

	WEEK 1 23/2/26	WEEK 2 2/3/26	WEEK 3 9/3/26	WEEK 4 16//3/26	WEEK 5 23/3/26
Events	Sparkly Start Pirate Day! Activities in blue – including tasting session of Pirate food (crackers/beans and pickles) TUESDAY 24/2/26	WBD 5th March- Nursery rhymes – off TT - The Queen of hearts	Mother's day 15/3/26		24 th – Forest school session (Donaldson1- 1.45) (Inkpen 1.45 -2.30) (Rosen-2.30- 3pm)
CL	3-4 Year Olds (DM) Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)			Children in Reception (DM) Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	
	Rhymes: I'm a pirate Pirate crew Pirate ship counting We're off on an adventure A pirate went to sea, sea, sea - https://www.youtube.com/watch?v=YO3he2Gv4M When I was one, I sucked my thumb - https://www.bbc.co.uk/teach/school-radio/primary-school-songs-when-i-was-one-i-sucked-my-thumb/zvh847h This way, that way - https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwie-ITnn6OEAxWKWUEAHQLrD0QQtwJ6BAgTEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D1CPJhybHBkA&usg=AOvVaw2h32XuY7Q-3D37IVUGvomu&opi=89978449				
	Vocabulary: false alarm, warnings, pelican, attic, barrel, bobbing, villager, rusty, special, trudged, yelled, silently, harbour, gangplank, captain, crew, ashore, narrow, marched, growled, welcome, skull and crossbones				
	Stories: The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney				

	<p>Links with Literacy/PSED:</p> <p>Work as a team to follow clues to find the treasure on the map. Treasure hunt- listen to and follow instructions (as per literacy session 1).</p> <p>Teach on Pirate day Discuss what do we know about pirates (as per literacy session 2).</p> <p>Visit class community and the Shine Value: cooperation Elephant Island by Leo Timmers https://youtu.be/6LmJlroBL-0</p> <p>Pirates love treasure. What are the things that are most important in your life? Discuss things like family rather than possessions.</p>	<p>Links with Literacy/PSED:</p> <p>Feeling lonely</p> <p>Do you think Tom feels lonely waiting on the hilltop? Have you ever felt lonely? How can we help each other in school so that no-one feels lonely or left out?</p> <p>Tom takes his favourite book, some crayons and his teddy to the top of the hill to keep himself busy while he waits.</p> <p>How do you keep yourself busy when you are on your own? Link to literacy sessions and story</p> <p>Link to message in a bottle. Think of other ways we can send messages? ('phone, text, email, notes, letters, postcards, etc.)</p> <p>PPT of ways to send/receive messages to discuss.</p>	<p>Links with Literacy/PSED:</p> <p>Play the song A Pirate's Life & The Elegant Captain Hook from Peter Pan. https://www.youtube.com/watch?v=pBFy2fQpHzg</p> <p>Discuss the lyrics: The choice is up to you! Yo Ho, Yo Ho, Yo Ho, Yo Ho, Yo Ho You'll love the life of a thief You'll relish the life of a crook There's barrels of fun enough for ev'ryone! And you'll get treasures by the tonne So come and sign the book Join up with Captain Hook! Conscience Alley: Would you like to be a pirate? (Seesaw conscience alley) (as per literacy session).</p> <p>What might a diver find? Consider what might be under the sea Read: Giles Andreae's book Commotion in the Ocean explore the view from the diver's helmet. (as per literacy session) Make links to Mother's Day How can we let our Mum's know that we love them? What kind of messages can we</p>	<p>Links with Literacy:</p> <p>Share sea art picture images (PPT) and discuss (to prepare for transient art piece) Links with UTW: It's Springtime! What can you see? What is beginning to happen outside? The weather? How are things changing? Recap blossom from last week. Introduce animals and their young</p>	<p>Links with Literacy/PSED:</p> <p>Read: https://www.youtube.com/watch?v=y4m_BW5yddU How I became a pirate</p> <p>Think, pair, share: What have you learnt about pirates?</p> <p>Recap spring- Seesaw children's responses to seasonal changes and add to seesaw any pictures etc</p>
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			share with our family members? (make links to previous sending messages- revisit PPT) What is Mother's Day? How do we celebrate? What do our mums / grown-ups do for us?		
PSED	3-4 Year Olds (DM) Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.		Children in Reception (DM) See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene		
	Self-regulation: Listening and following instructions Kapow: Session 1 Simon says Learning the importance of listening carefully by playing recall games.	Self-regulation: Listening and following instructions Kapow: Session 2 Listening to a story Listening attentively to a story; answering questions and retelling parts of a story	Self-regulation: Listening and following instructions Kapow: Session 3 Pass the whisper Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.	Self-regulation: Listening and following instructions Kapow: Session 4 Obstacle races Following instructions or actions and persevering when things get difficult.	Self-regulation: Listening and following instructions Kapow: Session 5 Blindfold walk Self-regulation: Listening and following instructions Kapow: Session 6 Learning to follow instructions involving several ideas or actions and giving simple instructions.
Behaviour Curriculum Class Shine Times	Be Ready for Learning How do we show that we are ready for learning? Class Shine Time Be ready Chocolate Mousse for Greedy Goose by Julia Donaldson https://www.youtube.com/watch?v=9roLqnJZ7dk	Be Safe What does being safe look like? Class Shine Time Be Safe Scooter Dog by Lo Cole https://www.youtube.com/watch?v=nC7HOxsS7ow	Be safe What are the rules to keeps ourselves and others safe outside? Class Shine Time Be Safe On the Way Home by Jill Murphy https://www.youtube.com/watch?v=zqVMQtiRc6E	Be Respectful What does respect look like? Class Shine Time Be Respectful The Selfish Crocodile By Faustin Charles https://www.youtube.com/watch?v=0-NhjJ_RZl	Be Respectful How do we listen respectfully? Class Shine Time Be Respectful Tidy by Emily Gravett https://www.youtube.com/watch?v=rlguZD1v79Y
PD	3-4 Year Olds (DM) Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.		Children in Reception (DM) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		

	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.				
	Play quoits and skittles Play simple team games such as Captain's Coming! (following instructions – To the ship! To the shore! Man overboard! Walk the plank! Scrub the decks!) 'Walk the Plank' – i.e. practice balancing on an upturned P.E. bench with a landing mat for safety Thread beads onto pipe cleaners. Use large or small construction resources to build a pirate ship Wrap 'presents' for the welcome home party Use beads, shells, small stones and coloured rice to make patterns in play dough Use tweezers to retrieve 'treasure' from jelly Use the trim trail				
	SPORTS COACH: Multi skills – ball skills				
	Rolling Build pirate ships outside using crates/ large blocks	Throwing Thread beads on to pipe cleaners to make own pirate treasure	Catching Tweezers to retrieve pirate treasure Play skittles outside- pirates need to be busy at sea!	Passing, kicking, dribbling Wrap up shapes/ boxes as presents for the welcome home party- literacy links	Ball games – involving aiming at a target.
L	3-4 Year Olds (DM) Use some of their print and letter knowledge in their early writing Write some or all of their name			Children in Reception (DM) Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense	
	Recount: THE PIRATES ARE COMING! BY JOHN CONDON https://www.youtube.com/watch?v=FMEJj2IkeUg				
	3- and 4-year-olds outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making				
	Children in Reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships				
	Link to CL/UW(Geography) Immersion into topic and core text Session 1 P2W-footprints and sand on floor and a map of our outside area. Have clues on strips of paper to read to find the treasure- (each clue is hidden outside and is	Session 4- look at the island double page spread. Read up to quick everybody hide! How does Tom let everybody know what he has seen? How else can we send messages?	Session 6- continued (recap image of ship)- TA write- picture of ship to label- big, fast, flag. (LA) core- big, fast, flag, chain. HA- label ship above and then write- the ship is big and fast. It has a flag on top.	Session 12- Read a letter from Mum. Practise writing a letter back To mum I was on top of the hill. I can see the ship. I was sad. I can look for you. A ship is big and fast. A ship has a flag on top. I can ring the bell. I am glad you are back. From Tom .	Share Easter poems Easter writing TA – it is a big egg. I can look for the rabbit. In the bag I can see a lot of eggs.

	<p>found at each check point- treasure hunt) go to the tree. Look up. Go into the shed. Look on top of the junk (modelling) Go to the cups Dig in the blocks Find the treasure box and explore the items.</p> <p>Session 2- what do we know about pirates? Teach on Pirate day Have pictures and words to match- hat, map, patch, flag, box, coin, ring TA- label the treasure above</p> <p>Session 3- look at front cover and discuss – what is happening? Where is the boy? What is he doing? What will happen? Children will describe the pirate (page 25) pirate picture on a wanted poster. Model reading and writing sentences. Teacher- He is bad. He has a big hat. He has got a patch.</p> <p>CVC/digraphs - bad hat patch</p>	<p>Have messages in bottles- I am on a big ship. It will be bad. They will get the coins!</p> <p>Read messages from the pirates</p> <p>TA-Children write own messages on bottle shaped paper (as above)</p> <p>Session 5- show up to pages where villagers all hide Discuss are they good hiding places. Focus vocab- pelican, attic, barrel, anchor, camouflage.</p> <p>Model writing/reading a simple sentence for one or more of the pictures: 'I can see...sentences. Teacher write- I can see a man in a fish. I can see a man in the attic.</p> <p>Session 6- read up to nobody heard them . Discuss- why do the villagers not hide on the 3rd time. What do the villagers think of Tom? What sort of boat does tom look out for? Have a pirate ship- label with big, fast, flag, plank, chain Introduce- gangplank, cannons/chain and anchor.</p>	<p>Session 7- CL link Session)play the song- a pirates life and the elegant captain hook from peter pan. What do you think about pirates? Discuss the lyrics (Session 7 P2W lynx with lyrics on).- would you want to be a pirate? Yes or no? Conscience alley- On seesaw- CL Link</p> <p>Session 8- read to then suddenly- ask children what will happen next?</p> <p>Read to end of story- ask why were they hiding? Were they scared of the pirates? Why was tom always looking out for the pirates? Was he afraid? Discuss the families on the penultimate page.</p> <p>Discuss welcome home mum. What else could Tom say? Session 10/11- what might a diver find under the sea? Write speech bubbles: I can see... describe what is under the sea I can see rocks. I can see coins, I can see a shark, I can see a box, T- as above</p>	<p>Session 13- practise letter writing to Toms mum. (as above)</p> <p>Hot task as session 12/13 write a letter to Tom's mum.</p>	
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		<p>- read commotion under the ocean. Explore the view from the diver's helmet. (CL Link)</p>			
<p>Phase 3 Monster Phonics with Phase 2 alongside</p>					
<p>M</p>	<p>3-4 Year Olds (DM) Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>		<p>Children in Reception (DM) Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p>		
	<p>NCETM: Week 18 Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why. Say what the whole is when there are 2 equal parts. Show doubles patterns on their fingers in response to being given the whole</p> <p>WHITE ROSE: Block 10: Length, height and time</p>	<p>NCETM Week 19 Say what the whole is when there are 2 equal parts Recognise and talk about ways in which objects are similar to, or different from each other (colour, size, function, shape, etc.) Sort objects according to attributes described by an adult. Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. Investigate patterns of doubles.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 20 Count things that cannot be seen Revisit rules for how to count Discuss and practise strategies for counting larger sets Make or represent their own collections of larger amounts.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 21 Count things that cannot be seen – sounds, actions, time Revisit rules for how to count.</p> <p>Discuss and practise strategies for counting larger sets Make or represent their own collections of larger amounts.</p> <p>Practise counting on from a given number.</p> <p>Discuss and practise strategies for counting larger amounts that cannot be moved.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 22 Visualise, make and describe spatial arrangements of 6.</p> <p>Practise subitising to 6.</p> <p>Make and describe arrangements of 6.</p> <p>Listen to rhythmic patterns of up to 5 sounds and determine the quantity.</p> <p>Recognise Numberblocks and related doubles patterns on their fingers without counting.</p> <p>Subitise doubles amounts shown on 10-frames.</p> <p>WHITE ROSE: Block 12: Explore 3D shapes</p>

UW	<p>3-4 Year Olds (DM) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history.</p>		<p>Children in Reception (DM) Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	
	<p>RE: Who is special to me? Focus on Muhammed (pbuh).- <i>Seesaw notes on children's responses</i></p> <p>Geography: Follow a map of the outdoor area and clues to find treasure (<i>as per literacy session 1</i>).</p> <p>Pirate day activities Children make a tea stained treasure map by drawing on their own hidden treasure (label the item) <i>(Add to seesaw once made)</i></p>	<p>Geography: Look at a globe and a map of the world. Why is a map flat and a globe a sphere? Look at the size of the oceans compared to land. What is an island? Find some islands. Label a world map with children's names of places they have been/ their relatives live/countries/places they can name <i>(seesaw photo of labeled map)</i></p> <p>Make own maps of the outside area and link to if we wanted to hide treasure like the pirates. Where would you hide it? Mark it with an x. <i>Seesaw photo of completed maps.</i></p> <p>History: Explore pirates from the past <i>(Add notes to seesaw after discussions when children can recall facts)</i></p>	<p>Geography: Explore books, pictures and objects from different countries. Invite pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures</p> <p>Focus: Sail the ocean to visit Australia - explore facts about Australia – Australia Destination World - YouTube find Australia on a world map. Revisit Australian facts- when children can recall them – <i>put notes on seesaw</i></p> <p>Link to Literacy</p> <p>Science: Explore under the sea and the sea creatures that live there- great barrier reef Check Out the Great Barrier Reef! - YouTube</p> <p>Create a barrier reef water tray.</p>	<p>RE: Who is special to me? Focus on Jesus- The Easter story. Make links to previous learning of his birth the Christmas story. <i>Seesaw notes on children's responses</i></p> <p>Science: What happens at Springtime?</p> <p>Explore animals and their young, (matching adults and young activities) weather, plants (daffodils) and Christian celebration (Easter) -<i>plant some garden flowers for looking after during spring 2</i></p> <p>Science: Floating and sinking Make a junk model pirate ship choosing materials that will float and then test in water. <i>Seesaw- child prediction. Then testing link to EAD</i></p>  <p>Geography Focus: Sail the ocean to visit Japan- explore facts about Japan– find Japan on a world map. Revisit Japanese facts-</p>

				<p>when children can recall them – Japan for Kids - A kids guide to Japan. - YouTube</p>	
<p>EAD</p>	<p>3-4 Year Olds (DM) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs.</p>			<p>Children in Reception (DM) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>	
	<p>Music: Kapow: TRANSPORT Exploring different kinds of transport – exploring sounds Pirate songs- When I was young I sucked my thumb https://www.bbc.co.uk/teach/school-radio/articles/zvnh847h Art and Design: Pirate day activities Make pirate flags repeated patterns (red and black strips) with a skull/ cross bones added) Make parrot shape pictures. Create and paint their own pirate ship Create a pirate role play area- boat/ look out/</p>	<p>Music: Kapow: TRANSPORT Trains – exploring and mimicking sounds Pirate songs- I am a pirate https://www.bbc.co.uk/teach/school-radio/articles/zjrtmfr Role Play: Drama – practise talking and acting like a pirate: Land ahoy! Shiver me timbers! Aye, aye, Capt'n! Ooh arr me hearties! Yo ho ho! Seesaw role play inside/outside Plastic bottles in provision and resources for writing letters in bottles- provide some key words to encourage writing and some labels to read. Pirate small world in provision</p>	<p>Music: Kapow: TRANSPORT Boats – exploring sound on and around boats Pirate songs- A pirate you shall be https://www.youtube.com/watch?v=oe_HDfdmnaM RE: Who is special to me? Focus on Guru Nanak. Seesaw notes on children's responses Art and Design: Make blossom Mother's Day cards- link blossom to Spring and children make fingerprint blossom cards. Make a sea creature poster. Use pastels/crayons to draw creatures. have pictures</p>	<p>Music: Kapow: TRANSPORT Cars – interpreting symbols to reflect a car journey Pirate songs A pirate went to sea, sea, sea - https://www.youtube.com/watch?v=YOAA3he2Gv4M Art and Design: Create underwater sea creatures - use transient art and frames to create an underwater sea picture (seesaw) Draw daffodil pictures – keep for seesaw talking about  spring later on in S2. Make an egg box daffodil Focus: Sail the ocean to visit Japan- explore facts about Japan- find Japan on a world map. Revisit Japanese facts-</p>	<p>Music: Kapow: TRANSPORT Transport journey – demonstrating simple rhythms on an instrument Pirate songs Art and Design: Easter art Use doodle app to draw a picture of a pirate ship- provide pictures to support - on seesaw</p>

	<p>costumes/ hats/ telescopes etc.</p> <p>Leave out some 'Mix and Match' games for the pupils to play, where they select different heads/bodies/hats/boot s etc. to make a character. (literacy resources)</p> <p>Dance: Pirate dances (pirate day-Just Dance Kids 2014 A Pirate You Shall Be - YouTube) Swab the Deck! Pirate Clean Up Song Danny Go! Songs for Kids</p>	<p>Children paint their own picture of a pirate. Provide images.</p> <p>Make binoculars with toilet roll tubes and use in role play. Seesaw pirate play with binoculars</p>	<p>of sea creatures in provision.</p> <p>Make Australian items ,Australian flag- colour from twinkl</p>    <p>In role play tell own pirate stories- capture on seesaw</p>	<p>when children can recall them – put on seesaw Pirates visit Japan- make Japanese art- make fans/ Japanese flag/ kimono's</p> <p>Koi fish kite</p>   <p>Cherry blossom tree</p>  <p>fans</p>  <p>flag</p>	
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<p>Provision</p>	<p>The Characteristics of Effective Teaching and Learning: Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>				
<p>Play and Learn</p>	<p>Begin to develop a pirate ship/smugglers' cove role play area with the pupils, using wooden boxes, hessian sack cloth etc. Display images of the things the pupils have expressed most interest in with drawing and writing</p>	<p>Leave some plastic bottles with your writing materials and show the pupils how they can write a message in a bottle for each other, or you.</p> <p>Press real coins into homemade salt dough. Bake them hard in a cool oven and</p>	<p>Leave the story images/stones out for pupils to sequence, tell stories with, write their own versions.</p>	<p>In your water/sand/builders' trays put out your collection of sea creatures for pupils to explore. Have some information books displayed nearby for pupils to refer to.</p>	<p>BeeBots find the treasure</p> <p>Springtime with a focus on animals and their young</p> <p>Spring animals matching</p> <p>Adult/baby sorting</p>

materials within easy reach.

Leave out some 'Mix and Match' games for the pupils to play, where they select different heads/bodies/hats/boots etc. to make a character. Leave out collage materials for pupils to create their own pirate faces/treasure chests.
<https://www.twinkl.co.uk/download/60153>

Outdoor areas for the unit:
<https://www.earlyyearsresources.co.uk/blog/2022/06/easy-outdoor-eyfs-pirate-activities/>



the pupils can paint them gold/silver

Small world pirate ship, small construction for building a pirate ship.