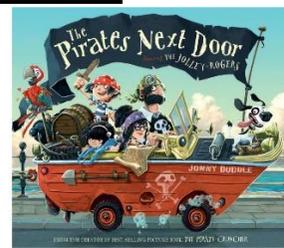
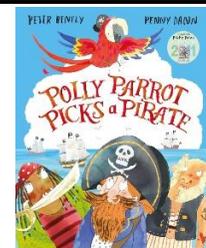
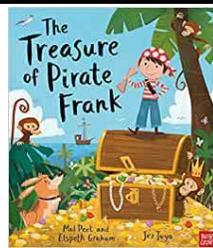
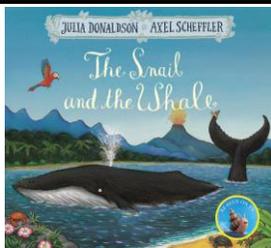
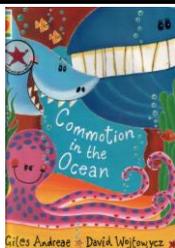


Foundation Term 6: Life on the Ocean Waves



As Writers:

This term we will be using our writing skills to write descriptions, posters, messages & treasure maps!
 Use key phonics sounds in writing using the corresponding grapheme.
 Write simple words using more sounds (e.g. CVC, CCVC, and CVCC words).
 Write some common irregular words and high frequency words.
 Start to write simple phrases and sentences, including some punctuation.
 Re-read their writing to check it makes sense, starting to self-edit and correct.
 that text goes from left to right and down the page.
 Form lowercase and uppercase letters with increasing confidence.

As Readers:

Continue to develop phonics knowledge; revising the sounds learned so far and continuing to learn the phase 2 and phase 3 sounds and tricky words.
 Using phonics knowledge to read decodable texts using simple words and phrases.
 Re-read simple books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
 Read pirate stories to inspire our learning, and non-fiction texts about life at sea, sea creatures and oceans.
 Reading non-fiction texts about Ocean Life - some online resources available here for home reading:
<https://www.uniteforliteracy.com/theoceanproject/goal>
 Develop inference skills.
 Discuss a character's feelings and actions and describe a character's traits and attributes.
 Make predictions about what might happen next.
 Learn and use new vocabulary in context.

As Mathematicians:

This term the children will be practicing the skills we have learned to consolidate their understanding of the concepts. We will be working in a variety of contexts and with different numbers, including subitising, representing numbers in different ways, verbally counting beyond 20 including counting from different starting numbers, composition of numbers to 10 and number bonds, sharing amounts equally and mathematical patterns in doubles, odds and evens, 1 more.
 We will also have a focus on repeating patterns and shape compositions as part of our pirate theme.

As Citizens (PSHCE):

Jigsaw Puzzle 6: Changing Me
 Understand that everyone is unique and special. Understand and respect the changes that we see in ourselves. Explore ways to express how it feels when change happens. Know who to ask if they feel worried about changes. Look forward to changes as we transition to Year 1. Share memories of our best times in Foundation.

As Scientists:

Discuss ways to make sure our experiments include fair testing conditions.
 Investigate floating and sinking through experimentation.
 Record the results of our experiment.
 Explore the natural world, increasing knowledge of seasonal changes, and observing features of the environment.
 Ask 'how' and 'why' questions to clarify their understanding.
 Understand some important processes and changes in the natural world around them.

As Design Technologists:

Design and build our own pirate ships.
 Design our own pirate flags.
 Create a 'pirate kit' for our pirate adventures.

<p>As Musicians: Listen and respond to different styles of music. Singing and learning to play instruments within a song. Learn some pirate songs and sea shanties.</p>	<p>As Geographers: Recognise seasonal changes in the UK; signs of summer. What is the weather like now? How has it changed? How can we keep cool? What should we wear in the summer? Sun Safety. Use directional language to describe locations. Use basic mapping skills to follow and create treasure maps. Use Atlases and Globes to find continents, oceans and countries mentioned in our stories.</p>	<p>Being physically active: Continue to develop and refine overall body-strength, balance, coordination and agility, combining different movements with ease and fluency. Confidently and safely use a range of apparatus, equipment and tools. Work and play cooperatively and take turns with others. Give focused attention to a teachers instructions and follow instructions involving several ideas or actions. Become more independent dressing for PE, including managing a variety of fastenings and looking after our belongings. Practice for and take part in a school sporting event - Sports Day (4th July)</p> <p>Our PE day is Wednesday. We will also be practicing for Sports Day throughout the week so PE kit needs to remain in school.</p>
<p>As Artists: Create mixed media representations and models of sea life. Use various techniques to create and build a sea themed role play area.</p>	<p>As Historians: Discover that pirates really existed. Research the lives of real life pirates and place them on our timeline.</p>	
<p>Key Vocabulary:</p>		<p>Pirate, ship, galleon, adventure, globe, atlas, map, compass, ocean, dubloon, cutlass, treasure, sink, float, buoyancy, sea shanty, telescope, periscope, bounty, 'x marks the spot', captain, crew, parrot, anchor, plank, desert island, palm tree, Jolly Roger, Ahoy, eye patch, porthole.</p>

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>What kinds of animals live in the sea? Where are the oceans of the world? What is the sea made of? What was a Pirate's life like? How does a Pirate Ship float?</p>	<p>Investigating seasonal changes in our local area. Find out where and when Pirates lived Explore basic mapping skills. Through this topic we will think about looking after our Oceans. The children will consider recycling plastics and we will look at the importance of different natural environments and how we can care for them.</p>	<p>Understand how to make and maintain supportive friendships with my peers. Take part in a sporting event. Understand how to cope with change and transition.</p>

<p>Home learning & Support:</p>	<p>Phonics minibook reading & writing each week. Mastery at home Maths Games daily. Reading with an adult 3+ times a week - please record in reading diaries.</p>
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