

Key Texts

- Captain Flinn and the Pirate Dinosaurs
- Pirates in the Supermarket
- Pirates Love Underpants
- Pirate Pete/Mrs Pirate
- Commotion in the Ocean

Additional Experiences

- Pirate Day

Summer 2 A Pirate's Life for Me

Personal, Social, Emotional Development

National Curriculum Links: PSHE and Citizenship

- Jiggy – 'Changing Me'

Early Learning Goals

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Communication and Language

National Curriculum Links: English

- Story time
- Story sacks
- Speech and language interventions as needed
- Vocabulary detectives
- Hands and Voices with Mrs Saville

Early Learning Goals

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

National Curriculum Links: PE, English

- Outdoor play
- Constructing, climbing and balancing
- Letter formation
- Develop pencil grip
- Fine motor/handwriting interventions
- PE

Early Learning Goals

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy

National Curriculum Links: English

We follow **Little Wandle Letters and Sounds** phonics programme in Reception

- Phase 4 phonics
- Story time
- Writing phrases and sentences
- Poems

Early Learning Goals

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths

National Curriculum Links: Maths

We follow **Mastery in Number – enhanced with White Rose** for maths in Reception

- Spatial reasoning
- Positional Language
- Adding More
- Taking Away
- Consolidation

Early Learning Goals

Number

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

National Curriculum Links: Design and Technology, Music, Art and Design

- Creating maps
- Designing flags
- Commotion in the Ocean – learning a poem
- Junk modelling – boats, telescopes, treasure chests
- BBC School Radio – Pirate Podcast

Early Learning Goals

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the world

National Curriculum Links: Geography, History, Science, RE, MFL, Computing

- How can we look after our oceans?
- Can I make a boat that floats?
- Where do I live? Where did pirates live?
- How was life different for a pirate?
- Creating and reading maps

Early Learning Goals

Past and Present

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.