

Literacy

- Treasure maps (reading, writing and following clues)
- Message in a bottle
- A day in the life of a pirate
- Rhyming words
- Poems and rhymes
- Describing words
- Design own treasure chest: what would you have inside?
- Fact files about famous pirates
- Create own pirate character
- Retelling events in stories
- Suggesting alternative ending

Communication and Language

- Role Play opportunities (Treasure Island)
- Hot Seating
- Listening to stories and tales
- Looking at story language
- Reacting to stories using props/puppets and masks
- Talk partners to share ideas/knowledge

Expressive Art and Design

- Making props for story-telling and role play
- Collage
- Seascapes
- Observational drawing
- Design a pirate outfit
- Pirate themed songs
- Cookery
- Making Chinese Dragons/lanterns
- Chinese Dragon/Lion dancing/Ribbon dancing to Chinese music

ICT

- E safety- Stanger Danger
- Explore ICT through cooking- digital scales/microwaves/hotplates/timers
- Using flip cam and easy-speak voice recorders to retell and listen back to stories

Term 3:

Where's the treasure?!

Understanding of the World

- Famous Pirates (Grace O'Malley, Blackbeard, William Kidd, Anne Bonney)
- Artefacts linked to pirates
- History of pirates and smugglers
- Lifestyle of pirates compared to ours: diet, life on board a ship, location.
- Chinese New Year

Maths

- Reading, writing and ordering numbers up to 20 and beyond
- 1 more and 1 less than a given number
- Counting to 20 and beyond from a given number
- Counting back from 10 (extend to 20)
- Addition and subtraction using practical resources (reading and interpreting number sentences)
- Measures: order two or more items by weight using non-standard measures
- Time: ordering the days of the week, sequencing events, using language related to time (ie: today, tomorrow, before, after)

Physical Development

- Healthy Eating- via story
- Why is PE and exercise healthy/why do we warm up?
- Team Games: adjusting speed, changing direction, show increasing control when throwing, catching and kicking
- Gymnastics: balancing, jumping and landing appropriately, experimenting with different ways of moving, using equipment with confidence

Personal Social and Emotional Development

- Making good choices- stranger danger/going into unknown house
- Looking at empathy
- Hot seating using characters for tales
- Seeing things from other peoples view points
- Encourage children to work together to problem solve

How to help at home:

- Continue to practise phonic sounds
- Reading regularly, encouraging children to segment and blend the sounds in words
- Maths based opportunities, ie: counting, sharing, comparing quantities...

Enrichment Opportunities:

- Pirate Workshop
- Pirate Ship park and beach visit (Lower Leas Coastal Park, Folkestone)

Communication and Language Term.3

LA- To maintain attention, concentrate and sit quietly during appropriate activity.

- To show two-channelled attention - can listen and do for short span.

ELG

To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give their attention to what others say and respond

U- To respond to instructions involving a two-part sequence.

- To be able to follow a story without pictures or props.
- Listen and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

To follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

S To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and sticks to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events and introduce a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. connecting ideas or events.

Personal Social and Emotional Development

MR To explain own knowledge and understanding, and ask appropriate questions of others.

To take steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal

To play co-operatively, taking turns with others.

To be able to take account of one another's ideas about how to organise their activity.

To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SC/SA To speak to others about own needs, wants, interests and opinions.

To describe self in positive terms and talk about abilities.

Early Learning Goal

To be confident to try new activities, and say why they like some activities more than others.

To be confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen

MFB To understand that own actions affect other people, for example, becomes upset or tries to comfort another child, realise they have upset them.

To be aware of the boundaries set, and of behavioural expectations in the setting.

Early Learning Goal

To be able to talk about how they and others show feelings, to be able to talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

To work as part of a group or class, and understand and follow the rules.

To be able to adjust their behaviour to different situations, and be able to take changes of routine in their stride.

Physical Development

MH - To experiment with different ways of moving.

- To travel with confidence and skill around, under, over and through balancing and climbing equipment.
- To show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- To use simple tools to effect changes to materials.
- To handle tools, objects, construction and malleable materials safely and with increasing control.
- To show a preference for a dominant hand.
- To begin to use anticlockwise movement and retrace vertical lines.
- To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

To show good control and co-ordination in large and small movements.

To move confidently in a range of ways, safely negotiating space.

To handle equipment and tools effectively, including pencils for writing.

H&SC- To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

To show understanding of the need for safety when tackling new challenges, and considers and manages some risks.

To show understanding of how to transport and store equipment safely.

Early Learning Goal

To know the importance for good health of physical exercise, and a healthy diet, and can talk about ways to keep healthy and safe.

To manage their own basic hygiene and personal needs, including dressing and going to the toilet.

Literacy

R- To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together and knows which letters represent some of them.

To link sounds to letters, naming and sounding the letters of the alphabet.

To begin to read words and simple sentences.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

To know that information can be retrieved from books and computers.

Early Learning Goal

To read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To demonstrate understanding when talking with others about what they have read.

W- To give meaning to marks they make as they draw, write and paint.

To begin to break the flow of speech into words.

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

To write own name and other things such as labels, captions.

To attempt to write short sentences in meaningful contexts.

Early Learning Goal

To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. To write simple sentences that can be read by themselves and others. To write words that are spelt correctly and others that are phonetically plausible.

Mathematics

N- To count objects to 10, and begin to count beyond 10.

To select the correct numeral to represent 1 to 5, then 1 to 10 objects.

To estimate how many objects they can see and check by counting them.

To find one more or one less from a group of up to five objects, then ten objects.

To use the vocabulary involved in adding and subtracting.

To record, using marks that they can interpret and explain.

To identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. To use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer. To solve problems, including doubling, halving and sharing.

SSM- To order two or three items by length or height.

To use everyday language related to time.

To use everyday language related to money.

To measure short periods of time in simple ways.

Early Learning Goal

To use everyday language to talk about size, time and money, to compare quantities and objects and to solve problems.

Understanding of the World

PC- To enjoy joining in with family customs and routines.

Early Learning Goal

To know that other children don't always enjoy the same things, and are sensitive to this.

The World- To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

To show care and concern for living things and the environment.

To look closely at similarities, differences, patterns and change.

Early Learning Goal

To know about similarities and differences in relation to places and living things.

To talk about the features of their own immediate environment.

To make observations of animals and plants and explain why some things occur, and talk about changes.

To know that information can be retrieved from technology (computers tablets etc) and how to use technology safely.

Early Learning Goal

To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes.

Expressive Art and Design

MM- To begin to build a repertoire of songs and dances.

To explore the different sounds of instruments.

To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

To select appropriate resources and adapt work where necessary.

To select tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BI- To create simple representations of events, people and objects.

To choose particular colours to use for a purpose.

To introduce a storyline or narrative into their play.

- To play cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

To use what they have learnt about media and materials in original ways, thinking about uses and purposes. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.