

# REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB - RECEPTION

Summer 1



**PRIME AREAS AND CHARACTERISTICS OF LEARNING**

**PLAYING & EXPLORING**  
I seek challenges and I initiate activities.

**ACTIVE LEARNING**  
I enjoy challenge for my own sake, not just for praise and rewards.

**CREATING & THINKING CRITICALLY**  
I think about how well my activity is going.

## COMMUNICATION & LANGUAGE

- Children to express and give opinions in circle times / Show & Tell
- Reception's got Talent – stage and talking about we are good at.
- To be confident to ask why and how questions.
- To talk about past and present, present and future forms accurately when talking about events.
- Children are able to predict what will happen next in stories, accurately anticipating key events.
- Talking about how pirates lived and if this was a good way to live.
- Discussions on different pirate activities and why they did them. Was it the right thing to do?
- Discuss boats made and why float sink
- Display photographs of pirates
- Ship wrecked
- Story carpet

## LEARNING HOOK

Visit to Smugglers cave in Cullercoats and a visit from a pirate. Captain Carruthers to visit classroom to talk about pirates.

# Pirates

## PHYSICAL DEVELOPMENT

- Construct large pirate ship
- Dig for buried treasure
- Walk the plank
- Captain hook game
- Cutting out treasure
- Obstacle courses where you imagine you're being chased by pirates and have to travel over the obstacle course to escape
- Pirate playdough mats
- PE ship game – port – left / starboard – right / stern – back / bow - front / man overboard / scrub the deck.
- Healthy eating and exercise – importance of balanced diet – pirates scurvy.
- PE Skipping
- PE Dance – Bear hunt + motif for home routine

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Pop up pirategame (turn taking)
- Dressing up as pirates (independence)
- Pirate rules
- Moral values (is it right or wrong to steal?)
- Pirate responsibilities (link to classroom)
- Pirate music at tidy up time.
- Treasure chests with items in that are special to them
- Comparing our Good manners to Bad manners—paper bag princess.
- Talk about what they already know about fairytale characters—who is usually good, who is usually bad.

## SPECIFIC AREAS OF LEARNING

### MATHEMATICS

- Fishing game (adding, subtracting)
- Pop up pirates
- Pirate songs
- Sorting treasure (categorising)
- Pirate boats with numbers on the bottom
- How much treasure can you find?

<http://www.ictgames.com/piratenumbers2.html>

- 5 little pirates
- Counting how many steps to the treasure
- Pirate number resources—sparkle box
- Shop – pirates shop, money and change.
- Directional language – blindfolded to find treasure.

### LITERACY

TTT - Little Red Hen / We're going on a bear.  
Pirate stories / Ship wrecked – top ?  
Pirate names – alliteration surnames  
Going on a treasure hunt (link to prior learn)  
Making up names for places on a map  
Mythical creatures - Peter Pan  
<http://www.magickeys.com/books/pirate/index.html>

Treasure hunt with clues, real/made up words  
Class Teddy to be kidnapped by pirates and messages left as to it's whereabouts.

Pirate speech bubbles  
Play Letters and Sounds treasure chest game

Message in the bottle - Replying to pirates messages.

Pirate shopping lists  
Pictures from a pirate story that the children are familiar with. They then have to peg these pictures, in order, on a washing-line

Books –  
Winnie's Pirate Adventure – Valerie Thomas  
Stories of Pirates – Osborne's  
Charlie Cooks Favourite book – Julia Donaldson

The Night Pirates - Peter Harris

The Pirate Cruncher – Johnny Duddle

The Pirates Next Door – Johnny Duddle

A new home for a pirate – Ronda Armitage

1001 pirate things to spot – Osborne

Pirates love underpants – Claire Freedman

We're going on a bear hunt – Michael Rosen

Watch videos of Jake and the Pirates

### UNDERSTANDING THE WORLD

Looking at and making telescopes  
Making boats/pirate ships—do they float?  
Looking at a globe, where are we on planet earth?

Map making

Experimenting with water – sieves for gold treasure

Caves – visit to smugglers cave (Cullercoats Bay)

What is a pirate? What did they do and why?

Sea creatures and sorting

Map in bottles

Beebots - guide to treasure

<http://funschool.kaboose.com/time-warp/pirates/games/game-puke-the-pirate.html>

### EXPRESSIVE ARTS & DESIGN

- Pirate songs – When I was one (Picollo) / Pirate Song (Lazy Town)
- Map making
- Small world play (Pirate ships, treasure island in builders' tray)
- Junk Modelling
- Decorating treasure chests
- Wooden spoon pirate puppets
- Patterns for pirate head scarf
- Salt dough coins
- Make castles using blocks.
- Paint pasta and make pirate necklaces
- Make parrots using feathers and other collage materials
- Dressing up as pirates / role play
- Making boats
- Music and movement to pirate songs.
- Make eye patches
- Make pirate flags / Design underpants
- Pictures using wax to create waves
- Pirates finger puppets
- Pirate food dishes – healthy eating

### Personal, Social & Emotional Development

- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR ELG)
- To take steps to resolve conflicts with other children (MFB 40-60)
- To take steps to resolve conflicts. (MR 40-60)
- To say when they do or don't need help. (SCA ELG)
- To describe myself in positive terms and talk about my abilities (SCA 40-60)
- To adjust their behaviour to different situations, and take changes of routine in their stride. (MFB ELG)
- To understand how my actions affect other people. (MFB 40-60)
- To be able to negotiate and solve problems without aggression (MFB 40-60)
- To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (MFB ELG)

### Physical Development

- To use simple tools to effect changes to materials (MH 40-60)
- To handle tools, objects, construction and malleable materials safely and with increasing control (MH 40-60).
- To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (MH 40-60)
- To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (HSC 40-60)
- To show an understanding of how to transport and store equipment safely. (HSC 40-60).
- To eat a healthy range of food stuffs and understands the need for variety in food. (HSC 40-60)

### Communication and Language

- To listen attentively in a range of situations. (LA ELG)
- To answer 'how' and 'why' questions about their experiences and in response to stories or events. (U ELG)
- To understand humour, eg nonsense rhymes, jokes (U 40-60)
- To follow a story without pictures or props (U 40-60)
- To introduce a storyline or narrative into play (S 40-60)
- To express themselves effectively, showing awareness of listeners' needs. (S ELG)
- To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (S ELG)
- They develop their own narratives and explanations by connecting ideas or

### Literacy

- To link sounds to letters, naming and sounding the letters of the alphabet. (R 40-60)
- To enjoy an increasing range of books (R 40-60)
- To know that information can be retrieved from books and computers. (R 40-60)
- To attempt to write short sentences in meaningful contexts. (W 40-60)
- To write some irregular common words (W ELG)
- To write simple sentences which can be read by themselves and others. (W ELG)
- Some words are spelt correctly and others are phonetically plausible. (W FI G)

### Mathematics

- To count reliably with numbers 1- 20, place them in order and say which numbers is one more or one less than a given number. (N ELG)
- To solve mathematical problems including addition, subtraction, doubling, halving and sharing. (N ELG)
- To order and sequence familiar events. (SSM 40-60)
- To measure short periods of time in simple ways. (SSM 40-60).
- To explore characteristics of everyday objects and shapes using mathematical language to describe them (SSM ELG)
- To order 2-3 items by weight or capacity (SSM 40-60)

### Expressive Arts and Design

- To experiment to create different textures (EUMM 40-60)
- To select tools and techniques used to shape, assemble and join materials they are using (EUMM 40-60)
- To explore the different sound of instruments(EUMM 40-60)
- To initiate combinations of movement and gesture in order to express and repond to feeling, ideas and experiences (BI 40-60)
- To explore what happens when I mix colours (EUMM 40-60)

### Understanding the World

- To know about similarities and differences between themselves and others, and among families, communities and traditions. (PC ELG)
- To know about similarities and differences in relation to places, objects, materials and living things. (W ELG)
- To talk about features of their own immediate environment and how environments might vary from one another (W ELG)
- To recognise that a range of technology is used in places such as homes and schools. (T ELG)