

<b>EYFS</b>				
<b>TERM 4 – LAND AND SEA</b>				
		<b>Focus Text:</b> A New Home for a Pirate Rainbow fish	<b>Hook:</b> Treasure Hunt Beach Trip	
		<b>Pupils Learn...</b>	<b>Key Vocabulary / Language</b>	<b>Enhanced Provision</b>
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b>	<p>To understand questions such as who; why; when; where and how.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p>	<p>Who Why When Where How Because</p> <p>I think that...</p> <p>I know that...</p>	<p>Additional reading sessions, with a focus text linked to Land and Sea.</p> <p>Creating book reviews for the texts we share as a class.</p> <p>Listening games</p> <p>Singing games.</p>
	<b>SPEAKING</b>	<p>To offer explanations for why things might happen.</p> <p>To articulate their ideas in well-formed sentences.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (linked to Spanish learning too)</p>	<p>I think that...</p> <p>I know that...</p> <p>That happened because...</p>	<p>Role play areas linked to land and sea – Pirate ship, Beach,</p> <p>Learning the focus text (A New Home for a Pirate/ Rainbowfish) with actions to support this.</p> <p>Practice orally speaking in Spanish and introducing themselves.</p> <p>Story invention linked to Land and Sea.</p>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<b>SELF REGULATION</b>	<p><b>Health and Wellbeing (PSHE)</b></p> <p>To be aware of behavioural expectations and sensitive to ideas of justice and fairness.</p>	<p>Fair Unfair Justice Behaviour Expectations Choices</p>	<p>PSHE lessons through circle time and class assembly, with a focus on recognising the impact their actions can have and how others may react.</p>
	<b>MANAGES SELF</b>	<p><b>Health and Wellbeing (PSHE)</b></p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p>		<p>Creating a packed lunch for a pirate, focusing on a balanced meal.</p>
		<p>That a healthy lifestyle involves exercise and a balanced diet.</p> <p>That personal hygiene includes cleaning your body every day, washing your hands with soap after going to the toilet and before you eat, brushing your teeth twice a day, and covering your mouth and nose when you cough or sneeze.</p>	<p>Healthy lifestyle Diet Exercise Food</p> <p>Hygiene Washing</p>	<p>Pirates – teeth brushing and scurvy due to a poor diet.</p> <p>Hygiene of pirates – how do we know that this pirate has not washed.</p> <p>Dentist role play opportunities.</p> <p>Fire safety posters</p> <p>Fire fighter role-play opportunities.</p>

		<p>That everyone experiences change and loss and to identify how this makes me feel and understand people will have different feelings about this.</p> <p>About fire safety: to know that they must never play with fire or matches. To know that if their clothes were to catch fire they should stop, drop and roll.</p> <p>About sun safety: To know that they need to wear sun cream and appropriate clothing in the sun.</p>	<p>Change Loss Feelings</p> <p>Fire Safety Emergency Stop, drop and roll</p> <p>Sun Strength Cream Protection</p>	<p>Sun safety posters</p>
	<p><b>BUILDING RELATIONSHIPS</b></p>	<p><b>Relationships (PSHE)</b></p> <p>To take steps to resolve conflicts with other children by negotiating and finding a compromise.</p> <p>To form positive attachments to adults and friendships with peers.</p>	<p>Talk Resolve Negotiate Compromise</p> <p>Adults Friendship Peers Talking Listening Communicating</p>	<p>PSHE sessions focusing on compromise and cooperation.</p> <p>Games that focus on turn taking and having winners and losers, e.g. Pirate treasure hunt.</p> <p>PSHE sessions focused on friendship and people who are special to us.</p>

**PHYSICAL DEVELOPMENT**

**GROSS MOTOR SKILLS**

Gymnastics Unit 1  
 Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.

Move  
 Copy  
 Shape  
 Over  
 Space  
 Rock  
 Around  
 Safely  
 Sideways  
 Travel  
 Forwards  
 Backwards

Play equipment to focus on balancing and jumping.

Games Unit 2  
 Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.

Run  
 Pass  
 Roll  
 Team  
 Space  
 Safely  
 Forwards  
 Around  
 Backwards

Practise skills independently and with a partner and master basic movements including throwing and catching with balls. Target games focusing on throwing accurately.

**FINE MOTOR SKILLS**

To form lower case letters correctly.  
 To handle tools, objects, construction and malleable materials safely and with increasing control and intention.

Tripod grip  
 Lines  
 Size  
 Orientation (handwriting patterns)  
 Scissors  
 Knives  
 Tape  
 Glue  
 Pins  
 Create  
 Join  
 Materials

Letter formation games, linked to Animaphonics.  
 Treasure maps outside on a large scale (To support fine motor control)  
 Building their own boats from recycled materials.

To use the paintbrush and other small equipment with accuracy.

Tool  
 Pipette  
 Paintbrush  
 Spatula

Using pipettes and pops of coloured water to predict and mix.  
 Make rainbow fish – develop fine motor skills when doing so

<b>LITERACY</b>	<b>COMPREHENSION</b>	<p><b>Vocabulary, comprehension &amp; metacognition:</b> Simple sequencing of a story. Retrieval of key details from the learned text.</p> <p><b>Responding &amp; questions:</b> Raising simple questions like 'What if...?' &amp; know that good readers ask questions when they read Discuss likes, dislikes &amp; puzzles about the stories Orally answer some simple questions that promote inference</p>	<p>At the end of the story...</p> <p>The problem was...</p> <p>They found a solution by...</p> <p>What if...?</p> <p>What do you think?</p> <p>I think that...</p> <p>I like the part when...</p> <p>I didn't like it when...</p> <p>The character is happy/sad because...</p>	<p>Role play – beach/pirate ship. Story bags and props.</p> <p>Books themed in reading corner – fish stories/non fiction.</p> <p>Story maps both inside and outside.</p>
	<b>WORD READING</b>	<p><b>Decoding - Fluency &amp; Word Reading:</b> <i>To Recap /or/Recap /oo/Recap /ear/Recap /ng/Recap /ur/</i></p> <p><i>The Common exception word(s): you. they. we, be, all</i></p>	<p>Sound Blend Read</p>	<p>Treasure hunt – reading words linked to Animaphonics and taught sounds. Numbers to be included too. Coins with rainbow words.</p> <p>Access to technology to play phonics games, eg. Ipad to play Buried Treasure</p>
	<b>WRITING</b>	<p>■ <b>A New Home for a Pirate. Rainbow Fish</b> (+ ■ instructions)</p> <p><b>Transcription:</b> <i>Recap /or/Recap /oo/Recap /ear/Recap /ng/Recap /ur/</i> <i>Common exception word(s): you. they. we, be, all</i></p> <p>Begin to write simple sentences associated with innovated stories</p> <p><b>Composition:</b> Oral composition of innovated and invented stories including typical story language features from the below: Once upon a time there lived a... who... One day... First,... Next,... After that,... Finally</p>	<p>Character Settings Plot</p> <p>Character Sentences Story Instructions</p>	<p>Island/Beach/Pirate ship role play areas – develop storyline in pretend plays.</p> <p>Postcards and letters to send home</p> <p>Treasure hunt – reading words and numbers</p> <p>Treasure chests – add words/read words on coins</p> <p>Chalk islands/treasure maps (fine motor link)</p> <p>Phonics play – Treasure hunt</p> <p>Messages in a bottle to promote simple sentence writing.</p> <p>Story invention opportunities</p>

		Simple innovation on learned stories through substituted settings and new character name - children to map and tell new stories		
<b>MATHEMATICS</b>	<b>NUMBER</b>	<p>To continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.</p> <p>To begin to identify missing parts for numbers within 5.</p> <p>To explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p> <p>To continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.</p> <p>To order numbers and play track games.</p> <p>To apply their knowledge to real world problems.</p>	<p>Subitise</p> <p>Missing parts</p> <p>Number Frame</p> <p>Finger Patterns</p> <p>Sequence</p> <p>Staircase</p> <p>Order</p> <p>Problems</p> <p>More</p> <p>Less</p> <p>Structure</p>	<p>Focus on creating staircase patterns, e.g. with small objects such as pompoms or outside on a large scale with hoops and bricks.</p> <p>Provide opportunities for building towers out of various blocks in both indoor and outdoor play areas.</p> <p>Display pictures of the Numberblocks without their numerals as inspiration.</p> <p>Encouraging children to record what they have made with their own graphical representations. Both inside and outside with chalk.</p> <p>Treasure hunt for coins, focus on subitising and number composition.</p>
	<b>NUMERICAL PATTERNS</b>	<p>To focus on equal and unequal groups when comparing numbers.</p> <p>To sort odd and even numbers according to their 'shape'.</p> <p>To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>To understand that two equal groups can be called a 'double' and connect this to finger patterns</p>	<p>Equal</p> <p>Unequal</p> <p>Odd</p> <p>Even</p> <p>Shape</p> <p>Count</p> <p>Pattern</p> <p>Double</p> <p>Finger Patterns</p>	<p>Using Numicon to create patterns of odd and even numbers.</p> <p>Counting songs.</p> <p>Doubling games</p> <p>Treasure hunts, linking the amount of coins collected to odd and even.</p>
			<p>To discuss 3D shapes and their properties, such as faces, corners, edges, vertices.</p> <p>To apply their knowledge to real world problems. Eg.</p>	<p>Faces</p> <p>Corners</p> <p>Edges</p> <p>Vertices</p>

		<p>Which shapes are best to build a home for a pirate.</p> <p>Crate more complex patterns. E.g. ABB, AABB,</p>	<p>Patterns Repeating Order</p>	<p>Using pirate treasure to create patterns.</p>
<p><b>THE WORLD</b></p>	<p><b>PEOPLE AND COMMUNITIES</b></p>	<p>Why are some places special and sacred?</p> <p>To know what is special to them – a place and a thing and be able to explain why.</p> <p>That a Church is a special place for Christians and that a mosque is a special place for Muslims.</p> <p>That there are special things in a Church such as an altar, a pew, a bible and a font and in a mosque you will find a prayer mat and a Qur'an.</p> <p>What people do in a Church and a Mosque.</p> <p>To compare and contrast what different features there are in different places of worship.</p>	<p>Church Christians Mosque Qur'an Altar Font Pew Prayer mat</p>	<p>Look at and design a prayer mat.</p> <p>Visit to a Mosque/Church</p> <p>Re-create an altar and the things you will find on it.</p> <p>Bring in and talk about something or a photo of someone that is special to them.</p> <p>Using junk modelling to build their own places of worship.</p> <p>Creating stained glass windows.</p>
		<p>That different countries speak different languages.</p> <p>That in Spain, Spanish is the spoken language.</p> <p>How to greet someone in Spanish using Hello or Hi and goodbye.</p> <p>How to say 'My name is....' In Spanish.</p>	<p>Greetings (<i>los saludos</i>) Hello (<i>¡Buenos días!</i>) Hello / Hi (<i>¡Hola!</i>), My name is (<i>me llamo</i>), Goodbye (<i>¡Adiós!</i>),</p>	<p>Greet the teacher in Spanish in the morning.</p> <p>Role play with one another by saying help and my name is....</p> <p>Pretend to be a pirate and introduce themselves as one.</p>

<b>THE NATURAL WORLD</b>	<p>To be able to recognise and name different electronic devices.</p>	<p>Ipad Laptop Computer</p>	<p>Explore laptops, ipads and a computer. Consider how they are different.</p>
	<p>To be able to recognise and name different parts of a computer</p>	<p>Monitor Keyboard Mouse</p>	<p>Practise typing messages on the ipad on word. A message to a pirate or ship.</p>
	<p>That we can collect data (which is information) and store it on a computer.</p>		<p>Unscramble letters to write name (visual search as a pre-requisite for using a keyboard)</p> <p>Collect simple whole class data (favourite colour)</p>
	<p>That islands are surrounded by sea.</p> <p>That we live in the UK and the UK is in Europe.</p> <p>That the world is split into continents and countries.</p> <p>That they take a route to school and ships take routes to a destination.</p>	<p>Beach Sea Sand Island Land UK England Countries Continents Europe Route Destination</p>	<p>Small world Island settings, with the children having the chance to create their own Island.</p> <p>Opportunities to look at old maps and how the world has changed.</p> <p>Create pirate maps and children orally discuss the route they would take. Children label the map with land, sea, beach, forest.</p> <p>Beebots programmed to move on a pirate map.</p>
<p>That we have many different types of weather and these change according to the season.</p> <p>That the weather can affect the sea.</p> <p>That materials have properties and some are waterproof.</p> <p>What makes a boat float or sink</p>	<p>Island Country Lang Sea Map Weather Rain Snow Ice Sun Wind temperature</p> <p>Materials Waterproof Float sink</p>	<p>Beach trip to make comparison with the forest school.</p> <p>Scavenger hunt whilst on the beach.</p> <p>Comparing weather types and recording.</p> <p>Making rain catchers and wind chimes.</p> <p>Investigate materials and sort into waterproof and non-waterproof.</p> <p>Create a boat for a pirate. Predict, plan and make, then evaluate.</p>	
<b>PAST AND PRESENT</b>	<p>That boats are used to travel from one place to another and can carry goods or people.</p> <p>That boats have changed over time and were made of wood and now metal. They have got much bigger too.</p> <p>We transport things from one</p>	<p>Trade Past Now Old New Travel Boat Wood Raft Metal</p>	<p>Children to make boats that can move things. How do they know it will float and not sink?</p> <p>Ordering boats from oldest to newest and to explain how they know this.</p> <p>Describe how boats have changed and why.</p>

		<p>country to another using boats. These are called 'goods' (Concept of Trade)</p> <p>To label and describe the key parts of a boat.</p>	<p>Goods</p> <p>Sail Mast Stern Bow Keel hull</p>	<p>Opportunities to label the parts of the boat and explain why they are needed. 'The back of the boat is the ____' (Stern) The body of the boat is the hull etc.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>EXPRESSIVE ARTS AND DESIGN</b></p>	<p><b>CREATING WITH MATERIALS</b></p>	<p>That the primary colours are red, blue and yellow and other colours cannot be used to make them.</p> <p>That the primary colours can be mixed to create other colours. Predict what changes will be made.</p> <p>To make use of props and materials when role playing characters from narratives.</p> <p>To design, make and evaluate their creations.</p> <p>To cut and join materials to create a desired effect.</p>	<p>Primary Mix Red Yellow Blue</p> <p>Texts: <a href="#"><i>Mixed</i></a> by Arree Chung</p> <p><a href="#"><i>Little Blue and Little Yellow</i></a> by Leo Lionni</p> <p><a href="#"><i>Blue vs. Yellow</i></a> by Tom Sullivan</p> <p><a href="#"><i>Mix it Up</i></a> by Herve Tullet</p> <p><a href="#"><i>Mouse Paint</i></a> by Ellen Stoll Walsh</p> <p>Design Make Evaluate Pictures Labels Create Join Cut Tools</p>	<p>Predict what will happen when colours are mixed. Can they make them darker or lighter.</p> <p>Opportunities to mix colours to explore what happens.</p> <p>Using shaving foam and food colouring to mix in tuff trays and explore.</p> <p>Using pipettes and pops of coloured water to predict and mix.</p> <p>Using their colour knowledge and applying this to their creations, such as using it to make their own treasure chest or pirate ship, from the junk modelling.</p> <p>Making their own boats and flags (linked to floating and sinking)</p>
	<p><b>BEING EXPRESSIVE AND IMAGINATIVE</b></p>	<p>To perform poetry in time with others.</p>	<p>Timing Words Rhyme</p>	<p>Learn sea shanty songs, accompanying with musical instruments.</p>
	<p>To perform combinations of movements and to express their feelings and responses to their own and others performance. Perform solo or in groups.</p>	<p>Movement Feelings Perform Solo Group Audience Timing</p>	<p>Opportunities for performing balances as a pirate in role play.</p> <p>Creating movements as fish under the sea. Using ribbons and large pieces of material.</p>	