

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

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</p> <p>10/06/24</p> <p>Snail & Whale</p> <p>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"> - Group circle times - Non-fiction texts. - Blue planet (if appropriate) - Google earth <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 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, description.</p> <p>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>	
<p>3</p> <p>17/06/24</p> <p>What the ladybird</p>	<p>I can Hot seat characters explaining how they feel</p>	<p>I can talk about transition to the next year group</p> <p>Transition – Discussions and</p>	<p>I can start controlling my letter size and try to keep them on the line.</p>	<p>I can write a character profile</p>	<p><u>White Rose</u></p> <p>Visualise, build and map</p>	<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>		I can write setting descriptions	<p>Step1: Identify units of repeating patterns</p> <p>Step 2: create own pattern rules</p> <p>Step 3: explore own pattern rules</p> <p>Step 4: replicate and build scenes and construction s</p>	<p>- Fact files Covers ELG- Making observations and drawing pictures of animals</p> <p>I can talk about life at the seaside now, and life at the seaside in the past. - magic Grandad- Victorian beach - Discussions about what people do at the seaside.</p> <p>Covers ELG- knows some similarities and differences between things in the past and now.</p> <p>RE (SMV and EH)</p> <p>F6 Which stories are</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</p> <p>Aspirational: outcome, cunning, collaboration.</p>			<p>Core: describing words, description.</p> <p>Rhyme</p> <p>Character profile</p> <p>Aspirational: adjective, rhythmic pattern.</p>	<p>Core: pattern, repeat, rule, next, finish, build, make, in front, behind, next to, instruction, map, first, next</p> <p>Aspirational: print, unit of repeat, positioned, key, route</p>	<p>Core: beach, past, present, seaside, now, then, before, animals, habitat, same, different, facts</p> <p>Aspirational: similarities, differences,</p>	<p>Core: Music Vocabulary TBC</p> <p>Collage, layer, rip, tear, cut</p> <p>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>Somebody 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>Step 5: Visualise from different positions</p> <p>Step 6: Describe positions</p> <p>Step 7: 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"> - Posters about keeping the oceans clean. - Floating and sinking (rubbish) - Sorting recycling - Oil spill clean up <p>Covers ELG- I can talk about important changes in the natural world.</p> <p>RE (SMV and EH)</p> <p>F6 Which stories are special and why?</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 Crag</p> <p>https://www.tate.org.uk/art/art-works/cragg-britain-seen-from-the-north-t03347</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	Core: pollution, care, space, Aspirational: degradation, destruction, damage, climate change				Core: pattern, repeat, rule, next, finish, build, make, infront, behind, next to, instruction, map, first, next Aspirational: print, unit of repeat, positioned, key, route	Core: Oceans, floating, sinking, waterproof, beach, recycling, sorting Aspirational: global warming,	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>5 1/07/24</p> <p>The Night Pirates</p> <p>Pirate day</p>	<p>I can talk about what else they could use to disguise the pirate ship.</p>	<p>I can use kind language and think about how we talk to others.</p>	<p>I can start to control my letter size</p>	<p>I can write my own Story, (beginning middle and end).</p>	<p>Step 8: Explore mapping</p>	<p>I can talk about the lives of pirates.</p> <ul style="list-style-type: none"> - Fact files - Map making - Pirate day- Captain Dantastic? <p>Covers ELG- knows some similarities and differences between things in the past and now.</p>	<p>I can design my own 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>JIGSAW Units</p> <p>I can Link feelings to facial expressions within the book.</p>	<p>PE Sessions.</p> <p>I can change for PE independently</p> <p>I can play pirate games (on Pirate day)</p>	<p>Pirate books/stories.</p> <p>I can create a Pirate Wanted Poster.</p>	<p>Step 9: Represent maps with models</p> <p>Step 10: Create own maps from familiar places</p> <p>Step 11: Create own maps and plans from story situations.</p>	<p>RE (SMV and EH)</p> <p>F6 Which stories are special and why?</p> <p>End of topic quiz</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, in front, 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 Aspirational: print, unit of repeat, positioned, key, route		Aspirational: 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 https://www.youtube.com/watch?v=OfOr2GnRLZs	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	<u>White Rose</u> Make connections 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, Aspirational: values, preferences, ideologies.				Core: number, explain, altogether, check, answer Aspirational: 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		
<p>7 15/07/24</p> <p>Extend water, individual needs, end of term services, transition work</p>	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,	
<p>8 One day only: Monday 23rd July</p>	Play Day!							