



Yo-Home! Yo-Home! A Pirate's Life for Me!

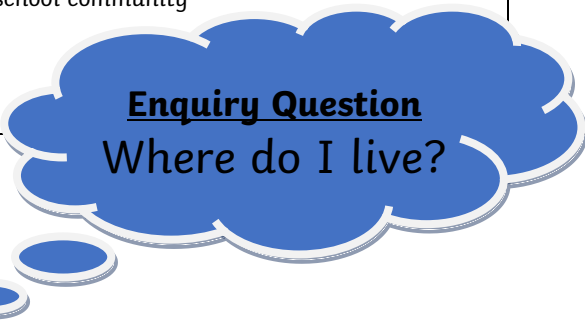


Rational

The children spent their first term at school learning about what makes them special, starting by looking at their family structure and ending with exploring their celebrations. For children to make sense of the world around them, they first need to have a good understanding of them as individuals. Our initial topic, 'Me, Myself and I' gave the children endless opportunities to discuss, question and explore the immediate factors that contribute to their identity.

As we move through the year, the children now have a secure knowledge of what makes them 'them' and a growing understanding of their place in their immediate environment eg. school and family. We are now looking to explore further afield and will be expanding our learning from focusing on the 'here' to the 'near'. Our enquiry question has grown from asking 'Who are we?' to 'Where do we live?'. We will be learning more about our local area and community, focusing on what makes Poole a special place to live in. As we develop our knowledge and awareness of Poole, we aim to foster a sense of awe and wonder about our locality. We want the children to be proud of where they live and seek to preserve and nurture the history of our town.

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
<p>Knowledge</p> <ul style="list-style-type: none"> *All phase 2 graphemes *Most phase 3 graphemes *Awareness of numbers to 5 *Understanding that numbers and amounts are made up of parts *Language of more, fewer, whole, parts *2D shapes – square, rectangle, circle, triangle, pentagon <p>Skills</p> <ul style="list-style-type: none"> *Decomposing amounts to 5 *Subitise amounts to 5 *Blending and segmenting CVC words <p>Interests</p> <ul style="list-style-type: none"> *Dressing Up – Role Play *Magnets *Water play *Digging and transporting <p>Experiences</p> <ul style="list-style-type: none"> *Met members of the school community *Met a firefighter *Dress up days *Performed a Nativity *Visit from animals 	<p>What experiences do our learners come to school with?</p> <ul style="list-style-type: none"> *Many of our learners have explored the local area and visited tourist landmarks such as Brownsea Island, Poole Quay, Badbury Rings, Kingston Lacey, Upton Country Park, The Beach, Corfe Castle etc *Most children have seen a variety of boats eg. Chain ferry, canoes, Barfleur, speed boats, ribs, sailing boats etc. *Heard pirate stories <p>What we will do to develop their Cultural Capital?</p> <ul style="list-style-type: none"> *Story teller visit *High quality texts *Dress up days *Explore our local area using Google Earth 	<ul style="list-style-type: none"> *Recognise phase 2 graphemes in isolation *Begin to blend phase 2 CVC words *Blend pink books with increased fluency *Ascribe meanings to marks *Form some phase 2 graphemes correctly *Engage in activities for an extended period of time *Develop gross and fine motor skills *Handle care needs independently



Communication and Language and Literacy	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *Learn new vocabulary *The meaning of social phrases and use them *The difference between a fiction and non-fiction books. *To engage in non-fiction books *Features of a non-fiction book *Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> *Ask questions to find out more *Follow 2 step instructions *Retell a story, once they have developed a deep familiarity including story language and the sequence of a text. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Begin to explain why things might happen, linking to recently introduced vocabulary through non-fiction texts *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Describe events in some detail.

Personal, Social & Emotional Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *They can experience a range of feelings *Name feelings like happy, sad, angry, excited, scared *Label their feelings and the feelings of others *What makes them feel different feelings *The rules without needing reminding *The concept of 'fairness' and 'patience' *Strategies on how to share resources fairly 	<ul style="list-style-type: none"> *Take turns and share resources *Talk with others to solve conflicts *Wait until attention is gained *Develop ways of being assertive *Show resilience and perseverance in the face of challenge *Be confident to try new activities *Express their feelings and consider the feelings of others. *Begin to regulate emotions *Think about the perspectives of others.

Physical Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *What tools match their intended purpose *Select tools to match the intended purpose *The steps of how to throw, kick, pass and catch *Names of balances – pike, straddle, dish, arch, tuck *Names of jumps - straight jump, tuck jump, half turn jump, jumping jack *What is a safe landing *Names of rolls - curled side roll (egg roll), Log roll (pencil roll), teddy bear roll 	<ul style="list-style-type: none"> *Hold one handed tools – eg. scissors, paintbrush *Throw, kick, pass, catch, pass and dribble *Develop the foundations of a handwriting style which is fast, accurate and efficient *Form letters of a consistent size * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <p>OUTDOOR PE FOCUS: GAMES <i>Striking and hitting</i></p> <ul style="list-style-type: none"> *Hit a ball with a bat *Develop confidence, competence, precision, and accuracy when engaging in ball skills *Negotiate space and obstacles safely, with consideration of themselves and others <p>INDOOR PE FOCUS: GYMNASTICS <i>Jumping and rolling</i></p> <ul style="list-style-type: none"> *Develop balance and co-ordination *Jump in a range of ways from one space to another *Roll in different ways with control *Create a short sequence of movements

Phonics

Phase 3 Graphemes

Week 15	Vowel Digraphs	oi ear air ure
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After phase 3 has been taught, we will revisit the graphemes and explore them in more depth as we focus on two graphemes a week. One day will be spent on blending the grapheme and the following day will focus on segmenting.

ASSESSMENT WEEK

Week 16	er j
Week 17	v w
Week 18	x y
Week 19	z zz
Week 20	qu ch

Tricky Words	High Frequency Words	Spellings
they, all, are, was, put, push, pull	will, that, this, then, them, with, see, now, down, look, too, her	he, she, me, we, be, my, you

Quality Texts

Tree: Seasons Come, Seasons Go
 Floating and Sinking
 Brilliant Boats
 Harbour Bound

Literacy	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> * We read from left to right *The parts of the book – front cover, back cover, title, author, blurb, page number, pictures *Understand page sequencing *The vocabulary listed *Understand the VIPERS skills – vocabulary, inference, prediction, explain, retrieval and sequence *The terms capital letters, finger spaces, full stops *Recognise phase 3 tricky words *Recognise phase 3 graphemes in isolation and within CVC words *Letter names 	<ul style="list-style-type: none"> Use vocabulary that is influenced by books experienced *Form more letters correctly *How to hold a pencil in a standard grip *Link letters to sounds *Read some letter groups that each represent one sound and say sounds for them. *Order words to build a sentence *Read a few common exception words. *Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. *Blend sounds in phase 2 and 3 cvc words *Read some phase 3 tricky words *Read 2 syllable words *Read simple captions and sentences *Write cvc words containing phase 2 graphemes *Write some phase 2 tricky words *Make phonetical attempts at words *Write simple sentences *Write some Phase 3 CVC words

Topic Vocabulary		
Anchor words (key vocabulary for the topic)	Goldilocks Words (not too easy and not too hard, just right)	Step On Words (more challenging and specific vocabulary)
Winter Sea Land Boat Push Pull Map Pirate	Seasons Broadstone Poole Float Sink North South East West	Settlement Harbour Town Force Compass

Key Nursery Rhymes and Songs

Spring 1
Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes

Mathematics

Spring 1	Number Theme	Shape, Space, Measure, Pattern Theme
Week 15	Subitising <ul style="list-style-type: none"> Focus on linking subitising amounts to 5 with numerals 	Length <ul style="list-style-type: none"> Recognising attributes – long and short Comparing amounts of continuous quantities – longer, shorter – introducing starting points are aligned
Week 16	Ordinality <ul style="list-style-type: none"> Ordering numbers to 5. Focus on each number being 1 more than the previous number. 	Length <ul style="list-style-type: none"> Measuring using a non-standard unit Recognising the relationship between the size and number of units
Week 17	Composition <ul style="list-style-type: none"> Focus on the composition of five and considering missing numbers 	Length <ul style="list-style-type: none"> Showing awareness of comparison in estimating and predicting
Week 18	Composition <ul style="list-style-type: none"> Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations 	Length <ul style="list-style-type: none"> Comparing indirectly – ordering by length
Week 19	Composition <ul style="list-style-type: none"> Focus on equal and unequal groups 	Height <ul style="list-style-type: none"> Recognising attributes – tall and short Measuring using a non-standard unit and compare amounts
Week 20	Counting <ul style="list-style-type: none"> Counting sequence Ordinality of 1-5 1 more and 1 less than within 10 Linking ordinality and cardinality through use of staircase pattern 	Height <ul style="list-style-type: none"> Showing awareness of comparison in estimating and predicting Comparing indirectly – ordering by height

Understanding the World

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*The name of where they live - Poole *They live by the sea *Directional language – north, east, south, west *Language of force – push, pull, float, sink *Language of materials – plastic, wood, card, paper, waterproof *The names of common weather patterns – snow *The name of the current season - Winter	*Distinguish between land and sea on a map *Read a simple map *Talk about the different forces they can feel *Talk about different materials they notice in the past. *Compare and contrast characters from stories, including figures from the past. *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *Understand the past through characters and events read in books in class *Identify similarities and differences between events in the past and now

Expressive Art and Design

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*Lyrics to a growing number of songs *Tempo refers to the speed of music *Story telling language – once upon a time, who, fortunately, unfortunately, the end *The techniques used to join materials *Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets	*Play instruments with increasing control to express their feelings and ideas *Play instruments within a song *Explore different materials freely, to develop their ideas about how to use them *Join different materials and explore different textures *Return to and build on their previous learning, refining ideas and developing their ideas to represent them *Share their creations, explaining the process they've used *Invent and recount narratives and stories with peers – story scribing *Develop storylines in their play *Make use of props and materials when playing characters in narratives and stories.

Characteristics of Teaching and Learning (The ways in which the children are learning from their environment, experiences and activities)	
Playing and Exploring	Acting out experiences in my play show a 'can do' attitude Use my senses to explore the world around me
Creating and Thinking Critically	Think of ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal
Active Learning	Maintain focus for a period of time Be proud of how things are accomplished

Partnership with Parents	Home Learning Opportunities/Activities
<p>Home Learning Create a boat out of junk modelling that will be able to float on water. Consider what materials you will need to make the boat waterproof, float and carry treasure!!</p> <p>Our Fab Finish, 'Ships Ahoy' will take place on 10.2.23. Please can children come to school dressed in pirate style attire, with their home learning models ready to take to the water!!</p> <p>More information to be shared nearer the time 😊</p>	<p>*Share reading books and engage in other reading materials (reading books tbc) *Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the skills they've learnt at school *Continue to practise reading your Rainbow Words by sight *Continue to practise recognising small amounts by sight – subitising. When seeing larger sets of objects, practise spotting smaller amount within it – conceptual subitising *Practise recognising numerals to 10 – look for them in the environment and discuss what they mean *Sing nursery rhymes that help children to practise the order of numerals</p>



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