

Dore Primary School

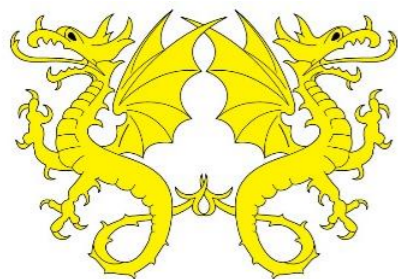
YF Learning Journey (No.6)

Pirates Ahoy!



Purpose of Learning Journey:	<p><u>A focus on the ELG'S:</u></p> <p><u>History/Geography/Science/Outdoor learning Focus</u> (Understanding the World) <u>Past & Present: 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.</u> To know what a pirate is and talk about their historical/fictional characters. To know a story is made with a beginning, middle and end. To identify a story setting and characters. To be able to name and talk about a real pirate from history.</p> <p><u>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</u> Begin to know how to read a simple map of our local site To use directional and positional language Be willing to try new activities (orienteering) and work cooperatively To name some 'special features' of the church e.g. alter, stained glass windows, bell tower etc.</p> <p><u>The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</u> To be able to name and identify a daisy, buttercup, dandelion, clover, and revisit tree leaf identification. To be able to identify and draw a plant or animal spotted on the school site To know what 'float' and 'sink' mean and to name some objects that float and some that sink. To know the meaning of 'freeze' and 'melt'</p> <p><u>Art</u> (Expressive Arts and Design) <u>Share their creations, explain the process they have used.</u> To draw from observation To make a 'seasonal' picture of their choice</p>
Links to Prior Knowledge:	Children will revisit exploration of the school site and map work from Spring 1 'We're Going on a Bear Hunt' and revisit the concept of seasons – comparing how our school grounds have changed.
Links for Relevance and Currency:	Map skills, team work, exploring our school environment, comparing living conditions from then to now.
Immersion Event / Activity:	Orienteering – a pirate treasure hunt, and plenty of pirate stories shared in class.
Celebration of Learning:	Each child will make their own illustrated book.
English Links:	Write a pirate story – 'Write simple phrases and sentences that can be read by others'
Maths Links:	Sharing, halving, doubling – linked to pirate treasure. Co-ordinates – linked to pirate maps/orienteering.

Quick Links in Document (click to visit)



Dore Primary School

YF Learning Journey (No.6)

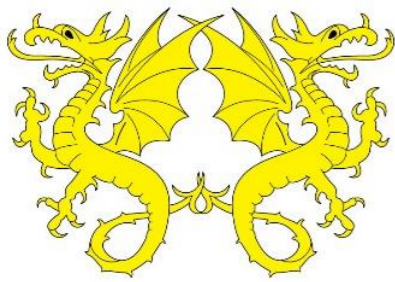
Pirates Ahoy!



<u>Outdoor Learning</u>	<u>Communication and Language (CL)</u>	<u>Personal, Social, Emotional Development (PSED)</u>	<u>Physical Development (PD)</u>
<u>Literacy</u>	<u>Maths</u>	<u>Understanding of the World</u>	<u>Expressive Arts and Design (UW)</u>
<u>Indoor Provision</u>		<u>Outdoor Provision</u>	

Subject	Lesson	Development Matters (Key Knowledge or Skill)	Knowledge and Skills embedded through:			Outcomes	Links to Curriculum Drivers				
							Values	Outdoor Learning	P4C	Global / Rights	TASC
Outdoor Learning	1	<u>UW:</u> Describe what they see, hear and feel whilst outside <u>ELG:</u> Make observations and draw pictures of animals and plants	Remind children of our school expectations. Safe, Ready, Respectful. Reflect on the recent warm weather – elicit from the children what Season we are heading into and how this affects the environment around us. Read the June poem to the children – what do they like about it? What do the children enjoy about being out in the sunshine? Introduce the nature hunt – explain that we need to think like scientists and record the flora and fauna that we can see in our school grounds. Share the specific plants/flowers we are looking for – teach any new vocabulary: Children to work in pairs to find and identify objects on the nature's walk. While out in the grounds, remind children about respecting our environment and how special it is to have all this greenery around us - the importance of protecting the homes and environment of insects. Choose an item from the scavenger hunt to draw – explain that it must be from observation – model this – closely looking at what you are drawing. Return to the classroom and create a summer picture based on some of the things we spotted.	<u>Resources</u> Scavenger hunt Pencils Clipboards Trolley	<u>Vocabulary</u> Daisy Buttercup Dandelion clock Elder	Children will be able to identify and name: Children will observe and draw a natural picture. Children will talk about what they have drawn and why. Children will articulate how the school site has changed compared to last year (season).		✓			✓
	2	<u>UW:</u> Draw information from a simple map. <u>ELG:</u> Describe their immediate environment using maps	Elicit from the children what pirates need to find treasure – maps! Show children google maps and zoom in on Sheffield, Dore and School – can children identify particular places on the school site. Teach bird's eye view – why is it called this? Explain that we will be going on a treasure hunt (orienteering). Take the children onto the field and explain how it works – working in teams, children will be learning how to read a map in their immediate environment. Give the children a final clue to find the 'treasure' at the end. Children to enjoy a treat at the end of the orienteering. On return to the classroom, give children the opportunity to draw and make their own treasure maps.	<u>Resources</u> Orienteering equipment 'treasure'	<u>Vocabulary</u> Orienteering Bird eye view Positional and directional language: over, under through, next to behind, on top, up, down around	Children will be able to draw meaning from a map and work together to solve the puzzle.					





Dore Primary School

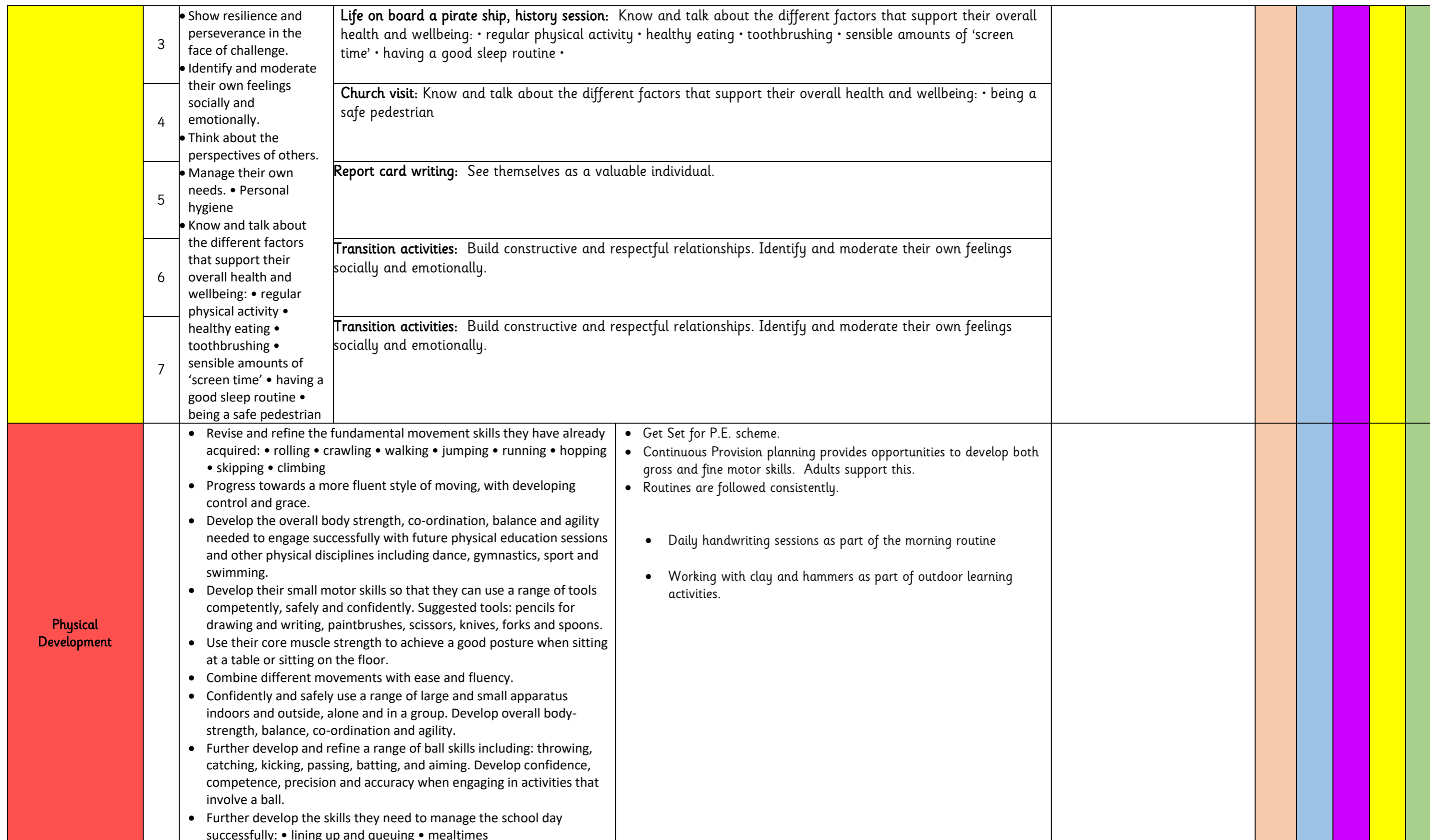
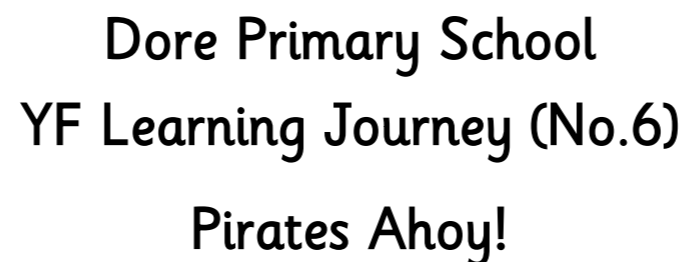
YF Learning Journey (No.6)

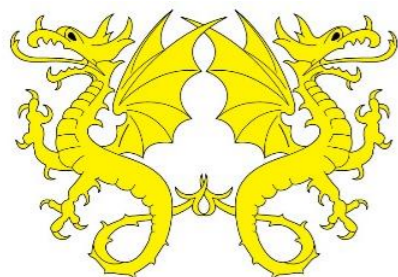
Pirates Ahoy!



	6	ELG: perform songs, rhymes, poems and stories with others	A celebration of FS2 and the children's pirate stories – have a pirate party around the camp fire – children to share their stories and toast marshmallows. Parachute games						
	7		Methodology: SPICES Social – supporting others, working collaboratively and in a team, self-esteem, sharing and turn taking, understanding the difference between reality and imaginary play (able to have fun), decision making, negotiation, ability to cope with others using and adapting their stories/ideas. Physical – movement, gross motor skills, fine motor skills, using different muscle groups. Intellectual – story telling vocabulary, design and building of structures, imagination, decision making, thinking skills, problem solving, independence. Communication – creative expression, decision making, eye contact, listening skills, storytelling, vocabulary, non-verbal communication. Emotional – individual points of view respected, sense of achievement raises self-esteem, empathy and respect of others stories, creative expression, excitement, perseverance, imagination, dealing with emotions through play. Ability to cope with others adapting their ideas and story. Spiritual – beauty of nature, individual points of view and belief, community ethos.						

Communication and Language		<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.• Engage in storytimes.	<ul style="list-style-type: none">• Carpet sessions – use of “Think Pair Share”.• Conversations with adults in the provision and elsewhere throughout the day.• Model high quality language.• New vocabulary is recognised and taught explicitly with the children.• “Ready, Safe, Respectful” Carpet Rules• Refer to class charter.• Storytime every day.• Post Incident Learning opportunities.						
PSED	1	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.							
	2	<ul style="list-style-type: none">• Express their feelings and consider the feelings of others.	Orienteering: Show resilience and perseverance in the face of challenge.						





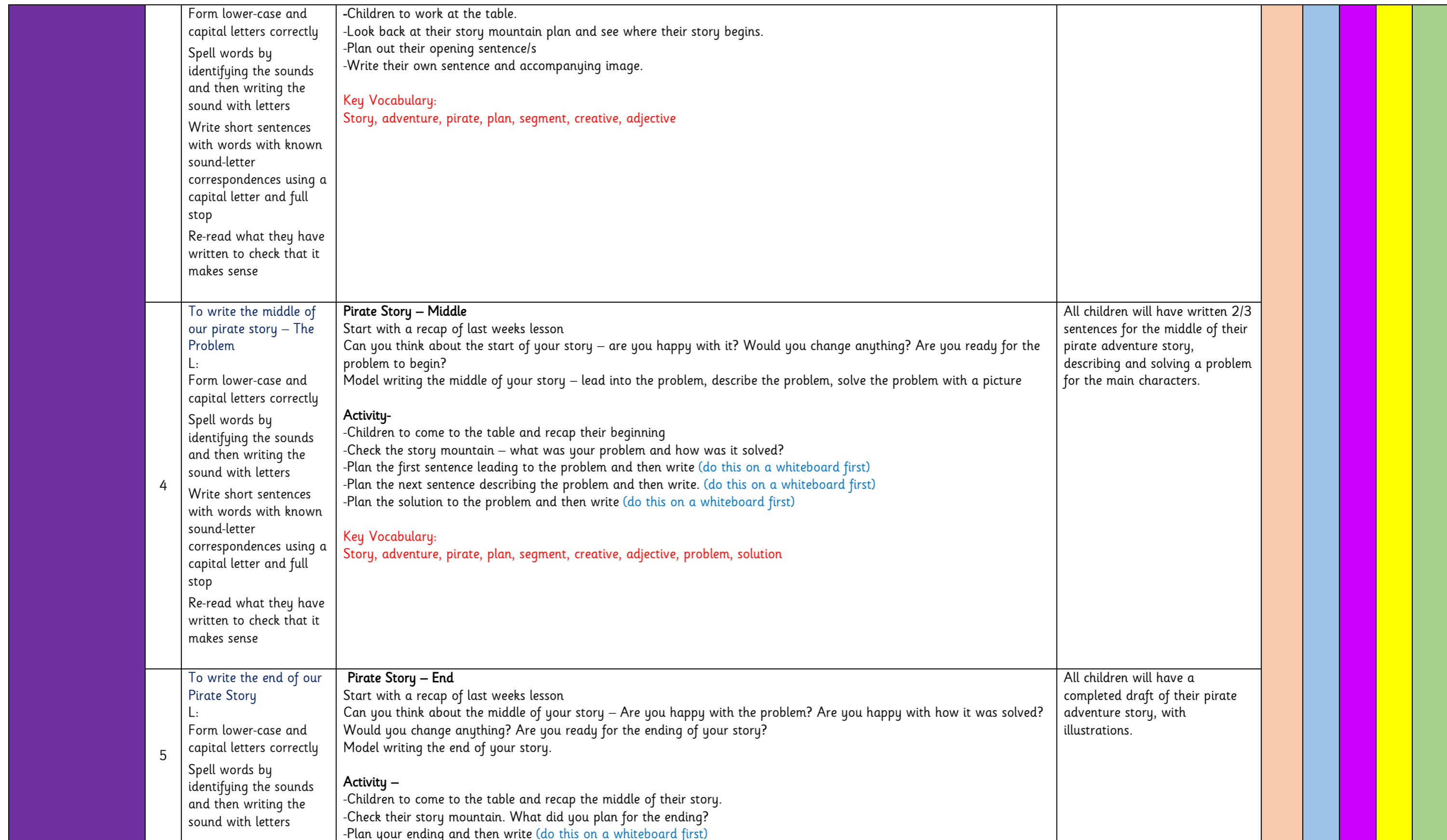
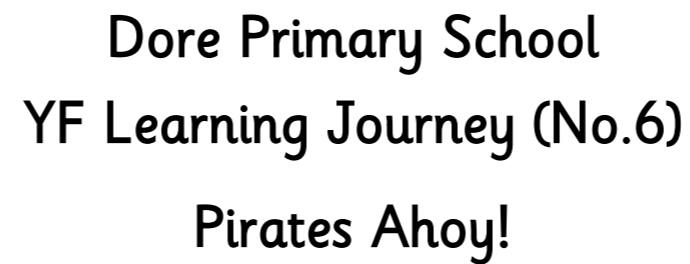
Dore Primary School

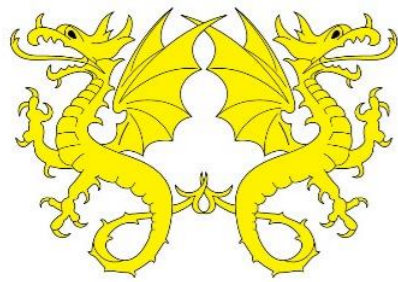
YF Learning Journey (No.6)

Pirates Ahoy!



Literacy (Daily: Name writing Phonics Handwriting)	1	<p>To segment for spelling and to use a connective within a sentence.</p> <p>L: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p>	<p>Independent holiday news. -Touch knees with your partner, tell them what you did in the school holidays. -Tell the children that we don't need to share our answers just yet. - Show the children a clue of what you did on your holiday. Can you guess what I did? Tell your partner (inference skills) -Show pictures from my holiday. -Plan a sentence together. Explain what a connective is and how we can use it. -Model writing a sentence for the pictures together.</p> <p>Activity- -In their purple books get the children to draw a picture of something they did during the holiday. -Talk to the teacher about what they have chosen and plan the sentence together, encourage the use of a connective to develop their sentence. -Children to write independently, where possible, a sentence about their holiday. -Give verbal feedback -Have grapheme mat and tricky words readily available for support. -Note on class list notes for individual children</p> <p>Key Vocabulary – connectives, and, then, next, because, so, but, extend, develop</p>	<p>A sentence or more of holiday recount, independently written wherever possible. Most children will be able to use a connective appropriately within their sentence.</p>					
	2	<p>To plan their own story using a story mountain.</p> <p>L: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense</p>	<p>Plan a Story Mountain -Explain to the children what a story mountain is. -“We are going to read ‘The Pirates Next Door’ and think about the events in the story and how they would fit into a story mountain” <i>who the characters are? What happens at the beginning? What is the problem? How is it fixed? How does it end?</i> -Show them a story mountain and together fill it in in regards to ‘The Pirates Next Door’. -Tell them to think about the pirate they designed. -Think, Pair, Share – What adventure might your pirate go on in a story. -Today we are going to plan our very own story about the pirate you designed last week. -Show them the story mountain they will fill in -Explain expectations</p> <p>Activity -Children will plan their story and fill the story mountain in. -Only simple words or phrases to be used when filling in the sheet. -Make notes for individual children on a class list. -Have available a pirate word mat, grapheme and tricky word list.</p> <p>Key Vocabulary: pirate, ship, seas, treasure, treasure map, chest, problem, dilemma, resolution, adjective, verb</p>	<p>All children will have completed a story mountain plan for the story they will begin to write over the following weeks.</p>	✓	✓	✓		
	3	<p>To segment for spelling and write the beginning of a Pirate Adventure story.</p> <p>L:</p>	<p>Pirate Story -Beginning Start by recapping with a <i>Think, Pair, Share</i> about their own pirate, tell your partner about them and where you planned your story to begin. Model writing the beginning of your story with a picture above.</p> <p>Activity:</p>	<p>All children will have wrote an opening sentence for the beginning of their own Pirate Adventure story working from their own plan.</p>					





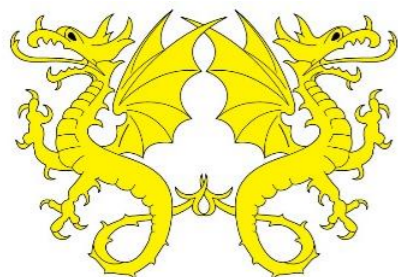
Dore Primary School

YF Learning Journey (No.6)

Pirates Ahoy!



		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Key Vocabulary: Story, adventure, pirate, plan, segment, creative, adjective, problem, solution, ending, conclusion, conclude						
	6		Pirate Story – Final Piece						
	7		Finishing off						
Maths	1	Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value.	Sharing / Halving – using pirate sharing flipchart, demonstrate how sharing works. Create some situations where one pirate has more treasure than another. Is this fair? How can we share the treasure so that it is fair? Activity: children toll a ten sided dice or select a card to ten. Count out that number of objects then share with a partner. Do they have the same amount? Children to show the Numicon piece they have started with and ended up with. Do the smaller ones fit into the larger one perfectly? Introduce the terms “odd “ and “even” to describe the two types of numbers. Children to record answers if they are confident.	✓					
	2	Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers.	“Chilli challenges” – introduction – addition and subtraction. Talk about chillis. What did they taste like? Talk about “spicyness”. Talk about how in Maths we have something at Dore Primary School we like to have something called “Chilli Challenges”. The spicier the chilli, the. Model how they work and how you can choose to start on a green challenge. If you find it easy, move on to red. Show If it is more of a challenge then keep practising at that ;lvel but epmpphasise that the children have some say in how to do it. Stress importance of checking the operator to know what sort of the spicier the challenge!.						
	3	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	“Chilli challenges” – doubling and halving – recap on chilli challenges and model how to do doubling and halving with Numicon or objects for support. Explain children can use what ever resources they feel will help them in the challenges and to make sure they check the questions carefully.						
	4	Select, rotate and manipulate shapes to develop spatial reasoning skills.	Co-ordinates - introduction						
	5	Compose and decompose shapes so that children recognise a shape can have other	Introduction to word problems						



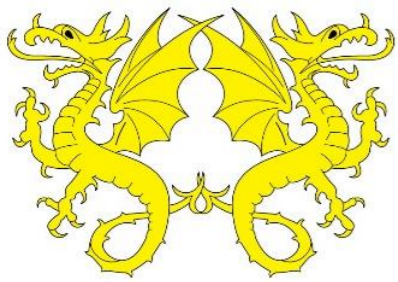
Dore Primary School

YF Learning Journey (No.6)

Pirates Ahoy!



	6	shapes within it, just as numbers can. Continue, copy and create repeating patterns	Recap on shape – Shape search and properties – 2D and 3D shapes.						
	7	Compare length, weight and capacity.	Super End of Year Maths Quiz!						
Understanding the World R.E.	1	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. •Name and describe people who are familiar to them. 	RE session What makes places special? Lesson 1: Homes around the world Introduce: Look at pictures of different homes around the world. Share: What do the children think about the homes? Recap and consider: What does a home need? What makes a home special? Do all people live in the same homes? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework						
	2	<ul style="list-style-type: none"> •Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past. •Draw information from a simple map. •Understand that some places are special to members of their community. 	(CL, PSED, UW) RE session What makes places special? Lesson 2: Homes around the world (rooms). Introduce: Building on last week's learning can the children identify special rooms in a home. Share: How are rooms in our home the same or different? Recap and consider: Look at different rooms around the world, these could be rooms or places of worship. What makes them special? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework						
	3	<ul style="list-style-type: none"> •Recognise that people have different beliefs and celebrate special times in different ways. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. •Describe what they see, hear and feel whilst outside. •Recognise some environments that are different from the one in which they live. 	(CL, PSED, UW) RE session What makes places special? Lesson 3: Our World Introduce: Look at special places around the world. Share: What makes those places special? Why might people visit that place? Recap and consider: Consider if you have a special place? What makes it special? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework Non-Fiction Pirate Fact Research -Explain to the children what a non-fiction book is -Where might we find reliable facts from? -What is a Pirate? What is a real pirate? -What is royalty? What might they do? -Go through facts about 4 different pirates and the monarchs who ruled. Explaining where this information was found. No written task for the children but can they challenge themselves using the books displayed on the back bench to find their own pirate fact and write it down. Key Vocabulary: Research, non-fiction, reliable, unreliable, royalty						
				Children will understand what non-fiction text means. Children will understand what the term reliable means Some children will be able to read non-fiction text and find out their own pirate facts.					



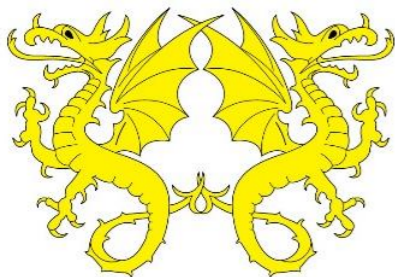
Dore Primary School

YF Learning Journey (No.6)

Pirates Ahoy!



Expressive Arts and Design (EAD) -Art		• Understand the effect of changing seasons on the natural world around them.							
	4	<p>(CL, PSED, UW)</p> <p>RE session What makes places special? Lesson 4: Churches (Christianity)</p> <p>Introduce: Talk about visiting a church. Why might it be special to Christians?</p> <p>Share: Look at aspects of a church and why some parts are special. (Plan a local church visit.)</p> <p>Recap and consider: Can the children match the picture to the special event that goes on inside a church?</p> <p>Revisit and embed learning: FS2 Floor Book in Learning Area and Homework</p> <p>A Closer Look at a Pirate Ship – History</p> <p>Have a look at the different parts of the pirate ship – brief explanation of the different parts</p> <p>Introduce some different types of pirate ships</p> <p>Closer look at the four types of pirate ships</p> <p>Which pirate ship would you like to have been on? – Think pair share</p> <p>No written task for the children but maybe they could design their own pirate ship within the provision.</p> <p>Key Vocabulary: Mast, stern, rigging, mast, gun port, flag, sails, bow, Square-Rigger, Sloop, Schooner, Brigantine</p>	Children will be able to identify some parts of the ship and the purpose of them. Some children will remember the names of different types of Pirate Ships						
	5	<p>(CL, PSED, UW)</p> <p>RE session What makes places special? Lesson 5: Mosques (Islam)</p> <p>Introduce: Talk about visiting a mosque. Why might it be special to Muslims?</p> <p>Share: Look at aspects of a mosque and why some parts are special. (In Y2 children visit a mosque.)</p> <p>Recap and consider: Can the children match the picture to the special event that goes on inside a mosque? Think about why it is important and respectful to take your shoes off in a mosque.</p> <p>Revisit and embed learning: FS2 Floor Book in Learning Area and Homework</p>							
		Frozen Treasure - Science							
	6	<p>RE session What makes places special? Lesson 6: Synagogues (Judaism)</p> <p>Introduce: Talk about visiting a synagogue. Why might it be special to Jews?</p> <p>Share: Look at aspects of a synagogue and why some parts are special. What special clothes are worn? (Kippah)</p> <p>Recap and consider: Can the children match the picture to the special event that goes on inside a synagogue?</p> <p>Revisit and embed learning: FS2 Floor Book in Learning Area and Homework</p>							
		Floating and Sinking - Science							
	7	Transition and end of year events.							
		Design and Make a Boat and then Evaluate TASC – Science							
	1	<p>Charanga lesson 1:</p> <p>Listen and Appraise – William Tell Overture by Rossini (also include the story of William Tell, his son and the apple)</p> <p>Rewind and Listen Out: Celebration by Cool and the Gang</p> <p>Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm through musical games.</p>							



Dore Primary School

YF Learning Journey (No.6)

Pirates Ahoy!



-Music		Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	2	Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses.	Enhancement: The Music Learning Area/Corner in the classroom giving daily access, opportunity for musical expression and exploration. Extra music/singing opportunities will also be given by Summer Term attendance for FS2 children in weekly Infant Singing Assemblies with Y1 and Y2 children. Charanga lesson 2: Listen and Appraise – Dance of the Sugar Plum Fairy by Tchaikovsky (also include video of ballet) Rewind and Listen Out: Ganesh is Fresh by MC Yogi Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games. Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	3	• Watch and talk about dance and performance art, expressing their feelings and responses.	Charanga lesson 3: Listen and Appraise – Flight of the Bumblebees by Rimsky-Korsakov (also include clip of an orchestra playing this) Rewind and Listen Out: We are Family by Sister Sledge Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games. Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	4	• Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play.	Charanga lesson 4: Listen and Appraise – Jupiter, the Bringer of Jolity by Gustav Holst (also include music and space clips) Rewind and Listen Out: Singing in the Rain by Gene Kelly Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games. Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	5	• Explore and engage in music making and dance, performing solo or in groups.	Charanga lesson 5: Listen and Appraise – Fantasia On a Theme by Thomas Tallis, by Vaughan Williams (also include the Disney clips) Rewind and Listen Out: Frogs Legs and Dragons Teeth by Bellowhead Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games. Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	6		Charanga lesson 6: Listen and Appraise – E.T Flying Theme by John Williams (also include the clips from E.T film) Rewind and Listen Out: I Feel Good by James Brown Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games. Perform and Share: Preparation for our summer “Infant Sing Along” concert.						
	7		Charanga Lesson 7: Perform and Share: Summer “Infant Sing Along” concert to parents.						