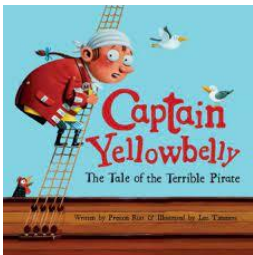
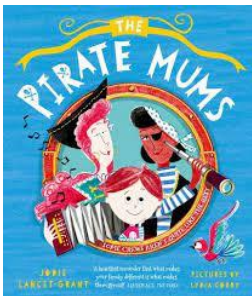
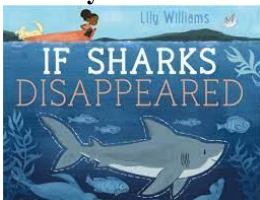
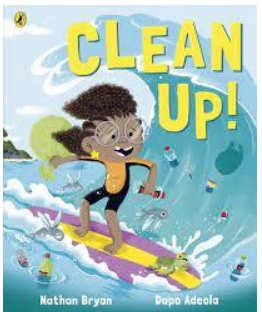
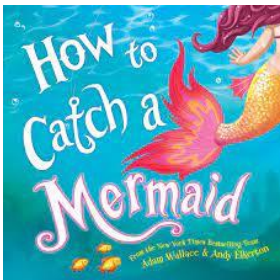
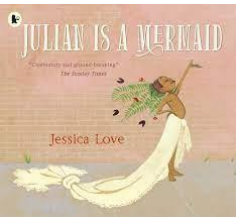


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lit era cy & CL	<p>Key text: Captain Yellowbelly</p>  <p>Writing skills/knowledge Activity: To write a description of a pirate using adjectives Children will know how to write CVC words (LA)</p> <p>Children will use their phase 2 sounds to write initial sounds.</p> <p>Children will use their phase 2 & 3 knowledge to represent sounds they hear in words. E.g. scar, black, patch</p> <p>Children will write simple sentences sequenced together using phase 2 and 3 known sounds. E.g. He has a black beard.</p>	<p>Key text: Pirate mums</p>  <p>Writing skills/knowledge: Activity: To write in role To write captions for pictures</p> <p>Children will begin to write short sentences to match a picture.</p> <p>Children will begin break the flow of speech into words.</p> <p>Children will use their phonetical knowledge to write short sentences e.g. It eats lots of food.</p> <p>Reading: Why was billy embarrassed of his mums? What was different about them? What pet did they have?</p>	<p>Key text: If sharks disappeared Lily Williams</p>  <p>Writing skills/knowledge: Activity: All about ... book. They can create a book with a page each for: appearance, size, diet, young. Children can share their expertise with other children in the school</p> <p>Children will know why we need sharks They will write factual information about everything they have learnt.</p> <p>Children will be able to write words that match their spoken sound. Children will be able to form most letters correctly. Children will spell: go, no, to, the, into correctly.</p> <p>Reading</p> <p>Comprehension</p>	<p>Key text: Clean up! What a waste</p>  <p>Writing skills/Knowledge:</p> <p>Activity: Make a 'Did you know' book Find out more about plastic pollution in the ocean using the information in the book and other information you find (see links below). Make a zig zag book and start each page with 'Did you know ... then write your fact with an illustration</p> <p>Reading Rocket is very excited – talk together about times when you have</p>	<p>Key text: How to catch a mermaid</p>  <p>Writing skills/Knowledge:</p> <p>Activity: To write a instructions on how to catch a mermaid Children will know why we have instructions. Children will know where instructions are used in everyday life.</p> <p>Children will be able to write words that match their spoken sound. Children will be able to form most letters correctly.</p> <p>Communication and Language Children will use imperative verbs to give instructions verbally.</p>	<p>Key text: Julian is a mermaid</p>  <p>Writing skills/Knowledge:</p> <p>Activity: To write what they would like to become</p> <p>The children will become familiar with the book and how the characters are feeling. The children will work with a partner to act in role as one of the characters from the book. They will use mirrors to see themselves as whatever they want to be</p> <p>The children will write a simple sentence using their phonic knowledge to describe what they would like to become using a mirror as inspiration</p> <p>Reading Comprehension:</p>

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<p>Communication and language: Children will develop their vocabulary based on stories we read around pirates, we will look at rhyming words and come up with alternative where possible making silly stories.</p> <p>Reading: Comprehension Children will be able to talk about a story The children will discuss the humour in the book.</p> <p>They will answer basic retrieval and inference questions such as</p> <p>Who is captain yellowbelly? Why was he terrible at being a pirate? Who stole his treasure? What did the seagull do? Why was redbear scared of yellowbelly in the end? Children will know what a front cover is.</p>	<p>How did they find their way around? How did they save the day?</p>	<p>Children will be able to answer questions about what would happen if... Why are sharks important? What would happen if there aren't any sharks? How could we help?</p>	<p>been excited about going on holiday or on a trip. What would you pack if you were going away on holiday?</p> <p>Look at the page where Rocket imagines what she would do in Jamaica – share thoughts on which things you would like to do – eg surf the waves or dance with a dolphin? Fist bump a turtle or high five an octopus?</p> <p>Have you been to the seaside? What do you remember? What do you like best about being near the ocean?</p> <p>If the children have grandparents talk about where they live, are they near or far away? Do you know anyone who lives in Jamaica? What do you know about it?</p> <p>Did anything surprise you about the story and is there anything you want to find out more about?</p> <p>Which is your favourite page?</p>	<p>Use the instructions represented by the text map to make a bee bath. The children will make the bee bath first and then use this experience to write about it for others to follow.</p> <p>Reading: Comprehension: How was the trap supposed to work? What happened instead? Why did the trap fail? What do the words on the page tell us? How do the illustrations show readers what is happening? How do they work together to tell the story? Why do the girl and her friend try to catch the mermaid? Do you think that catching someone in a trap is the best way to make a friend? What other approaches could she take to make friends with the mermaid? By the end of the book,</p>	<p>Children will be able to talk about the characters feelings. Children will be able to take the place of the character. Children will be able to ask and answer questions during hot seating. How do you think ...is feeling? Why do you think he is feeling like this?</p> <p>Who is Julian? What language do they speak? Where is the setting? What is</p> <p>Pages 11-12. "Abuela, did you see the mermaids?" "I saw them, mijo." In what setting or place are Julián and his abuela walking? What clues in the picture tell you this? + What time of year is it? What clues in the picture tell you this?</p> <p>Pages 15-16 and 17-18. "Julián has a good idea." + Take time to look at the illustrations on both two-page spreads. + What is Julián's good</p>
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	<p>Key vocabulary: <i>sea, land, sail, captain, crew, pirate, treasure, chest, map, telescope, parrot</i></p>				<p>have they become friends?</p>	<p>idea? + How do you think Julián feels when he has finished dressing up? Pages 19-20 “Oh!” Uh-oh. + How do you think Julián’s abuela feels about his idea? + How do you think Julián feels after seeing his abuela’s expression?</p> <p>Pages 3-4, 5-6, 7-8. Show these pages to your students. Give them time to take a close look at each illustration. + What happened to Julián on these pages? + Do you think it is real, imaginary or both? + Why is Julián holding a book on page 3? + Do you think the book helped Julián become a mermaid? + Can books help you imagine that you are someone or something else?</p>
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<p>Ma ths</p>	<p>Session 1 Doubling Matching Pairs game. Turn over 2 cards. If you find a double, you get to keep the pair</p> <p>Session 2 Doubling (2) Make doubles by adding blobs of paint to one side of your paper. Fold the paper down the middle to make the double. Then try a different number of blobs. Can you predict what the double will be this time?</p> <p>Session 3 Doubling Dice Game Have a go at playing the doubles dice game with a friend. Take turns to roll 2 dice. Have you rolled a double? You score a point every time you roll a double. The first player to reach 3 points wins the game.</p> <p>Session 4 Doubling Barrier Game</p>	<p>Session 6 Sharing Share snacks into two groups for you and a friend. Have you shared into two equal groups? Is it fair? Now share out a different number of snacks. What do you notice?</p> <p>Session 7 Teddy Bear Picnic Have a Teddy Bear Picnic. Share out the snacks equally so that each teddy gets the same. Check to see if it is fair. Now share out a different number of snacks. Can you predict what might happen?</p> <p>Session 8 The Doorbell Rang Share 12 snacks equally between 2 teddies. Then just like in the book, The Doorbell Rang by Pat Hutchins, explore what happens when the doorbell rings and more teddies arrive. How many snacks does each teddy have? Is it fair? What do you</p>	<p>Session 11 Even & Odd Explore what happens when you group a number of teddies into pairs. Does everyone have a partner? Have you made even pairs or do you have an odd one left out? Now group a different number of teddies into pairs. What do you notice this time?</p> <p>Session 12 One Odd Day Just like in the book, One Odd Day by Dani Sneed, can you make your own odd day picture. Then can you tell a friend all about your picture? How many odd numbers can you see in your picture?</p> <p>Session 13 Even & Odd (2) Gather together lots of different socks. Explore what happens when you group them into pairs. Do you have an even number of socks or an odd</p>	<p>Session 1 - Harry and His Bucketful of Dinosaurs Gather together a bucket and some of your favourite toys. First, place a number of toys inside the bucket. Then, ask a friend to add more toys or take some out while you watch. Can you predict how many toys will be in the bucket now? Will there be more or fewer?</p> <p>Session 2 - Mr Gumpy’s Outing Problem Solving Who could be in Mr Gumpy’s boat if there are 8 legs altogether. What if there are 6 legs or 10? Who could be in the boat this time? I wonder if there could be 9 legs in the boat? You could draw pictures to help you to work it out.</p> <p>Session 3 - How Many Legs Problem Solving</p>	<p>Session 6 - Cuisenaire Rods (1) Explore the Cuisenaire rods. What do you notice? Can you find two rods that equal the length of another rod? Can you find a block that is double the length of another rod? How could we check? What other relationships can you notice?</p> <p>Session 7 - Cuisenaire Rods (2) Make staircase patterns using the Cuisenaire rods. Can you make your pattern go up then down? Can you make your pattern go down then up? Compare the different staircase patterns. What do you notice?</p> <p>Session 8 - Bean Bag Game Gather three hoops or buckets and number them 1, 2 and 3 Throw your bean bags and then add up your points. How many points have you</p>	<p>Session 11 - Making Maps - From Stories Choose a story where the character goes on a journey. Can you draw a map of the places in the story? Where does the character go first? Where do they go next? Can you change the story and design a new map? What if Little Red Riding Hood didn’t go to Grandma’s house?</p> <p>Session 12 - Making Maps - Journey to School Have a go at drawing a simple map to show your journey to school. Can you draw your house, your street and some of the landmarks that you pass along the way? What do you pass first? What do you pass next?</p> <p>Session 13 - Making Maps – Obstacle Course Design a map of an obstacle course. Have a think about what objects you are going</p>

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<p>Sit opposite a friend with a barrier between you. Set out a quantity of objects, show your friend quickly and then hide again. Your friend then needs to match your quantity. Remove the barrier and check if you have a double. Which double have you made?</p> <p>Session 5 Domino Game Play dominoes with a friend. The first player begins the game by placing down a double. What is the double? Take turns to place a domino down. Remember to rotate the domino piece when you play a double.</p>	<p>think will happen next time the doorbell rings?</p> <p>Session 9 Grouping Make equal groups. Can you give each gingerbread man 3 buttons? Then give each of them 4 buttons? What do you notice? Explore what happens when you change the number of gingerbread men or if you change the number of buttons you give them.</p> <p>Session 10 Grouping (2) Gather together some objects from around your house and some pots. First, start with 12 objects and explore what happens when you put 3 objects in each pot. How many pots do you need? What would happen if you put 4 objects in each pot? How many pots will you need now?</p>	<p>number of socks? How do you know?</p> <p>Session 14 Barrier Game Ask a friend to build a model with blocks behind a barrier. Your friend will then describe their model and give you instructions so that you can arrange your blocks in the same way. Lift up the barrier and compare the models. Does your model look the same?</p> <p>Session 15 How many cubes? How many cubes? Ask a friend to build a simple model using cubes. Can you copy the model exactly? What do you notice? How many cubes will you need? Are any of the cubes hidden?</p>	<p>Can you create your own ‘How many legs’ problems? You could combine different characters and find the total number of legs they would have altogether. Or you could select a number and explore which combinations of characters would total that number of legs.</p> <p>Session 4 - Making Boats Make your own boats using different materials. How many marbles will each boat hold whilst staying afloat? Can you predict which boat will hold the most? Which boat holds the most marbles? How could you adapt the boats so that they can hold more?</p> <p>Session 5 - Building Bridges Make your own bridges using different materials.</p>	<p>scored? Is there more than one way to score 6 points? What is the highest possible score?</p> <p>Session 9 - Patterns (1) Ask a friend to build a pattern following the same ABBC structure as the pattern below. What do you notice about the pattern? What is being repeated? Can you continue your friend’s pattern? Next, have a go at building your own pattern following the same structure.</p> <p>Session 10 - Patterns (2) Collect some natural objects and have a go at building a circular repeating pattern. What do you notice? Make sure that you include full units of repeat so the pattern continues around the circle.</p>	<p>to use and where they are going to go. Then use your map to build your course. What do you need first? What do you need next?</p> <p>Session 14 - X Marks the Spot Ask a friend to draw a map that leads to hidden treasure. Follow the treasure map and see what you find. Next, design your own treasure map for your friend to follow. What do you they need to pass first? Where do they need to go next?</p> <p>Session 15 - Designing Mazes Ask a friend to design a maze. Explore the maze and see if you can find your way out. Now, have a go at designing your own maze. Where are you going to place each block?</p>
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How could you measure the length of the bridges? Which one is the longest?
 How could you measure the strength of the bridges? Which bridge is the strongest?


PS ED Covering – Naming parts of the body, knowing what foods are healthy, understanding that we grow from babies to adults, expressing feelings about moving to Year 1, talking about worries and sharing best bits of the Reception year. Getting ready to move on. How have we changed? What can we do now that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on.

Key texts:





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<p>U W</p>	<p>Have a look at treasure maps and how they are designed and made. Show them an example one with instructions- take 2 steps right etc. Use bee bots to model following and giving instructions.</p> <p>Blow and suck They need to move the treasure somewhere really safe, but it's too precious to be touched by their hands. Let children investigate what happens when they blow and suck through a straw. Can they push and pull the air and use their breath to pick up different items or treasures? Provide a collection of items such as raisins, marbles, beads, balloons, feathers, small plastic toys, Maltesers, balls, etc., and two small baskets. Can they suck on the straw and use their breath to move the different items from one place to another to help the pirates? Why are some things easier to move than others?</p>	<p>Special treasure hunt Use the egg boxes as treasure boxes again, but this time group objects according to different criteria. Make a box of reflective materials – old CD, shiny ribbon, aluminium foil, small mirror, key, glass bead; wood/natural materials – wooden brick, bark, twig, shell, leaf, feather, pebble; textiles – net, velvet, lace, wool, nylon, fun fur, felt, leather, cotton, plastic.</p> <p>Jumble up all the contents together. Can the children sort them into the special treasure boxes? Let children use a magnifying glass to look closely at some of their treasures.</p> <p>Choose a selection of treasures to use in a treasure hunt. Hide them around the setting, inside or outside, and leave clues for the children to follow. Place a final treasure chest full of chocolate coins to share at the end.</p>	<p>Science Start a discussion about young animals. Ask children if they know what a baby shark looks like. Link with children's prior knowledge of other animals: birds from eggs, butterfly from caterpillar etc.. • Share some images of shark eggcases, or better still collect some yourself to share with them. What do children think grow up from them? • Share with children that some sharks are born as 'baby sharks' and some are 'hatched' from shark eggs. • Focus on those that lay egg cases. Two of these sharks are found off British coastlines: Smallspotted Catshark and the Nursehound.</p>  <p>Take a look at the representation of the food chain. Which creatures are carnivores, herbivores and omnivores? • How many different types of sharks can you learn? • Compare pairs or trios of sharks. Think scientifically and note what is the same and</p>	<p>Be a plastic detective Looking at the shopping as it is unpacked and the products in your cupboards, to see how much plastic is used. Is it all necessary? Could your family buy shopping with less plastic packaging? Let your child help you sort your rubbish for recycling, maybe setting up different bins for different material.</p> <p>science experiment Experiment to find out how long different materials take to decompose. In a container, such as an old fish tank, or washing up bowl place a layer of soil. Choose items together to see if they decompose eg a banana skin, newspaper, cardboard box and a plastic container. Cover with another layer of soil and dampen with a drop of water. Churn over every 4 or 5 days with a metal spoon. Check after two weeks to see if any of the objects have started to decompose by raking through the soil or</p>	<p>Senses exploration Ask the children to imagine what they think a mermaid's tail would feel like to touch. Model the use of vocabulary such as scaly, slimy, smooth, wet, bumpy and rough.</p> <p>Present the children with some whole fresh fish and invite them to feel the skin. Ask the children to describe how it looks, feels and smells. Take a close look and introduce vocabulary such as shiny, iridescent, sparkly and shimmery.</p>	<p>Under the sea Julian has a fantastic imagination so it is time to test yours. Could you go on a big underwater adventure. What can you see in your underwater world? Who will you meet? What will you find? To help you imagine, you could find ocean sounds on the computer or videos from under the sea.</p>
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			<p>what is different. • Compare sharks to other fish. What's the same? What's different? • Can children design their own shark, including the features they have spotted all sharks have in common?</p> <p><u>GEOGRAPHY</u></p> <p>– Where in the world do different sharks live? Is there anywhere where sharks cannot live?</p>	<p>tipping onto newspaper. Wear protective gloves for this and explain why. Talk about what we find with the children and what this means to the environment. Find out about how long it takes for plastic to break down</p> <p>Look at where Jamaica is on the globe What is the same/different about Jamaica to England?</p>		
EA D	<p>Pirate maps Tea bag stain and design treasure maps for each other to follow. Place obstacles in the way of the treasure.</p>	<p>Port hole portraits Children to draw what they think they would see looking out of their porthole in their ship or through their telescope like Redbeard</p> 	<p>Collaborative Art: • Take inspiration from the pull-out page for a group piece of art. • In a group, each child could select a creature in the eco-system (or micro-habitat). • Each creature could be created with paint or collage. A creative idea would be to use images of some of the dangers to sharks as the collage material e.g. fishing boat, soup tins, plastic pollution. This would be a powerful statement piece. • Place all the creature together on a sea painted background (mount board, a classroom display board, or roll of</p>	<p>Make a sculpture In the story an artist makes a sculpture from plastic waste found on the beach. Children could save some plastic containers and make a sculpture from it perhaps shaped like a sea creature like the one in the story. This link might give you some ideas. https://www.royalacademy.org.uk/article/family-how-to-make-recycled-sculpture-art-kids-phyllida-barlow-sustainable</p>	<p>Gyotaku Explain you are going to use the fish to make some prints. This is a take on an old Japanese art technique called gyotaku (www.gyotaku.com):</p>  <p>Thin down some poster paint with water and PVA glue.</p> <p>Invite each child to paint one side of a fish with</p>	<p>Dance Listen to a song that makes you happy and create a dance to go with it. You could bend your knees, lift your arms, twirl, jump, step, kick, roll. Could you be a mermaid in your dance like Julian or maybe something else that you would love to turn into? When would be a good time to do your happy dance?</p>



wallpaper). • To create the shoal of fish, each child in the class could create an individual fish. This would lend itself to a nice PSHE link, that all are different but together make up the community.

Dance
Use creative dance to represent the shark food chain. • Start with one children representing plankton, then 2 children as krill and so on up to the shark. • As the food chain goes on, the children who began as plankton and krill are absorbed into the shape of the next creature. • The food chain will end with the whole group representing the shark as the apex predator.

the colour(s) of their choice.

Help them to lay the fish on a piece of white paper and lightly press all over so the whole of the fish makes contact.


Carefully remove the fish so see the result. The scales and fins should be clearly visible in the print.

Ensure the children wash their hands thoroughly.

Design and make own trap to catch a mermaid.

What materials will we use?
How are we going to attach them?
What bait do we need?

Designing mermaids
using natural summer resources-leaves, petals, shells etc.

<p>Mu sic</p>	<p>Cat invites the listeners to identify individual sounds: seagulls, waves , wind, waves crashing, storm at sea. She then invites the listeners to imagine that they are on a pirate ship in a rough sea and to lean this way, that way, forwards, backwards!</p> <p>Rhyme time – When I was One I sucked my thumb! When I was one, I sucked my thumb The day I went to sea! I climbed a-board a pirate ship, And the captain said to me We’re going this way, that way, forward and backward, over the Irish Sea We’re going this way, that way, forward and backward, that’s the life for me!</p> <p>When I was two, I buckled my shoe The day I went to sea! I climbed a-board a pirate ship, And the captain said to me ‘We’re going this way, that way, forward and backward, over the</p>		<p>Adapt the well-known story ‘We’re Going on a Bear Hunt’. Allow children to innovate the structure, creating their own ‘We’re Going on a Shark Egg Hunt’ story.</p>			<p>If you're happy and you know it Sing If you're happy and you know it but change happy to other positive affirmations and switch up the actions too! If you're happy/smart/kind/caring and you know it, clap your hands/stamp your feet/twirl around. If you're happy/smart/kind/caring and you know it, clap your hands/stamp your feet/twirl around. If you're happy/smart/kind/caring and you know it, and you really want to show it, If you're happy/smart/kind/caring and you know it, clap your hands/stamp your feet/twirl around.</p>
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<p>Irish Sea We're going this way, that way, forward and backward, that's the life for me!</p> <p>When I was three, I bashed my knee The day I went to sea! I climbed a-board a pirate ship, And the captain said to me 'We're going this way, that way, forward and backward, over the Irish Sea We're going this way, that way, forward and backward, that's the life for me!'</p> <p>When I was four, I knocked on the door The day I went to sea! I climbed a-board a pirate ship, And the captain said to me 'We're going this way, that way, forward and backward, over the Irish Sea We're going this way, that way, forward and backward, that's the life for me!'</p> <p>When I was five, I learned to dive The day I went to sea! I climbed a-board a</p>					
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Summer 2 Medium Term Plan – Pirates and under the sea

<p>pirate ship, And the captain said to me 'We're going this way, that way, forward and backward, over the Irish Sea We're going this way, that way, forward and backward, that's the life for me!'</p> <p>EYFS: Listen and Play - Pirates - BBC Teach</p>					
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