


	WEEK 1 24/2/25	WEEK 2 3/3/25	WEEK 3 10/3/25	WEEK 4 17/3/25	WEEK 5 24/3/25	WEEK 6 31/3/25
Events	Sparkly Start Pirate Day! 25/2/25				Mother's Day 30/3/25	
CL	3-4 Year Olds (DM) Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)			Children in Reception (DM) Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs		
	Rhymes: I'm a pirate Pirate crew Pirate ship counting We're off on an adventure A pirate went to sea, sea, sea - https://www.youtube.com/watch?v=YO3he2Gv4M When I was one, I sucked my thumb - https://www.bbc.co.uk/teach/school-radio/primary-school-songs-when-i-was-one-i-sucked-my-thumb/zvh847h This way, that way - https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwie-Itnn6OEAxWKWUJEAHQLrD0QQtwJ6BAgTEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D3D37IVUGvomU&opi=89978449					
	Vocabulary: false alarm, warnings, pelican, attic, barrel, bobbing, villager, rusty, special, trudged, yelled, silently, harbour, gangplank, captain, crew, ashore, narrow, marched, growled, welcome, skull and crossbones					
	Stories: The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney					
	Links with Literacy/PSED:	Links with Literacy/PSED:	Links with Literacy/PSED:	Links with Literacy:	Links with Literacy/PSED:	Links with UTW:
Work as a team to follow clues to find the treasure on the map. Revisit class community and the Shine Value: cooperation Pirates love treasure. What are the things that are most important in your life? Discuss what do we know about pirates	Do you think Tom feels lonely waiting on the hilltop? Have you ever felt lonely? How can we help each other in school so that no-one feels lonely or left out? Tom takes his favourite book, some crayons	Play the song A Pirate's Life & The Elegant Captain Hook from Peter Pan. https://www.youtube.com/watch?v=pBFy2fQpHzg Discuss the lyrics: The choice is up to you! Yo	What might a diver find? Consider what might be under the sea Read: Giles Andreae's book Commotion in the Ocean Share sea art with each other	Read: https://www.youtube.com/watch?v=y4m_BW5yddU How I became a pirate Think, pair, share: What have you learnt about pirates?	It's Springtime! What can you see? Focus on animals and their young	

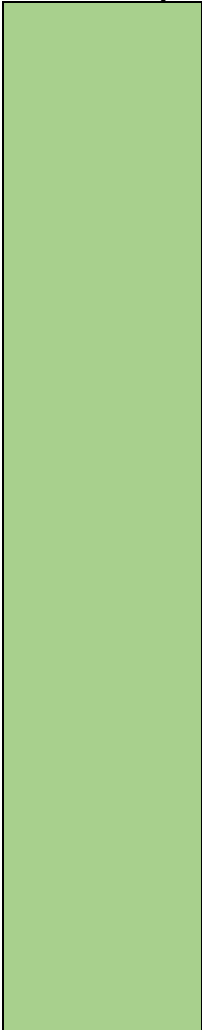
		<p>and his teddy to the top of the hill to keep himself busy while he waits. How do you keep yourself busy when you are on your own?</p>	<p>Ho, Yo Ho, Yo Ho, Yo Ho, Yo Ho You'll love the life of a thief You'll relish the life of a crook There's barrels of fun enough for ev'ryone! And you'll get treasures by the tonne So come and sign the book Join up with Captain Hook!</p> <p>Conscience Alley: Would you like to be a pirate?</p>		<p>Link to message in a bottle. Think of other ways we can send messages? ('phone, text, email, notes, letters, postcards, etc.)</p> <p>Make links to Mother's Day How can we let our Mum's know that we love them? What kind of messages can we share with our family members?</p>	
<p>PSED</p>	<p>3-4 Year Olds (DM) Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>			<p>Children in Reception (DM) See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene</p>		
	<p>WHOLE SCHOOL FOCUS: BEHAVIOUR CURRICULUM</p>					
	<p>Work as a team to follow clues to find the treasure on the map. Revisit class community and the Shine Value: cooperation</p>	<p>Emotions: recap on happy, sad and cross or angry. Focus on feeling lonely.</p>	<p>Lining up: Calm movement around school</p>	<p>Table transitions: Calm learning environment</p>	<p>Talk partners: Think, pair, share</p>	<p>Attention grabbers: Listening</p>
<p>PD</p>	<p>3-4 Year Olds (DM) Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>			<p>Children in Reception (DM) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>		
	<p>Play quoits and skittles Play simple team games such as Captain's Coming! (following instructions – To the ship! To the shore! Man overboard! Walk the plank! Scrub the decks!) 'Walk the Plank' – i.e. practice balancing on an upturned P.E. bench with a landing mat for safety Thread beads onto pipe cleaners. Use large or small construction resources to build a pirate ship Wrap 'presents' for the welcome home party Use beads, shells, small stones and coloured rice to make patterns in play dough Use tweezers to retrieve 'treasure' from jelly</p>					

	Use the trim trail				
	SPORTS COACH: Multi skills – ball skills				
	Rolling	Throwing	Catching	Passing, kicking, dribbling	Ball games – involving aiming at a target.
L	3-4 Year Olds (DM) Use some of their print and letter knowledge in their early writing Write some or all of their name			Children in Reception (DM) Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense	
	Recount: THE PIRATES ARE COMING! BY JOHN CONDON https://www.youtube.com/watch?v=FMEJj2lkeUg				
	3- and 4-year-olds outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making Children in reception outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships				
	Link to CL/UW(Geography) Immersion into topic and core text Use a map and clues to discover a treasure chest! Draw something they found in the treasure chest. Write a list of what was found in the treasure chest Write simple sentences such as, We had a map; We dug up a box; In the box we had... Draw and label own 'treasure' Model write a few simple sentences to describe him/her on a WANTED DEAD OR ALIVE poster - https://www.twinkl.co.uk/download/6952	Read and write messages from the pirates Model writing a simple sentence for one or more of the pictures: 'I can see...sentences Model how to label a picture i.e. to write horizontally as usual	Write a sentence explaining if they want to be a pirate or not Write welcome home banners: I am happy to see you. We are glad you are back. I am sad if you are not here. You are back Use pictures to sequence and retell/write sentences to tell the story	Write speech bubbles: I can see... describe what is under the sea Read a letter from Mum	Assessment: 3-and 4-year-olds: create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making. Encourage the children to write their name on their finished design. Children in reception: Write their letter from Tom to his mum.
Phase 3 Monster Phonics with Phase 2 alongside					

	<p>3-4 Year Olds (DM) Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>		<p>Children in Reception (DM) Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p>			
	<p>NCETM: Week 18 Practise identifying when 2 sets are equal in number. Identify when a double is shown and explain why. Say what the whole is when there are 2 equal parts. Show doubles patterns on their fingers in response to being given the whole</p> <p>WHITE ROSE: Block 10: Length, height and time</p>	<p>NCETM Week 19 Say what the whole is when there are 2 equal parts Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.) Sort objects according to attributes described by an adult. Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. Investigate patterns of doubles.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 20 Count things that cannot be seen Revisit rules for how to count Discuss and practise strategies for counting larger sets Make or represent their own collections of larger amounts.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 21 Count things that cannot be seen – sounds, actions, time Revisit rules for how to count. Discuss and practise strategies for counting larger sets Make or represent their own collections of larger amounts.</p> <p>Practise counting on from a given number.</p> <p>Discuss and practise strategies for counting larger amounts that cannot be moved.</p> <p>WHITE ROSE: Block: 11 Building 9 & 10</p>	<p>NCETM Week 22 Visualise, make and describe spatial arrangements of 6. Practise subitising to 6. Make and describe arrangements of 6. Listen to rhythmic patterns of up to 5 sounds and determine the quantity. Recognise Numberblocks and related doubles patterns on their fingers without counting. Subitise doubles amounts shown on 10-frames.</p> <p>WHITE ROSE: Block 12: Explore 3D shapes</p>	<p>NCETM Week 23 Use fingers to make doubles patterns. Consolidate their use of finger patterns to represent numbers within 5. Use fingers to represent numbers within 5. Understand that the 'whole' has not changed. Use their own models and/or drawings to explore and represent the numbers within 5. Use their fingers to represent numbers within 5. Use die frames as a different structure with</p>

						<p>which to represent the same numbers within 5</p> <p>Use spatial language to describe their arrangements.</p> <p>Match die frames to ways of making 5</p> <p>Explore ways of representing numbers within 5 using 10-frames</p> <p>Make links between different representations of numbers within 5.</p> <p>WHITE ROSE: Block 12: Explore 3D shapes</p>
<p>UW</p>	<p>3-4 Year Olds (DM) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history.</p>			<p>Children in Reception (DM) Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>		
	<p>History: Explore pirates from the past</p> <p>Compare how we found the way in the past (compass) with how we find our way today (Sat Nav, phone Apps).</p>	<p>Geography: Look at a globe and a map of the world. Why is a map flat and a globe a sphere? Look at the size of the oceans compared to land. What is an island? Find some islands. Label a world map with children's names of places they have been/ their relatives live</p>	<p>Geography: Explore books, pictures and objects from different countries. Invite pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures</p>	<p>Link to Literacy Science: Explore under the sea and the sea creatures that live there</p> <p>RE: Who is special to me? Focus on Guru Nanak.</p>	<p>Geography: investigate a compass. How do we find our way these days?</p> <p>Make links with direction to Beebots and maps</p>	<p>Science: What happens at Springtime?</p> <p>Explore animals and their young, weather, plants and celebrations (Easter)</p>

	<p>Geography: Follow a map of the outdoor area and clues to find treasure</p>	<p>RE: Who is special to me? Focus on Jesus</p>	<p>Focus: Sail the ocean to visit Australia</p> <p>RE: Who is special to me? Focus on Muhammed (pbuh).</p>		<p>Why did pirates use maps?</p> <p>Focus: Sail the ocean to visit Japan</p> <p>Science: Floating and sinking</p>	
<p>EAD</p>	<p>3-4 Year Olds (DM) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs.</p>			<p>Children in Reception (DM) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>		
	<p>Music: Kapow: TRANSPORT Exploring different kinds of transport – exploring sounds</p> <p>Pirate songs</p> <p>Art and Design: Sparkly Start activities: Make a telescope, maps, flags, boats, pirate/parrot pictures.</p> <p>Dance: Pirate dances</p>	<p>Music: Kapow: TRANSPORT Trains – exploring and mimicking sounds</p> <p>Pirate songs</p> <p>Art and Design: Make maps of the outside area</p> <p>Role Play: Drama – practise talking and acting like a pirate: Land ahoy! Shiver me timbers! Aye, aye, Capt'n! Ooh arr me hearties! Yo ho ho!</p>	<p>Music: Kapow: TRANSPORT Boats – exploring sound on and around boats Pirate songs</p> <p>Art and Design: Make blossom Mother's Day cards</p>	<p>Music: Kapow: TRANSPORT Cars – interpreting symbols to reflect a car journey</p> <p>Pirate songs</p> <p>Art and Design: Create underwater sea creatures</p>	<p>Music: Kapow: TRANSPORT Transport journey – demonstrating simple rhythms on an instrument Pirate songs</p> <p>Art and Design: Design a pirate boat and race</p>  <p>Japan</p>	<p>Art and Design: Easter/Spring art</p>
<p>Provision</p> <p>Play and Learn</p>	<p>The Characteristics of Effective Teaching and Learning: Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
	<p>Begin to develop a pirate ship/smugglers' cove role play area with the pupils, using wooden boxes, hessian</p>	<p>Leave some plastic bottles with your writing materials and show the pupils how they can write</p>	<p>Leave the story images/stones out for pupils to sequence, tell</p>	<p>In your water/sand/builders' trays put out your collection of sea</p>	<p>BeeBots find the treasure</p>	<p>Springtime with a focus on animals and their young</p>

	<p>sack cloth etc. Display images of the things the pupils have expressed most interest in with drawing and writing materials within easy reach.</p> <p>Leave out some 'Mix and Match' games for the pupils to play, where they select different heads/bodies/hats/boots etc. to make a character. Leave out collage materials for pupils to create their own pirate faces/treasure chests. https://www.twinkl.co.uk/download/60153</p> <p>Outdoor areas for the unit: https://www.earlyyearsresources.co.uk/blog/2022/06/easy-outdoor-eyfs-pirate-activities/</p>	<p>a message in a bottle for each other, or you.</p> <p>Press real coins into homemade salt dough. Bake them hard in a cool oven and the pupils can paint them gold/silver</p> <p>Small world pirate ship, small construction for building a pirate ship.</p>	<p>stories with, write their own versions.</p>	<p>creatures for pupils to explore. Have some information books displayed nearby for pupils to refer to.</p>		<p>Spring animals matching</p> <p>Adult/baby sorting</p>
	