

English - RWInc Phonics Daily and Spellings. Shared text—The Night Pirates. Use comprehension ball. Story setting boxes—use of adjectives and conjunctions. Pirate Factfile and descriptions. Pirate fantasy story using a hot air balloon and story plan. Link to History work - Christopher Columbus powerpoint, write a message in a bottle.

Menu cards for pirate feast/party. Instructions how to make pirate pizzas. Reinforce use of capital letters/full stops, adjectives, conjunctions, sentence starters, questions and exclamation marks. SPAG LESSONS.

Design Technology/Art

Can they design and create their own pirate ship using recycled materials? Can they move their ship using air power from a straw?

Moving Pirateusing split pins to make moveable arms/legs.

Design and create your own island. What makes the best type of island for a pirate and his crew to live on?

Design and create a treasure chest to store their loot!

History—Use ipads to focus on researching the journey of Christopher Columbus and use Green Screen to his journey using a world map. Video the pupils showing his journey /making their own ships. What they need for their pirate party. Use pic collage to create pictures of their ship designs/finished product. Discuss the names of famous pirates – Why were they famous? What did they do? How do we know these facts about the pirates?....link to historical evidence. Who is this pirate? Use clues found in a black bin bag to work out the life of the pirate.....What did he/she wear? What did they look like? Where did they live? Which clues help you to know this? Make up our own pirate.....Write a fact file/paint a picture using the fact file.

Maths— Place value—White Rose Steps. Number Addition and Subtraction within 20.

Place Value—within 50. Multiples of 2, 5, 10.

Months of the year— saying in order.

Can they build a pirate ship that is waterproof and can hold half a LITRE of water? Class Investigation....Who can build the longest pirate ship?

Who can build the shortest pirate ship?

Which ship is the heaviest? How do they know?

SHIP AHOY! ALL ABOARD!



Geography -Where do I live? Use UK map to locate the four countries and capital cities of the UK using atlases and globes. Use key vocab. Use the Christopher Columbus Power Point to explain what Christopher Columbus did and where he travelled too. se a MAP OF THE WORLD to show where he travelled and which countries he discovered. se sketch paper to draw a diagram and map to show where he went and what he did. se toy ships to help them to label the parts of the ship and explain how these parts helped Christopher and his crew.. Write a message in a bottle to family back home explaining where you are. iscuss what Christopher would have written in his message. se the pirate power point to show an example of a Pirate Ship – What do they need? How could we make one? ake a ship to use to sail around the world (DT focus) esign sheet and evaluateprouct.

Computing/Digital literacy—The children revisit E-safety and reinforce the work previously completed earlier in the school to ensure the children know how to be safe online. They will also discuss privacy and security when using the internet. They will use google to access google earth, finding their house.

They will also use the Bee – Bot app on the ipads to introduce the concept of programming. Use pic collage app

JIT – Coding platform. Design a treasure map.

Use revelation art to create pirate bookmark.

PE—Hoola Hooping/Multi Skills Sessions

Dance - link to different of weather/seasonal changes.

Use of streamers to develop movement/sequencing.

ART – Colour mixing – using white with blue to create different shades/tones of blue for the sea. (Link to Christopher Columbus)

Pirate wrapping paper and gift tag design

Pirate plates and serviettes for pirate party.

Science

Observe and investigate different seasons and weather.

observe changes across the 4 seasons

observe and describe weather associated with the seasons and how day length varies.

PE

PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns.

Science

Seasonal Changes

Sc1/4.1a observe changes across the 4 seasons

Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

Computing

Co2/1.2 create and debug simple programs

Co2/1.3 use logical reasoning to predict the behaviour of simple programs

Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content

Co2/1.5 recognise common uses of information technology beyond school

Design Technology

Design - DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make - DT1/1.2a select from and use a range of tools and equipment to perform practical tasks. DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to the characteristics.

Evaluate their products.

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History

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression

Music

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Art

- 1.1 to use a range of materials creatively to design and make products
- Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form.

Health and Wellbeing

- Pupils will look closely at relationships at school and within families.
- They will learn how to communicate their feelings to others, to recognise how others show feelings and how to respond. They will also learn to recognise how their behaviour affects others.

Geography

- Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
- Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.