

Holly Class: Term 4– Year A

Topic Title: It's a Pirate's Life for me!			
Subject	Overview of skills, knowledge and activity		
Literacy - Communication and Language and Literacy	<p style="text-align: center;"><u>Reception + Year 1</u></p> <p><i>Continuously supporting all Communication and Language and Literacy Early Learning Goals.</i></p> <ul style="list-style-type: none"> Phonics - Letters and Sounds - Differentiate phase to suit the needs of the children - weekly objectives to be followed (Year 1s - Phase 5 (see overview on website)) <p>Reception: Segmenting and blending skills for reading and writing + Develop pencil grip and letter formation</p> <p>Year 1s: Continuously supporting children to apply their phonics and practise spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> 'Home' role play area (Kitchen, play food, babies, dressing up) - Links with all Early Learning Goals but with a particular focus on People and Communities, Speaking, Making Relationships and Being Imaginative 'Pirate Shack / Ship' role play area - Links with all Early Learning Goals but with a particular focus on Understanding the World and Being Imaginative Provide fiction and non-fiction books to support the topic in the role play/book area Elicit pre-existing knowledge, ideas, feelings and understanding about our topic- speaking and listening I am a Top Talker! Model and Promote the use of 'Argument' Language Story telling with puppets + Dressing up - Link with Being Imaginative Show and Tell - Speaking and Listening skills Encourage child initiated mark making / writing - Reception Reading and Writing: Poetry, WANTED posters (Blackbeard), Character descriptions, Instructions (How to be a Pirate), Directions/clues (Map skills), Pirate words / sayings, Alliteration, Message in a bottle, Cards (Mothering Sunday + Easter), Diary Entries Focus Texts: (Focus on rhyme/alliteration) Yo Ho Ho! A-Pirating We'll Go, Port Side Pirates, Blackbeard the Pirate, Pirates Love Underpants 		
Year 1	<ul style="list-style-type: none"> Refer to 'Year 1 Literacy Objectives' on the school website - Holly Class page. These objectives will be planned for and taught weekly to suit the needs of the children. Spelling: Refer to the 'English Appendix 1: Spelling' document (Pages 1-6) on the school website - Holly Class page. These objectives will be taught throughout the year in daily phonics sessions. Phonics - Letters and Sounds - Phase 5 - see 'Year 1 Phonics Overview' on the school website - Holly Class page. 		
Maths - Number and Shape, Space & Measure	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Number</u></p> <p><i>This year we will be focusing on five Early Predictors of Success:</i></p> <ul style="list-style-type: none"> Recognising numbers as dice and dominoes patterns Comparing numbers like 5 and 7, saying which is more Predicting the result of adding or taking away 1 Understanding number symbols and what they mean ('the fiveness' of 5 etc.) Understanding that numbers are made up of other numbers and number combinations. <p><u>Shape, Space and Measure</u></p> <p>Term specific content:</p> <ul style="list-style-type: none"> Time - o'clock & half past (analogue and digital) ↔ 3D shapes Length, Height & Weight Money Positional language </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Term specific content (Year 1):</p> <ul style="list-style-type: none"> 2 more/less 2 digit numbers Place value Number bonds Doubles Missing number problems Word problems Halves, quarters and three quarters of shapes </td> </tr> </table>	<p><u>Number</u></p> <p><i>This year we will be focusing on five Early Predictors of Success:</i></p> <ul style="list-style-type: none"> Recognising numbers as dice and dominoes patterns Comparing numbers like 5 and 7, saying which is more Predicting the result of adding or taking away 1 Understanding number symbols and what they mean ('the fiveness' of 5 etc.) Understanding that numbers are made up of other numbers and number combinations. <p><u>Shape, Space and Measure</u></p> <p>Term specific content:</p> <ul style="list-style-type: none"> Time - o'clock & half past (analogue and digital) ↔ 3D shapes Length, Height & Weight Money Positional language 	<p style="text-align: center;">Term specific content (Year 1):</p> <ul style="list-style-type: none"> 2 more/less 2 digit numbers Place value Number bonds Doubles Missing number problems Word problems Halves, quarters and three quarters of shapes
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Science - The World	Talks about why things happen and how things work - <i>floating and sinking experiment, Magnets</i> Know about similarities and differences in relation to <i>materials</i> Understanding of growth, decay and changes over time - <i>Seasons</i>
Computing - Technology	Completes a simple program - <i>logging on/off</i> Uses ICT hardware to interact with age-appropriate computer software - <i>mouse and keyboard skills</i> Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes Coding (algorithms and debugging) - Espresso + Daisy the Dino Online safety Listening Centre + iPads Beebots Programs: Espresso Phonics, Espresso - Research topics, My World, 2simple Collection - painting, Revelation Natural Art, MathBase, Letters and Sounds *Activities planned are based on the topic*
Humanities - People and Communities and The World	Similarities and differences between themselves and others, and among families, communities and traditions Famous Pirates - Blackbeard! *Pirate Visitor - WSLR* ↓ Be a Pirate for the day! Dress up day! Create a treasure map! (Tea-stained) Map reading - Treasure hunt Know about similarities and differences in relation to places - Geographical features: Talk about the features of their own immediate environment and compare to other countries Comments and asks questions about the natural world - Recap on some of the oceans Can talk about some of the things they have observed such as plants, natural and found objects
Art & DT - Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use lines to enclose a space, and then begin to use these shapes to represent objects Manipulates materials to achieve a planned effect Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with scissors Uses simple tools to effect changes to materials Represent their own ideas, thoughts and feelings through art and design and technology Create simple representations of events, people and objects Context: Sketches of Blackbeard, Junk modelling - large pirate ships - lever for the plank! Masks, Pirate hats, Pirate flags, Tea stained treasure maps, Clay eggs, Easter crafts
R.E. - People and Communities	<p style="text-align: center;">❖ They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> Discovery R.E.: Term 4: * Persian New Year + Holi* Theme: Easter Key Question: What is Easter? Religion: Christianity Christian Concept: Salvation <p style="text-align: center;">*Create an Easter Garden for the Easter Service*</p>
P.E. - Physical Development	Show good control and co-ordination in large and small movements - ball skills and team games Move confidently in a range of ways, safely negotiating space - 'On the Pirate Ship' actions Know the importance for good health of physical exercise Develop fine motor skills i.e. threading Dressing up area and changing for PE- Manages own personal needs successfully, including dressing. Manage own basic hygiene - Easter Nest Cakes

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<p>Music - Expressive Arts and Design</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them Represent their own ideas, thoughts and feelings through music and dance <i>Taught predominantly through singing with Mrs Schonfeld:</i> Rhythm, speed, volume of voice, call and response, use of actions. Listening centre - music and stories to support our topic Pirate themed songs Explore instruments</p> <p style="text-align: center;"><i>*Preparation for KS1 Work in Progress Summer Concert*</i></p>	
<p>P.S.H.C.E - Personal, Social & Emotional Development</p>	<p style="text-align: center;"><u>Managing Feelings and Behaviour:</u></p> <p>❖ <i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p> <ul style="list-style-type: none"> • Golden rules • School values / Mission Statement • Growth Mindset • DOJOS - Class Reward System • Sun, Cloud & Lightening Cloud - Behaviour Management System • Learning gems • Is it right to steal? • Rules for living on a ship - friendship / teamwork 	<p style="text-align: center;"><i>P.S.H.C.E Scheme followed weekly - Jigsaw:</i></p> <p>Term 4: Making friends Standing Up For Yourself Challenge Never Giving Up Setting a Goal Obstacles and Support</p>