


	WEEK 1 26/2/24	WEEK 2 4/3/24	WEEK 3 11/3/24	WEEK 4 18/3/24	WEEK 5 25/3/24 (4 days)
<b>Events</b>	Sparkly Start Pirate Day! 1/3/24	Mother's Day 10/3/24			
<b>CL</b>	<b>3-4 Year Olds (DM)</b> 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)		<b>Children in Reception (DM)</b> 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		
	<b>Rhymes:</b> I'm a pirate Pirate crew Pirate ship counting We're off on an adventure A pirate went to sea, sea, sea - <a href="https://www.youtube.com/watch?v=YO3he2Gv4M">https://www.youtube.com/watch?v=YO3he2Gv4M</a> When I was one, I sucked my thumb - <a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-when-i-was-one-i-sucked-my-thumb/zvh847h">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-when-i-was-one-i-sucked-my-thumb/zvh847h</a> This way, that way - <a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwie-Itnn6OEAxWKWUEAHQLrD0QQtwJ6BAgTEAL&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D3D37IVUGvomU&amp;opi=89978449">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwie-Itnn6OEAxWKWUEAHQLrD0QQtwJ6BAgTEAL&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D3D37IVUGvomU&amp;opi=89978449</a>				
	<b>Vocabulary:</b> 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				
	<b>Stories:</b> 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				
	Links with Literacy/PSED:	Links with Literacy/PSED:	Links with Literacy/PSED:	Links with Literacy:	Links with Literacy:
Work as a team to follow clues to find the treasure on the map	Ask can anybody think of other ways we can send messages? ('phone, text, email, notes, letters, postcards, etc.)	What do you think about the pirates?	What might a diver find? Consider what might be under the sea	Read: <a href="https://www.youtube.com/watch?v=y4m_BW5ydcU">https://www.youtube.com/watch?v=y4m_BW5ydcU</a> How I became a pirate	
Discuss what do we know about pirates	Make links to Mother's Day How can we let our Mum's know that we love them? What kind of messages can we share with our family members?	Ask would you like to be a pirate?	Read: Giles Andreae's book Commotion in the Ocean	Think, pair, share: What have you learnt about pirates?	
Discuss own 'treasure'		Play I Spy, Matey: Give the pupils a verbal description of			
Show front cover of The Pirates are Coming!			Share sea art with each other		

	<p>What is happening in this picture? Where is the boy? What is he doing? Some pupils might notice that the boy is dressed as a pirate...Why might this be? What do the pupils think is going to happen in this story?</p>		<p>what they need to find.</p>		
<p><b>PSED</b></p>	<p><b>3-4 Year Olds (DM)</b> 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.</p>		<p><b>Children in Reception (DM)</b> 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</p>		
	<p>Link to Literacy/CL</p> <p>Work as a team to follow clues to find the treasure on the map. Revisit class community and the Shine Value: cooperation</p> <p>Pirates love treasure. What are the things that are most important in your life?</p>	<p>Link with Literacy</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. How do you keep yourself busy when you are on your own?</p>	<p>Link with Literacy/CL</p> <p>Play the song A Pirate's Life &amp; The Elegant Captain Hook from Peter Pan. <a href="https://www.youtube.com/watch?v=faDIJeKKqGM">https://www.youtube.com/watch?v=faDIJeKKqGM</a></p> <p>What do you think about the pirates?</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?</p>	<p>Class Communities:</p> <p>Respect for others Scenarios to discuss</p>	<p>Class Communities:</p> <p>Respect for property What can I touch? How can I touch it? My belonging/others belongings sort</p>

<b>PD</b>	<b>3-4 Year Olds (DM)</b> 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. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		<b>Children in Reception (DM)</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		
	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				
	<b>SPORTS COACH: Multi skills – ball skills</b>				
	Rolling	Throwing	Catching	Passing, kicking, dribbling	Ball games – involving aiming at a target.
<b>L</b>	<b>3-4 Year Olds (DM)</b> Use some of their print and letter knowledge in their early writing Write some or all of their name		<b>Children in Reception (DM)</b> 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		
	<b>Recount:</b> <p style="text-align: center;">THE PIRATES ARE COMING BY JOHN CONDON</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=FMEJ2lkeUg">https://www.youtube.com/watch?v=FMEJ2lkeUg</a></p>				
	<b>3- and 4-year-olds outcome:</b> To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making <b>Children in reception outcome:</b> To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships				

	<p>Link to CL/UW(Geography)</p> <p>Immersion into topic and core text</p> <p>Use a map and clues to discover a treasure chest! Draw something they found in the treasure chest. Write a list of what was found in the treasure chest Write simple sentences such as, We had a map; We dug up a box; In the box we had...</p> <p>Draw and label own 'treasure'</p> <p>Model write a few simple sentences to describe him/her on a WANTED DEAD OR ALIVE poster - <a href="https://www.twinkl.co.uk/download/6952">https://www.twinkl.co.uk/download/6952</a></p>	<p>Read and write messages from the pirates</p> <p>Model writing a simple sentence for one or more of the pictures: 'I can see...sentences</p> <p>Model how to label a picture i.e. to write horizontally as usual</p>	<p>Write a sentence explaining if they want to be a pirate or not</p> <p>Write welcome home banners: I am happy to see you. We are glad you are back. I am sad if you are not here. You are back</p> <p>Use pictures to sequence and retell/write sentences to tell the story</p>	<p>Write speech bubbles: I can see... describe what is under the sea</p> <p>Read a letter from Mum</p>	<p><b>Assessment:</b> <b>3-and 4-year-olds:</b> create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making. Encourage the children to write their name on their finished design.</p> <p><b>Children in reception:</b> Write their letter from Tom to his mum.</p>
<p>Phase 3 Monster Phonics with Phase 2 alongside</p>					
	<p><b>3-4 Year Olds (DM)</b> 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><b>Children in Reception (DM)</b> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p>		

	<p><b>NCETM: Week 16</b> Reason about which numbers are 'more than' others. Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking.</p> <p><b>SSM</b> Continue, copy and create repeating patterns.</p> <p>Using different coins/'treasure', shells/stones to create repeated patterns.</p> <p><b>WHITE ROSE:</b> Block: Length, height and time <a href="https://www.twinkl.co.uk/download/60129">https://www.twinkl.co.uk/download/60129</a></p>	<p><b>NCETM: Week 17</b> Investigate ways of making 7 with two parts Use fingers to make and describe 7 as '5 and 2 more'. Work out the missing part of 7 using the '5 and a bit' structure. See that 7 can be composed in different ways Explain their understanding of the composition of 7.</p> <p><b>SSM</b> Introduce/recap on coins</p> <p>How can we share the 'treasure' (coins) equally between all the pirates in a group?</p> <p><b>WHITE ROSE:</b> Block: Length, height and time (1 lesson) Block: Building 8 &amp; 9</p>	<p><b>NCETM: Week 18</b> 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><b>SSM</b> Use coins at a pirate shop selling 'booty'.</p> <p>Encourage children to use money language to buy items from the shop. Give chn 10p and ask them to buy 2 items, adding, the price tags together, then taking the total away from 10p to find out how much is left.</p> <p><b>WHITE ROSE:</b> Block: Building 8 &amp; 9</p>	<p><b>NCETM Week 19</b> 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><b>SSM</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Wrap some 3D shape 'presents' to welcome the pirates' home and learn the shape names</p> <p><b>WHITE ROSE:</b> Block: Building 8 &amp; 9</p>	<p><b>NCETM Week 20</b> 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><b>SSM</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Encourage children to solve a range of jigsaws of increasing challenge.</p> <p><b>WHITE ROSE:</b> Block: Explore 3D shapes</p>
<p><b>UW</b></p>	<p><b>3-4 Year Olds (DM)</b> 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><b>Children in Reception (DM)</b> 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><b>History:</b> Explore pirates from the past</p> <p><b>Geography:</b> Follow a map of the outdoor area and clues to find treasure</p>	<p><b>Geography:</b> 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</p> <p><b>RE:</b> Who is special to me? Focus on Jesus</p>	<p><b>Geography:</b> 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><b>RE:</b> Who is special to me? Focus on Muhammed (pbuh).</p>	<p><b>Link to Literacy</b> <b>Science:</b> Explore under the sea and the sea creatures that live there</p> <p><b>RE:</b> Who is special to me? Focus on Guru Nanak.</p>	<p><b>Geography:</b> investigate a compass. How do we find our way these days?</p> <p>Make links with direction to Beebots and maps</p> <p>Why did pirates use maps?</p> <p><b>Science:</b> Floating and sinking</p>
<p><b>EAD</b></p>	<p><b>3-4 Year Olds (DM)</b> 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><b>Children in Reception (DM)</b> 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><b>Music:</b> Kapow: TRANSPORT Exploring different kinds of transport – exploring sounds Pirate songs</p> <p><b>Art and Design:</b> Sparkly Start activities: Make a telescope, maps, flags, boats, pirate/parrot pictures.</p> <p><b>Dance:</b> Pirate dances</p>	<p><b>Music:</b> Kapow: TRANSPORT Trains – exploring and mimicking sounds Pirate songs</p> <p><b>Art and Design:</b> Make blossom Mother's Day cards</p> <p><b>Role Play:</b> Drama – practise talking and acting like a pirate: Land ahoy! Shiver me timbers! Aye, aye, Capt'n! Ooh arr me hearties! Yo ho ho!</p>	<p><b>Music:</b> Kapow: TRANSPORT Boats – exploring sound on and around boats Pirate songs</p> <p><b>Art and Design:</b> Create underwater sea creatures</p>	<p><b>Music:</b> Kapow: TRANSPORT Cars – interpreting symbols to reflect a car journey Pirate songs</p> <p><b>Art and Design:</b> Make maps of the outside area</p>	<p><b>Music:</b> Kapow: TRANSPORT Transport journey – demonstrating simple rhythms on an instrument Pirate songs</p> <p><b>Art and Design:</b> Design a pirate boat and race</p> 
<p><b>The Characteristics of Effective Teaching and Learning:</b></p>					

<p><b>Provision</b></p> <p><b>Play and Learn</b></p>	<p><b>Playing and exploring</b> - children investigate and experience things, and 'have a go'  <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements  <b>Creating and thinking critically</b> -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</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 materials within easy reach.</p> <p>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.  <a href="https://www.twinkl.co.uk/download/60153">https://www.twinkl.co.uk/download/60153</a></p> <p>Outdoor areas for the unit:  <a href="https://www.earlyyearsresources.co.uk/blog/2022/06/easy-outdoor-eyfs-pirate-activities/">https://www.earlyyearsresources.co.uk/blog/2022/06/easy-outdoor-eyfs-pirate-activities/</a></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 the pupils can paint them gold/silver</p> <p>Small world pirate ship, small construction for building a pirate ship.</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>
