>Maths:</u></b></p> <p>Positional language</p> <p><b><u>Music:</u></b></p> <p>Singing</p>

			<p>Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)</p> <p><b>Past and present</b> <b>Reception</b></p> <p>Comments on images of familiar situations in the past</p> <p>Is able to compare and contrast characters from stories, including figures from the past.</p> <p><b>People, Culture and Communities</b> <b>Reception</b></p> <p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Understands that some places are special to members of his/her community</p> <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p><b>The Natural World</b> <b>Reception</b></p> <p>Explores the natural world around him/her</p>	<p>Listens to and talks about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Learns rhymes</p> <p><b>Creating with materials</b></p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Shares his/her creations, explaining the process he/she has used (ELG)</p>	
<p>Floating and sinking</p> <p>Waterproof materials</p>	<p><b>The Natural World</b></p> <p>Experiences when playing with water toys in the outside area and at home or nursery.</p> <p>Experiences of playing with different materials and learning names at nursery and at home.</p> <p>The Three little pigs – talk about materials the pigs used and which ones would be the best and why (Autumn 1)</p> <p><b>Being imaginative and expressive</b></p> <p>Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p>	<p><b>Focus teaching/ group activities</b></p> <p><b>*Science investigations:</b></p> <p>Investigate which objects float and sink and why.</p> <p>*Make predictions and say why they think it will happen.</p> <p>*Make predictions about which material will be the most waterproof and why.</p> <p><b>Stories: A pirating we'll go</b></p> <p><b>Song to learn:</b> Recap songs from previous two weeks and learn a new one:</p> <p>The big ship sails on the alley, alley, oh</p> <p><b>Continuous provision</b></p> <p>*Floating and sinking investigations</p> <p>*labelling a pirate</p> <p>*Make a junk treasure chest or telescope</p>	<p>Float</p> <p>Sink</p> <p>Waterproof</p> <p>Material – wood, plastic, glass, rubber, metal</p>	<p>*To know which materials will float and sink and can name some of the materials. To remember this when they plan to make a pirate ship the following week.</p> <p>*To know which materials would make the best sail because they are waterproof.</p> <p><b>Specific curriculum links</b></p> <p><b>The natural world</b></p> <p>Explores the natural world around him/her</p> <p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p> <p><b>Speaking</b></p>	<p><b>Science:</b></p> <p>Floating and sinking</p> <p>Waterproofing</p> <p><b>ICT:</b> Beebots and Ipads</p> <p><b>Music:</b></p> <p>Singing</p> <p><b>D&amp;T:</b></p> <p>Make a telescope or treasure chest using junk materials</p>

	<p><b><u>Speaking</u></b> Offering explanations as to what might happen and why (Autumn 1 and 2)</p>	<p>*Beebots – input directions around the treasure map *Ipad – paint a picture of a pirate *Role-play – pirate ship and costumes</p>	<p><b>Understands the effect of changing seasons on the natural world around him/her</b> <b>Recognises that some environments are different to the one where they live</b> <b>Describes what they see hear and feel whilst outside</b> <b>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</b> <b>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</b></p> <p><b>People, Culture and communities</b> <b>Reception</b> Is able to draw information from a simple map Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG)</p>		<p>*Asks questions to find out more and to check he/she understands what has been said to him/her *Is able to articulate his/her ideas and thoughts in well-formed sentences *Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p><b><u>Comprehension</u></b> *Demonstrates an understanding about what has been read to them.</p> <p><b><u>L, A &amp; U</u></b> *Learns new vocabulary *Engages in story times *Listens to and talks about stories to build familiarity and understanding *Listens carefully to rhymes and songs, paying attention to how they sound *Learns rhymes, songs</p>	
Pirate ships	<p><b><u>Speaking:</u></b> Lots of opportunities to say why things happen and how things work.</p> <p>Using connectives to join ideas. Speaking in full sentences .</p> <p><b><u>Being imaginative and expressive</u></b> Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p> <p><b><u>The natural world</u></b></p>	<p><b><u>Focus teaching/ group activities</u></b> *Can you name any parts of the pirate ship? Watch clips *Follow step by step for drawing a pirate ship *Label the parts of a pirate ship *Design a pirate ship to float on the forest school pond. Use investigations from previous week to influence the design and materials used. *Make a pirate ship using junk materials. Think about how to make it strong, waterproof, able to float. *Float boats on the pond and see whose was the strongest.</p>	<p><b><u>Self-regulation</u></b> <b>Reception</b> Expresses his/her feelings and considers the feelings of others Is able to identify and moderate his/her own feelings socially and emotionally Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG) Can set and work towards simple goals, is able to wait for what he/she wants and</p>	<p>Pirate ship parts – porthole, sail, mast, crows nest</p> <p>Float Sink Waterproof Strong</p>	<p>*How to draw a pirate ship. *Which materials were best to make a pirate ship and why. *Joining techniques – gluing, taping, folding and which ones are the best for the type of activity.</p> <p><b><u>Specific curriculum links:</u></b> <b><u>Creating with materials</u></b> *Safely uses and explores a variety of materials, tools and techniques, experimenting with</p>	<p><b>D&amp;T:</b> Design and make a ship Evaluate it when it floats on the pond</p> <p><b>Art:</b> Draw a pirate ship using step by step instructions</p>

	Experiences of playing with water toys. Those that float and sink and what they are made from (previous week and nursery)	<p><b><u>Stories : Port side pirates</u></b></p> <p><b><u>Songs to learn: If you want to be a pirate....</u></b></p> <p><b><u>Continuous provision</u></b></p> <ul style="list-style-type: none"> <li>*Label a pirate ship</li> <li>*Write a message in a bottle</li> <li>*make a boat out of gummed paper, name the shapes you have used.</li> <li>*Use 2D shapes to design a boat</li> <li>*Design a flag for the ship</li> <li>*Beebots</li> <li>*Ipads – pirate pairs</li> <li>*Role-play and costumes</li> </ul> <p>)</p>	<p>control his/her immediate impulses when appropriate (ELG)</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)</p> <p><b>Managing self</b> <b>Reception</b></p> <p>Sees himself/herself as a valuable individual</p> <p>Manages his/her own needs around personal hygiene</p> <p>Shows resilience and perseverance in the face of challenge</p> <p>Can explain the reasons for rules, knows right from wrong, and tries to behave accordingly (ELG)</p> <p>Is confident to try new activities and shows independence, resilience and perseverance in the face of a challenge (ELG)</p> <p>Manages own basic hygiene and personal needs, including dressing and going to the toilet (ELG)</p> <p><b>Building relationships</b> <b>Reception</b></p> <p>Builds constructive and respectful relationships</p> <p>Thinks about the perspectives of others</p> <p>Forms positive attachments to adults and friendships with peers (ELG)</p> <p>Shows sensitivity to his/her own and to others' needs (ELG)</p> <p>Works and plays cooperatively and takes turns with others (ELG)</p> <p><b>Gross motor skills</b> <b>Reception</b></p> <p>Is progressing towards a more fluent style of moving, with developing control and grace</p>		<p>colour, design, texture, form and function (ELG)</p> <p>*Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><b><u>The Natural World</u></b></p> <p>*Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p> <p>*Explores the natural world around him/her</p> <p><b><u>L, A &amp; U</u></b></p> <p>*Learns new vocabulary and uses it through the day.</p> <p>*Engages in story times</p> <p>*Listens to and talks about stories to build familiarity</p> <p>*Engages in non- fiction texts</p> <p>*Listens to and talks about non fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p> <p><b><u>Speaking</u></b></p> <p>*Is able to articulate ideas and thoughts in well-formed sentences</p> <p>*Can connect one idea to another using a range of connectives</p> <p>*Can talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>	<p><b><u>Music:</u></b> Sing a song as a group</p> <p><b><u>Science:</u></b> use results from investigation to design and make a pirate ship</p> <p><b><u>ICT:</u></b> Beebots and Ipads</p> <p><b><u>Maths:</u></b> name and describe 2D shapes</p>
Chinese New Year	<b><u>People, culture &amp; communities:</u></b> *Celebrations (autumn 2)	<b><u>Focus teaching/ group activities</u></b> *Locate China on Google Earth *Locate UK on Google Earth *Look at China on Map of the world		China Chinese New Year Instrument	*To know how people celebrate Chinese New Year	<b><u>Music:</u></b> Playing and making instruments.



	<p><i>Recognises that people have different beliefs and celebrate special times in different ways:</i> Diwali Remembrance day Bonfire Night Christmas</p> <p>*Draw information from a map – Google Earth to identify where Bromsgrove is, and the Arctic and Antarctic. (Autumn 2)</p> <p><b><u>Being imaginative and expressive</u></b> *Songs previously practiced and performed (Nursery rhymes / Bonfire song)</p> <p>*Practised playing a variety of instruments (Aut1 and 2)</p>	<p>*Identify landmarks – Great wall of China, Mount Everest *Look at how people celebrate Chinese New Year *Watch Dragon and Lion Dance from Chinese New Year *Talk about the performances *To perform a dragon dance in a group *Make instruments for Dragon Dance *Play musical instruments for Dragon Dance in a group</p> <p><b>Focus:</b> Make music and perform a dragon dance</p> <p><b><u>Stories –</u></b> Zodiac story (Chinese New Year)</p> <p><b><u>Songs to learn:</u></b> Chinese New Year Song (tune of Frere Jacques)</p> <p><b><u>Continuous provision</u></b> *Writing about Chinese New Year *Make a paper lantern *Make a paper dragon * Make an instrument using junk materials *Make a shape dragon, name the 2D shapes</p>	<p><b>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</b> <b>Is developing overall body-strength, balance, co-ordination and agility</b></p> <p><b>Fine motor skills</b> <b>Reception</b> <b>Is developing the foundations of a handwriting style which is fast, accurate and efficient</b> <b>Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</b> <b>Is beginning to show accuracy and care when drawing (ELG)</b> <b>Uses a range of small tools, including scissors, paint brushes and cutlery (ELG)</b></p>		<p>*To now how to make an instrument out of junk modelling materials *To play instruments with quiet, loud, rhythmic sounds</p> <p><b><u>Specific curriculum links:</u></b></p> <p><b><u>Creating with materials</u></b> *Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) *Shares his/her creations, explaining the process he/she has used (ELG)</p> <p><b><u>Being imaginative and expressive:</u></b> *Explores and engages in music making and dance, performing solo or in groups. * Watches and talks about dance and performance art, expressing his/her feelings and responses * Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p><b><u>People, culture &amp; communities:</u></b> *Is able to draw information from a simple map *Recognises that people have different beliefs and celebrate special times in different ways *Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences</p>	<p>Responding to Dragon and Lion dance and saying what they liked/dislike d.</p> <p><b><u>Geography:</u></b> Locating China on a map and some landmarks</p> <p><b><u>R.E:</u></b> Recognising different beliefs and festivals</p> <p><b><u>D&amp;T:</u></b> Making instruments out of junk modelling</p> <p><b><u>History:</u></b> Look at the history of the Zodiac through stories</p>
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					<p>and what has been read in class (ELG)</p> <p>*Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG)</p> <p><b><u>L, A &amp; U</u></b></p> <p>Learns new vocabulary and uses it through the day.</p> <p>Engages in non-fiction texts</p> <p>Listens to and talks about non-fiction to develop deep familiarity with new knowledge and vocabulary (Rec)</p> <p><b><u>Speaking</u></b></p> <p>Is able to articulate ideas and thoughts in well-formed sentences</p> <p>Can connect one idea to another using a range of connectives</p>	
<p>Valentine's Day</p> <p>Pirates in the past</p>	<p><b><u>People, culture &amp; communities:</u></b></p> <p>*Celebrations (autumn 2)</p> <p><i>Recognises that people have different beliefs and celebrate special times in different ways:</i></p> <p>Diwali</p> <p>Remembrance day</p> <p>Bonfire Night</p> <p>Christmas</p> <p><b><u>Past and present</u></b></p> <p>Compare and contrast characters from stories, including figures from the</p>	<p><b><u>Focus teaching and group activities</u></b></p> <p>*What do you like/dislike about pirates?</p> <p>*Talk about real pirates – Anne Bonny, compare to characters in stories</p> <p>*Watch own pirate dance performance and discuss the performance, do you like it, why? Did you like the music?</p> <p>*Use instruments to accompany the song – I'm a pirate.</p> <p><b><u>Stories:</u></b> Polly Parrot picks a pirate</p> <p><b><u>Songs to learn: I'm a pirate.</u></b></p> <p><b><u>Continuous provision activities:</u></b></p>		<p><b>Valentine's Day</b></p> <p><b>Anne Bonny</b></p> <p><b>Past</b></p>	<p>*Remember Anne Bonny was a pirate</p> <p>*Remember what they enjoyed about performing a pirate dance and why</p> <p><b><u>Specific curriculum links:</u></b></p> <p><b><u>Being imaginative and expressive:</u></b></p> <p>*Explores and engages in music making and dance, performing solo or in groups.</p> <p>* Watches and talks about dance and performance art, expressing his/her feelings and responses</p>	<p><b>Religious Education:</b></p> <p>Saint Valentine's</p> <p><b>English:</b></p> <p>Non fiction – Anne Bonny</p> <p><b>Art:</b></p> <p>Kandinsky collage</p> <p><b>Design Technology</b></p> <p>Porthole paper plates</p>



	<p>past (Christmas, Bonfire night, Diwali)</p> <p><b><u>Speaking:</u></b> Lots of opportunities to say why things happen and how things work.</p> <p>Using connectives to join ideas. Speaking in full sentences .</p>	<p>*Write a pirate booklet to show everything you have learned about pirates. *Split pin pirate *Dress your pirate, fashion parade *Paper plate portholes *Play pirate games – e.g. scrub the decks *Pirate guess who</p> <p><b><u>Valentine’s Day:</u></b> *Discuss the story of Saint Valentine. *How do you celebrate Valentine’s day?</p> <p><b><u>Continuous provision activities:</u></b> *Make a valentine’s card *Love heart printing *Kandinsky inspired heart collage</p>			<p>* Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p><b><u>Past and Present</u></b> *Is able to compare and contrast characters from stories, including figures from the past *Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p><b><u>Writing:</u></b> *Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop *Re-reads what he/she has written to check that it makes sense</p> <p><b><u>Creating with materials</u></b> *Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) *Shares his/her creations, explaining the process he/she has used (ELG)</p>	<p><b>PSHE:</b> Thinking of others, who we care for and why</p> <p><b>Music:</b> Singing and performing songs, dances.</p> <p><b>History:</b> Famous pirate – Anne Bonny</p> <p>Saint Valentine</p>
Jigsaw	<p><b>Jigsaw sessions</b> <b>Autumn 1 and 2</b> <b>Ourselves</b> <b>Antibullying week</b></p>	<p>*Perseverance/ tackling challenges. *Not giving up/ achieving my goal. *Setting a goal and working towards it. *Using kind words to encourage people. *Understanding the link between learning now and jobs in the future.</p>	<p><b><u>Specific curriculum links</u></b> <b><u>Managing Self:</u></b> *Shows resilience and perseverance in the face of challenge. *Shows resilience and perseverance in the face of challenge. *See themselves as a valuable individual.</p>	<p><b><u>Vocabulary</u></b> Goal Perseverance Resilience proud</p>	<p><b><u>What we want the children to remember</u></b> *To always be kind to others and why it is important *To feel proud when they have achieved their goals</p>	<p><b>PSHE:</b> Thinking of others, who we care for and why</p> <p>Value ourselves and others</p>

		<p>*Feelings when a goal is achieved and knowing what it means to feel proud.</p>	<p><b><u>Self-Regulation:</u></b>            *(ELG) Can set and work towards simple goals...            *Express their feelings and consider the feelings of others.</p> <p><b><u>Building Relationships:</u></b>            *Think about the perspectives of others.            *Build construction and respectful relationships.</p> <p><b><u>People, Culture &amp; Communities:</u></b>            *Shows interest in different occupations.</p>			<p>Be kind to others and show respect</p> <p>Setting goals</p>
Nursey Rhymes	Autumn 1 and 2 Nursey Rhymes practiced	<p>Revist the nursery rhymes that we practiced in Autumn 1 and 2</p> <p>*Row Row Row your boat            *Pat a cake            *I'm a little teapot            *Humpty Dumpty            *Ring a ring a roses            *Twinkle twinkle little star</p>	<p><b><u>Specific curriculum links</u></b></p> <p><b><u>L, A &amp; U</u></b>            Learns new vocabulary</p> <p>Learns rhymes</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p><b><u>Being imaginative and Expressive</u></b></p> <p>Sings in a group or on their own, increasing matching the pitch and following the melody            Performs songs and rhymes with others and when appropriate- tries to move in time to the music (ELG)</p> <p>Sings a range of well know nursery rhymes (ELG)</p>	<p>Rhyme</p> <p>Language within the rhymes</p> <p>e.g. short, stout, handle, spout, teapot, little, shout, pour....</p>	* To sing 6 nursery rhymes either solo or in a group	<p><b>English:</b>            To know and perform rhymes</p>
Indoor P.E:	How to find a space in the hall. Fundamental movements- walk, run, hop, crawl	<p>*Pirate races</p> <p><b><u>Races:</u></b>  <b>Run-</b> fast away from another pirate crew</p>	<p><b><u>Managing self - ELG</u></b>            Manages his/her own basic hygiene and personal needs, including dressing and</p>	<p>Run            Hop            Skip            Jump</p>	To understand how to take part in a relay race waiting for their turn to race.	<p><b>P.E:</b>  <b>Gymnastics</b></p>

	<p>(opposite knee to hand) skip, jump (two feet to two feet) roll (in a straight position)</p> <p>To move from one movement to another with fluency (agility)</p> <p>Developing balance (holding positions)</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/ bunny hopping/ bear walks (opposite hand to foot) rolling (in a stretch position)</p>	<p><b>Hop-</b> Peg leg  <b>Skip-</b> with a yo ho ho with the buried treasure  <b>Slither-</b> to crawl away from under traps set by other pirate crews  <b>Bunny hop-</b> to build up muscles to be a strong pirate.  <b>Jump</b> (two feet to two feet) over the traps</p> <p><b>Travelling:</b>  Explore different ways to move across the plank (bench) – careful not to fall in the water and be eaten by the sharks.  Talk about a safe landing when jumping into the sea- bend knees and land on two feet.  *Walk along a bench (forwards/ backwards/ sideways/hopping/ skipping) jump into the sea at the end.  *Slither along a bench- pull themselves along the bench using their arms to pull.  *Slither on back- using feet to push themselves along.  *Crab walk forwards/ backwards  *Two benches with a gap in the middle. Walk along the bench having one foot on each bench. Can they have hands on one bench and feet on the other?  *Can they think of any other ways to travel across the bench?  *Demonstrate how to land safely when jumping from the benches (bending knees  *Use benches and low box tops to practicing jumping from the plank to land in the sea. Revise safe landings: bending knees and landing on two feet.</p>	<p>going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><b>Physical Development - Reception</b>  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p>Is developing overall body-strength, balance, co-ordination and agility (Reception)</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception)</p> <p>Is revising and refining the fundamental movement skills he/she has already acquired; rolling, jumping, crawling, walking, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Bunny hop  Stretch  balance</p>	<p>To continue to develop fluency, coordination and agility using fundamental movements (run, hop, skip, jump, bunny hop)  To use fundamental movements to travel across a bench.  How to perform a stretch jump on the floor and from a bench/ box top. (tuck and star for HA)  How to land safely when jumping on the floor and from a bench/ box top.  To hold a balance (standing on one foot) for three seconds on a bench or floor spot.</p>	
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		* Set up an obstacle course to show different ways of moving				
Outdoor P.E	<p>To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing )</p> <p>Further develop ball skills that involve throwing and catching. Become more accurate when throwing a ball.</p>	<p><b>1.Adventure:</b> To encourage climbing, jumping, walking and managing own risks</p> <p><b>2.Sensory:</b> To encourage walking responsibly, jumping, climbing, hopping across stepping stones.</p> <p><b>3.Ball skills:</b> Develop <b>kicking skills.</b></p> <p><b>4.Bikes and Trikes</b> - Develop movement, balance, develop overall body strength and co-ordination using large apparatus.</p> <p><b>5.Ball skills:</b> Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball – <b>kicking and passing and aiming at a target.</b></p>	<p><b>Fine motor skills</b> Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (Nursery)</p> <p><b>Managing self</b> Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p> <p><b>Physical Development</b> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity (Reception)</p> <p><b>Physical Development – Gross Motor Skills</b> (Reception) Revise and refine the fundamental movement skills they have already acquired: <b>Walking, Jumping, Running, Hopping, Skipping, climbing.</b> Confidently and safely uses a range of <b>large and small apparatus</b> indoors and <b>outside</b>, alone and in a group</p> <p>*Is developing overall <b>body-strength, balance, co-ordination and agility</b></p> <p>*Combine different movements with ease and fluency.</p> <p>*Is further developing and refining a range of ball skills including: <b>kicking, passing and aiming</b></p> <p>*Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Kick</p> <p>Target</p> <p>Pass</p> <p>Aim</p> <p>Balance</p> <p>dribble</p>	<p>Fundamental movements- To move from one movement to another with fluency when climbing, running between obstacles, using small and large equipment (agility)</p> <p>Developing balance on bikes and trikes, climbing equipment</p> <p>Developing coordination and body strength (skipping/ hopping/ jumping/running/climbing)</p> <p>Become more accurate when <b>kicking and passing</b> a ball and when <b>kicking at a target.</b></p>	<b>P.E – ball skills</b>
Forest school	<p>*The Forest School song</p> <p>*To move around basecamp without going in the middle</p> <p>*To begin to remember and explain forest school rules – , stay in Forest School area, ask to go to</p>	<p>Introduction to Forest School</p> <p>Getting changed</p> <p>Forest School ethos</p> <p>Forest school song</p> <p>Introduce the Forest school area</p> <p>Establish boundaries and rules</p> <p>Look for risks</p> <p>Explore the Forest school area.</p>	<p>Forest school is holistic in nature and learning is primarily child initiated. However focus learning and the small achievable tasks and challenges are planned to encourage the following:</p> <p><b>Personal Social and Emotional Development</b></p> <p><b>Self- regulation</b></p>	<p><b>Areas of forest school</b></p> <p>Base camp</p> <p>Fire pit</p> <p>Mud kitchen</p> <p>Swing</p> <p>Dens</p> <p>Stage</p>	<p><b>* The Natural World – Reception</b></p> <p>*Identify key changes through the seasons.</p> <p>*Remember the key to a successful fire.</p>	<p><b>Science:</b></p> <p>Seasonal changes</p> <p>Understanding what is needed to make a fire</p>

	<p>the toilet, how to carry sticks, managing risk when climbing trees, stay this side of the rope around the pond, using a trowel carefully, tidying away resources, keeping hands away from mouths.</p> <p>* To begin to look for risks (Daily sweep)- 1 team each week</p> <p>*To know what is needed to light a fire (spark, fuel, oxygen)</p> <p>*To begin to think about and explain how to be safe around a fire.</p> <p>*To use a handrill with support to make a hole in a piece of wood.</p>	<p>Looking for seasonal clues Collect sticks for firewood Have a fire</p> <p><b>Stories:</b> <b>The Troll</b> <b>We're going on a Treasure hunt</b> <b>Who sank the boat</b></p> <p><b>Tool use:</b> Trowels for digging and hiding treasure</p> <p><b>Listening basecamp games:</b> Eye spy/ listen for what you can feel/hear What can you see Leaf whispers Sing topic related songs/ read topic related stories around basecamp. 123 Where are you?</p> <p><b>Outdoor maths challenges to link to maths focus tasks and continuous provision:</b> *Look for zero *Pirate hoops – make bonds to 5 *Capacity – mud kitchen *10s frame trellis, gather natural objects and represent 6,7,8</p> <p>Science: Floating and sinking – float boats deigned and made on the pond.</p> <p>Other activities: Make a pirate ship Collect sticks for a fire Draw a map of the Forest school area Campfire – strawberries and melted chocolate</p>	<p>Expresses feelings and considers the feelings of others Can identify and moderate own feelings</p> <p><b>Managing self</b> Sees him/herself as a valuable individual Manages own needs around personal hygiene Shows resilience and perseverance in the face of a challenge Knows about different factors that support his/ her overall health and well being-</p> <p><b>regular physical exercise</b> <b>Building relationships</b> Builds constructive and respectful relationships Thinks about the perspective of others</p> <p><b>Physical Development</b> <b>Gross Motor skills</b> Revising fundamental movements- walking, jumping, running, climbing Developing overall body strength, coordination and balance Is able to combine different movements with ease and fluency Is further developing the skills he/she needs to manage the school day e.g. lining up</p> <p><b>Fine motor skills</b> Is developing small motor skills so that he/she can use a range of tools competently, safely and confidently</p> <p><b>Mathematics</b> <b>Number</b> Counts objects actions and sounds Is able to subitise Link number symbol to cardinal number Understand one more than and one less than Explores the composition of numbers to 10</p> <p><b>Numerical patterns</b> Can select, rotate and manipulate shapes to develop spatial reasoning</p>	<p>Obstacle course Pond</p> <p><b><u>Seasonal / Environment</u></b> Winter / spring Trees Leaves Name of any winter/ spring Weather / cold / freezing</p> <p><b><u>Tools</u></b> Trowel</p> <p><b><u>Fire</u></b> spark, oxygen, water, burn, embers</p>	<p><b>Being Imaginative and Expressive – Reception</b> *Is able to develop storylines in pretend play</p> <p><b>Creating with materials – Reception</b> *Makes use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>(spark, oxygen, fuel)</p> <p><b>Geography:</b> Exploring a local environment Making maps</p> <p><b>PSHE:</b> Managing risks and following established rules</p> <p><b>Design Technology:</b> Tool use (Secateurs / trowel/ hand drill)</p> <p><b>P.E</b> Moving around in outdoor environment – fundamental movements- running, jumping, skipping, hopping climbing</p>
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			<p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it. Continue copy and recreate patterns Compare length, weight and capacity</p> <p><b>Understanding the world</b> <b>The Natural world</b> Explores the natural world around them Describes what they can see, hear and feel. Understands the effect of the changing seasons on the natural world around them</p> <p><b>Expressive Arts and Design</b> <b>Creating with materials</b> Creates collaborate sharing ideas <b>Being Imaginative</b> Sings in a group or on his/her own, increasingly matching the pitch and following the melody Is able to develop storylines in his/her pretend play</p>			
<p><b><u>Reading and Writing</u></b></p> <p>Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the</p>	<p><b><u>Word reading- Reception</u></b></p> <p>Reads individual letters by saying the sounds for them – (Phase 3 graphemes)</p> <p>Can read some common exception words matched to the schools phonic programme (Phase 3)</p> <p>Is able to blend sounds, into words, so that they can read short words using know letter- sound correspondences (phase 3 graphemes)</p>	<p><b>Phonics taught twice daily-</b></p> <p>(see weekly plans)</p> <p><b>Writing focuses during topic sessions:</b></p> <p>*Speech bubbles for pirate portrait *If I were a pirate...</p> <p>*Label a pirate ship and write about the ship you have designed. *Pirate book – write all the facts you have learned about pirates.</p>	<p><b>Word reading Reception</b></p> <p><b>Reads individual letters by saying the sounds for them</b></p> <p><b>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</b></p> <p><b>Can read some letter groups that each represent one sound and say the sounds for them</b></p> <p><b>Can read a few common exception words matched to the school's phonic programme</b></p> <p><b>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b></p> <p><b>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</b></p> <p><b>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</b></p>	<p>Phase 3 grapheme names</p> <p><b>Use the vocabulary in lessons:</b></p> <p>Letter Sound Phoneme Grapheme Blend Segment Digraph Trigraph</p>	<p><b><u>Word reading:</u></b></p> <p>Can read some letter groups that each represent one sound and say one sound for them. Phase 3- <b>all graphemes</b></p> <p>Is able to blend sounds, into words, so that they can read short words using know letter-sound correspondences</p> <p>Can read phase 3 common exception words matched to the schools phonic programme (Phase 3)</p> <p>Is able to read simple phrases and sentences made up of known letter-sound correspondences and where</p>	English

children's next steps.			<p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p><b>Writing Reception</b>  Can form lower-case and capital letters correctly  Is able to spell words by identifying the sounds and then writing the sound with letter/s  Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-reads what he/she has written to check that it makes sense  Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)  Writes recognisable letters, most of which are correctly formed (ELG)  Writes simple phrases and sentences that can be read by others (ELG)</p>		<p>nessesary, a few exception words.</p> <p><b>Writing</b>  Can form lower-case and capital letters correctly.</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s (<u>phase 3</u>)</p>	
<p><b><u>Mathematics</u></b></p> <p>Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the</p>	<p>*Composition of 1-5  *Comparing numbers 1 – 5  *One more and one less to 5  *2D shapes – circles, triangles, shapes with four sides  *Positional language  *Time – times of the day, daily routines  *Making simple repeating patterns  *Comparing amounts, matching and sorting</p>	<p>White Rose Maths – Alive in 5  *Introducing 0  *Comparing numbers to 5  *Composition of 4 &amp; 5  *Compare mass and capacity</p> <p>White Rose Maths – Growing 6, 7, 8  *6, 7, 8 – making pairs  *Combining two groups 6, 7, 8  *Length, Height and time</p> <p><u>During each session children are encouraged to demonstrate reasoning skills and to answer in full sentences</u></p>	<p><b>Number Reception</b>  Is able to compare numbers  Can count beyond ten  Counts objects, actions and sounds  Is able to subitise  Is able to link the number symbol (numeral) with its cardinal value.  Understands the one more than and one less than relationship between consecutive numbers  Explores the composition of numbers  Automatically recalls number bonds to 5.  Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p>	<p>Subitise  More than / fewer than  One more / one less  <b>Longer</b>  Shorter  Shortest  Long  Longest  Tall  Taller  tallest  full  empty  half full  nearly full  nearly empty</p>	<p><b><u>Mathematics</u></b></p> <p>To identify a range of representations of 6, 7, 8</p> <p>To compare numbers 6, 7, 8</p> <p>To say one more than and one less than a number 1-8 (using objects if necessary)</p> <p>Begin to explore the composition of numbers to 8</p> <p><b><u>Numerical Patterns</u></b>  Compare length, height of objects using correct vocabulary (see highlighted)</p>	<p><b>Maths – number and shape, space and measures</b></p>



<p>children's next steps.</p> <p>Children do one Maths focus activity each week. Activities are planned for the maths table and in other areas in the continuous provision, inside and outside, to continue to promote and embed the learning.</p>			<p>Has a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Is able to subitise (recognise quantities without counting) up to 5 (ELG)</p> <p><b>Numerical patterns</b></p> <p><b>Reception</b></p> <p>Can compare length, weight and capacity</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>			
<p><b>Religious Education</b></p> <p>Lessons are planned in accordance</p>	<p><b>Autumn 1</b></p> <p>Being Special: Where do we belong</p> <p>To understand what makes us special and welcomed.</p> <p>To know we belong to a group – religious or non-religious.</p>	<p><b>Unit F5: Which places are special and why?</b></p> <p>(see RE plan)</p> <p>*Talk about places that are special to them and why.</p> <p>*Say what makes their place special to them.</p>	<p><b>People, culture and communities</b></p> <p><b>Reception</b></p> <p>Talks about members of his/her immediate family and community</p> <p>Understands that some places are special to members of his/her community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p>	<p>Special place</p> <p>Happy</p> <p>safe</p> <p>Christian</p> <p>Muslim</p> <p>Mosque</p> <p>Jew</p> <p>Synagogue</p> <p>Worship</p>	<p>To understand that there are different places that are special to Christians, Muslims and Jews - a church, a mosque and a synagogue</p>	<p><b>R.E</b></p>

<p>ce to the Worcester shire agreed syllabus</p> <p>Children have 1x30 minute RE lesson each week With activities planned as part of continuo us provision to continue to support and embed learning.</p>	<p>Bible stories told in Autumn 1 and Autumn 2</p> <p>Previous festivals and celebrations covered in Autumn 1 and Autumn 2 - Harvest, Bonfire night, Diwali, Halloween.</p> <p><b><u>Autumn 2:</u></b> Why is Christmas important to Christians? Talk about own experiences.</p> <p><b><u>Family experiences,</u></b> Experience of special occasions such as birthdays, Christmas, festivals</p> <p><b><u>Links to EYFS: Past and present - Reception</u></b> Recognises that some places are special (church) Recognise that some people have different beliefs (Baptism/ naming ceremony/ no celebration)</p>	<p>*To understand that there are special places to Christian's where they go to worship God. *To begin to recognise things you might find in a church. *To begin to understand there are different types of places of worship. *To begin to recognise a mosque is a special place of worship for Muslims and a Synagogue is a special place for Jews. *To begin to understand that the natural world is special. *To think of ways to help look after the natural world. *To understand what a Christian Church looks like inside and outside and what makes it a special place. *To recognise things you might find in a church and understand why they are important to Christians.</p> <p><b>Visit a church</b></p>	<p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG) Recognises some similarities and differences between life in this country and life in other countries</p>	<p>church</p>		
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