



Medium Term Plans
Term 4 2021/2021
Foundation
Pirates

Topic Pirates	Hook Treasure Hunt
Writing	<ul style="list-style-type: none"> Letter Formation- Form lower-case and capital letters correctly. Writing sentences - write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Traditional tale writing (Pirate story) - Engage in extended conversations about stories, learning new vocabulary. – Pirate, bow, stern, gun ports, sails, deck Punctuation focus (Capital letters, finger spaces, full stops)
Reading	<ul style="list-style-type: none"> Pirate model text- to use new vocabulary in different contexts. Listen and talk about stories to build familiarity and understanding. Tricky word recall focus (said, so, have, like, some, come, were, there, little, one, do, when, out, what, who, here, your). Reading simple phrases and sentences made up of words within known letter-sounds correspondences and, where necessary, few exception words. Recall and retrieval- Demonstrate understanding of what has been read to by retelling stories and narratives.
Maths Number Shape, Space and Measure	<ul style="list-style-type: none"> One more than a given number- Understand the 'one more than/one less than' relationship between consecutive numbers. One less than a given number- Understand the 'one more than/one less than' relationship between consecutive numbers. Addition & Subtraction- Automatically recall number bonds for numbers 0-5 and some to 10. 3D shape- Compose and decompose shapes, recognise a shape can have other shapes within it, just as numbers can. Create repeating patterns. Half and Doubling- comparing numbers. Number bonds to 5 and 10
Personal, Social and Emotional Development Self-confidence and Self-Awareness Managing Feelings and Behaviour Making Relationships	<ul style="list-style-type: none"> Turn taking- Express feelings and consider the feelings of others. Describing self in positive terms and talking about abilities Negotiating and solving problems- Identify and moderate own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Working as part of a group- Build constructive and respectful relationships. Speaking confidently about own needs, wants, thoughts and opinions- See themselves as a valuable individual. Explaining own knowledge and understanding- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Continuing to form and build positive relationships
Physical Development Moving and Handling Health and Self-Care	<p>Dance</p> <ul style="list-style-type: none"> To explore travelling actions and use counts of 8 to move in time with the music To remember and repeat actions and respond imaginatively to a stimulus To copy, remember and repeat actions that represent the theme To copy, repeat, create and perform actions that represent the theme To use expression and create actions that relate to the story To use a pathway when travelling To copy, repeat and choose actions that represent the theme To show changes in expression, level and shape. Knowing the importance of physical exercise and a healthy diet Talking about ways to keep healthy and safe Observing the effect of exercise on their body <p>Ball Skills: Unit 2</p> <ul style="list-style-type: none"> To develop rolling and tracking a ball To develop accuracy when throwing to a target To develop dribbling with hands To develop throwing and catching with a partner To develop dribbling a ball with your feet To develop kicking a ball to a target



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<p>Communication and Language</p> <p>Listening and Attention Speaking Understanding</p>	<ul style="list-style-type: none"> • Responding to stories with relevant comments, questions or actions • Listening and responding to ideas expressed by others • Answering how and why questions- <i>Ask questions to find out more and to check they understand what has been said to them.</i> • Using language to imagine and recreate roles and experiences in play situations • Using past, present and future tenses
<p>Understanding the World</p> <p>People and Communities The World Technology</p>	<ul style="list-style-type: none"> • Recycling- Begin to understand the need to respect and care for the natural environment and all living things. • Explaining why some things occur (<i>Floating and sinking</i>) • Knowing about people from the past (<i>Famous pirates</i>) • Talking about features of their <i>own environment (The seaside)</i> • Operating simple equipment- <i>Explore how things work.</i> • Completing a simple programme- <i>Explore how things work.</i> • To know what <i>special</i> means to them. • To know that a <i>Church</i> is a special place for <i>Christians</i>. • To know that a <i>mosque</i> is a special place for <i>Muslims</i>. • To know that in a Church you will find an <i>altar, a pew, a bible</i> and a <i>font</i>. • To know that in a Mosque you will find a <i>prayer mat</i> and a <i>Qur'an</i>. • To know that a Church and a Mosque are places where people go to <i>pray</i>. • <i>Science Week- Growth</i>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials Being Imaginative</p>	<ul style="list-style-type: none"> • Combining <i>different medias</i> to make new effects such as, <i>paints, pens, crayons, paper and card</i> as well as boxes from junk modelling • Manipulating materials to achieve a planned effect (<i>junk modelling pirate ships, sea creatures</i>) • Playing cooperatively as part of a group to develop and act out storylines • Singing songs (<i>Sea shanties</i>) • Representing own <i>ideas through design</i>, technology and art.