

Pioneer- East Hoathly, Chiddingly, St Mary's and Park Mead – EYFS Reception  
Term 6 – 'Splash'

Week Key text	C+L	PSED	PD	Lit	Maths	UtW	EAD	Extra Ideas
1 3/6/24 <b>4 day week (3/6 – inset day)</b> The big book of blue David Attenborough Blue planet Moderation?	I can talk about the living world.  I can talk about my half-term holiday	I can talk about transition back to school.  I can talk about new class Rules	I can cut scales & create a collage picture	I can create a poem with my class or groups.  I can talk about my ideas for a poem  I can create a story /poem map / sequencing.	<u>White Rose</u>  <b>Sharing and grouping</b>  Step1: Explore sharing  Step 2: Sharing  Step 3: Explore grouping  Step 4: Grouping	I can talk about animals which live in the ocean. - Observational drawings - Fact files Covers ELG-Making observations and drawing pictures of animals  <b>(SMV and EH)</b>  <b>F6 Which stories are special and why?</b>  <b>I can talk about my favourite stories and why I like them.</b>	I can create a Finger painting  I can mix paint to create different colours	Science Experiments on twinkl

Vocab	<p>Core: live, alive, place, space, area, ocean, sea</p> <p>Aspirational: environment, climate, conditions, damage, climate change, experience, journey</p>			<p>Core: poem, story map, sequence, rhyme.</p> <p>Aspirational: contribution, collaboration, rhythmic pattern</p>	<p>Core: Fair, amount, same, altogether, double</p> <p>Aspirational: equal, between, compare, groups of, odd, even, half</p>	<p>Core: Oceans, sharks, whales, fish, fact, non-fiction</p> <p>Aspirational: mammals, observation, tides</p>	<p>Core: print, paint, finger, mark, press, hard, soft, smudge, big small, mix</p> <p>Aspirational: combine, wheel, primary, secondary, tone, hue,</p>	
<p>2 10/06/24 Snail &amp; Whale Last week before data to be done</p>	<p>I can talk about a story (including beginning, middle, end) - I can talk about what has happened in different parts of the story.</p>	<p>I can help others</p> <p>I can work in pairs and teams</p> <p>I can discuss my ideas with others.</p> <p>Jigsaw – Changing Me</p>	<p>I can draw a snail</p> <p>I can create spirals</p> <p>I can create a snail trail.</p>	<p>I can use Adjectives in my writing Eg: firey volcano, blue sea</p> <p>I can write my own rhyme.</p>	<p>Step 5 Even and odd sharing</p> <p>Step 6 Play and build with doubles</p> <p>Checkpoint</p>	<p>I can talk about similarities and differences in the different oceans of the world.</p> <ul style="list-style-type: none"> <li>- Group circle times</li> <li>- Non-fiction texts.</li> <li>- Blue planet (if appropriate)</li> <li>- Google earth</li> </ul> <p>Covers ELG-Know some similarities and differences between the natural world and contrasting environments.</p>	<p>I can draw with chalk</p> <p>I can sculpt with clay</p> <p>I can paint background colours</p> <p>Matisse Snails</p> <p>Andy Goldsworthy</p>	DATA

						<p>RE (SMV and EH)</p> <p>F6 Which stories are special and why?</p> <p>I can talk about stories about Jesus, what was he like?</p>		
Vocab	<p>Core; beginning, middle, end/ending, plot, characters, setting, author, illustrator, vocabulary</p> <p>Aspirational: progression, climax, atmosphere, repeated refrains</p>			<p>Core: describing words, rhyme</p> <p>Aspirational: adjective, rhythmic pattern.</p>	<p>Core: Fair, amount, same, altogether, double</p> <p>Aspirational: equal, between, compare, groups of, odd, even, half</p>	<p>Core: same, different, ocean, water, maps, earth, facts, non-fiction</p> <p>Aspirational: observation, similarities, differences,</p>	<p>Core: press, roll, squeeze, shape, clay, tools, roller, swirl, pinch, shell, rock,</p> <p>Aspirational: Matisse, similarities, differences, mold, sculpt, form, coil, slip, natural, man-made</p>	
3 17/06/24 What the ladybird	I can Hot seat characters explaining how they feel	I can talk about transition to the next year group	I can start controlling my letter size and try to keep them on the line.	I can write a character profile	<u>White Rose</u> <b>Visualise, build and map</b>	<p>I can talk about animals which live near the ocean.</p> <p>- Observational drawings</p>	<p>Link with maths</p> <p>I can make sea noises – musical, whale noises- David Attenborough,</p>	

heard at the seaside	<p>I can turn take in a conversation</p> <p>Speaking and listening – asking questions and giving opinions</p>	<p>thinking about moving on.</p> <p>I can talk about new class Rules</p>		<p>I can write setting descriptions</p>	<p><b>Step1:</b> Identify units of repeating patterns</p> <p><b>Step 2:</b> create own pattern rules</p> <p><b>Step 3:</b> explore own pattern rules</p> <p><b>Step 4:</b> replicate and build scenes and constructions</p>	<ul style="list-style-type: none"> <li>- Fact files</li> <li>Covers ELG- Making observations and drawing pictures of animals</li> </ul> <p>I can talk about life at the seaside now, and life at the seaside in the past.</p> <ul style="list-style-type: none"> <li>- magic</li> <li>Grandad-Victorian beach</li> <li>- Discussions about what people do at the seaside.</li> </ul> <p>Covers ELG- knows some similarities and differences between things in the past and now.</p> <p><b>RE (SMV and EH)</b></p> <p><b>F6 Which stories are</b></p>		
----------------------	---	--	--	---	---	--	--	--

					<p>special and why?</p> <p>I can talk about what the Chanukah story teaches Jews about standing up for what is right.</p>		
Vocab	<p>Core: setting, map, characters, beginning, middle, end, outcome, plot Aspirational: outcome, cunning, collaboration.</p>			<p>Core: describing words, description. Rhyme Character profile Aspirational: adjective, rhythmic pattern.</p>	<p>Core: pattern, repeat, rule, next, finish, build, make, infront, behind, next to, instruction, map, first, next Aspirational: print, unit of repeat, positioned, key, route</p>	<p>Core: beach, past, present, seaside, now, then, before, animals, habitat, same, different, facts Aspirational: similarities, differences,</p>	<p>Core: Music Vocabulary TBC Collage, layer, rip, tear, cut Aspirational: texture, create, put together, rough, smooth, bumpy, soft, hard, manipulate, squash, squeeze, scrunch, stretch, bend, snap, twist, roll, pull, flatten, paint, mix.</p>

<p>4 24/06/24</p> <p>Somebodu Swallowed Stanleu</p> <p>Trip? To the seaside/ Briar's</p> <p>Skills Builder week PM</p>	<p>I can talk about the impact that plastic has on the oceans</p> <p>I can talk about how we should look after our beaches.</p>	<p>I can talk 'All about me' - reflecting on what they want new teacher to know....progress /reflection on learning</p> <p>I can talk about transition</p> <p>I can talk about new class Rules</p>	<p>I can practise running in races</p> <p>I can practise starting and stopping in a race</p> <p>I can change for PE independently</p>	<p>I can make a Warning Sign</p> <p>I can make a beach sign</p>	<p><b>Step 5:</b> Visualise from different positions</p> <p><b>Step 6:</b> Describe positions</p> <p><b>Step 7:</b> Give instructions to build</p>	<p>I can talk about how to look after the oceans and beaches.</p> <ul style="list-style-type: none"> <li>- Posters about keeping the oceans clean.</li> <li>- Floating and sinking (rubbish)</li> <li>- Sorting recycling</li> <li>- Oil spill clean up</li> </ul> <p>Covers ELG- I can talk about important changes in the natural world.</p> <p><b>RE (SMV and EH)</b></p> <p><b>F6 Which stories are special and why?</b></p> <p>I can talk about stories that tell you how you should behave</p>	<p>I can create a collage using Plastic/Bottle Top Art/ found objects- Artist Tony Cragg</p> <p><a href="https://www.tate.org.uk/art/art-works/cragg-britain-seen-from-the-north-t03347">https://www.tate.org.uk/art/art-works/cragg-britain-seen-from-the-north-t03347</a></p>  <p>I can collect and sort Litter</p>	<p>Watering Cans</p> <p>Kites using bags</p> <p>Printing with rubbish</p> <p>Sea creative</p>
--	---	--	---	---	--	--	--	---

					towards other people.		
Vocab	<p>Core: pollution, care, space, Aspirational: degradation, destruction, damage, climate change</p>			<p>Core: pattern, repeat, rule, next, finish, build, make, infront, behind, next to, instruction, map, first, next Aspirational: print, unit of repeat, positioned, key, route</p>	<p>Core: Oceans, floating, sinking, waterproof, beach, recycling, sorting Aspirational: global warming,</p>	<p>Core: Music Vocabulary TBC Collage, layer, rip, tear, cut, recycle, reuse, pattern, new, old, sort, litter, rubbish Aspirational: texture, create, put together, rough, smooth, bumpy, soft, hard, plastic, material, cap, lid, screw, organises, category, collect</p>	

<p>5 1/07/24 The Night Pirates Pirate day</p>	<p>I can talk about what else they could use to disguise the pirate ship.</p> <p>I can talk about whether I would join the crew.</p> <p>I can talk about Characters within stories</p> <p>I can express views and answer/ask questions about why things happen</p>	<p>I can use kind language and think about how we talk to others.</p> <p>JIGSAW Units</p> <p>I can Link feelings to facial expressions within the book.</p>	<p>I can start to control my letter size</p> <p>PE Sessions.</p> <p>I can change for PE independently</p> <p>I can play pirate games (on Pirate day)</p>	<p>I can write my own Story, (beginning middle and end).</p> <p>Pirate books/stories.</p> <p>I can create a Pirate Wanted Poster.</p>	<p><b>Step 8:</b> Explore mapping</p> <p><b>Step 9:</b> Represent maps with models</p> <p><b>Step 10:</b> Create own maps from familiar places</p> <p><b>Step 11:</b> Create own maps and plans from stroy situations.</p>	<p>I can talk about the lives of pirates.</p> <ul style="list-style-type: none"> <li>- Fact files</li> <li>- Map making</li> <li>- <b>Pirate day- Captain Dantastic?</b></li> </ul> <p>Covers ELG- knows some similarities and differences between things in the past and now.</p> <p><b>RE (SMV and EH)</b></p> <p><b>F6 Which stories are special and why?</b></p> <p><b>End of topic quiz</b></p>	<p>I can design my own pirate ship</p> <p>I can experiment with floating/ Sinking and properties of materials</p> <p>I can sing Sea Shanty songs.</p> <p>I can make Shadow Puppets</p> <p>I can dress up for a pirate day</p>	
<p>Vocab</p>	<p>Core: map, route, treasure, directions, compass, cutlass, clues, feelings, emotions</p> <p>Aspirational: coordinates</p>				<p>Core: pattern, repeat, rule, next, finish, build, make, infront, behind, next to, instruction,</p>	<p>Core: Oceans, past, present, ship, pirate, now, then, map, facts</p> <p>Aspirational: non-fiction, similarities, differences.</p>	<p>Core: light, dark, plan, sink, float, light, heavy, big, small, top, bottom, long, short, sing, Music vocab</p> <p>TBC</p>	

					map, first, next <b>Aspirational:</b> print, unit of repeat, positioned, key, route		<b>Aspirational:</b> shadow, material, properties, waterproof, see- through, design, plan.	
6 08/07/24  The Mum pirates  Pirates for another week	I can watch the story of The Mum pirates BBC Sue Perkins <a href="https://www.youtube.com/watch?v=OfOr2GnRLZs">https://www.youtube.com/watch?v=OfOr2GnRLZs</a>	I can talk about transition	I can start to write on the lines  I can change for PE independently	I can write about how I feel about moving up classes  I can write a book review	<b>White Rose</b>  <b>Make connections</b>  Step1: Deepen understanding  Step 2: patterns and relationships  Checkpoint	I can talk about my family and their roles.  I use materials to make a boat- properties/ waterproof etc.	Follow children's individual interests in classes/ cohorts	
vocab	Core: feelings, emotions, families, <b>Aspirational:</b> values, preferences, ideologies.				Core: number, explain, altogether, check, answer <b>Aspirational:</b> Strategy, predict, plan, alternative	Core: Oceans, past, present, ship, pirate, now, then, map, facts, floating, sinking, waterproof, family,	Children/class interest based - ensure vocabulary is selected around that preference	

						materials, strong, Aspirational: non-fiction, similarities, differences		
7 15/07/24  Extend water, individual needs, end of term services, <b>transition</b> work	LO I can talk about what I am looking forward to/am concerned about in Year 1.	Discussions around moving to year 1, visiting the classroom and talking about the routines and rules in Year 1.		I can write a letter to my Year 1 class teacher telling them about myself.	Revisit areas of concern	I can prepare a piece of work for our first topic in Year 1 – will vary across schools – liaise with Year 1 teachers.	Outdoor art – spray painting, wheel painting, 'painting' with water.  Core: spin, wheel, turn, spray, flick, print, roll, push, spray, Aspirational: whirl, circle, repeat, disperse,	
8  One day only: Monday 23 <sup>rd</sup> July	Play Day!							