



The Creative Learning Journey Pirates

Teacher: MrsBainbridge
School: Dunston Hill



Wow Starter: Children find a message in a bottle - leads to a box which unveils a variety of objects from a box - children have to

Final Event: Hold a Pirate Day with singing, drama, at and design- including making broth.

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

Plants KS1

- **sc24** observe and describe how seeds and bulbs grow into mature plants
- **sc25** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans KS1

- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials KS1

- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Location knowledge KS1

- **ge4** I can find and name the capital cities of the UK on a map
- **ge5** I can find and name the seas surrounding the UK on a map

Place knowledge KS1

- **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK

use basic geographical vocabulary to refer to: KS1

- **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge22** I can recognise some human and physical features from an aerial photograph
- **ge23** I can create my own map showing imaginary human and physical features
- **ge24** I can create symbols for the features on my map and create a key to explain what they represent

Core Skills across the Key Stage KS1

- **hi2** I can place objects, people and events into chronological order
- **hi5** I can ask and answer questions about the past

How can we make sure that a pirate has a balanced diet?
Children imagine they were the chef on board the pirate ship plan a healthy menu for the pirates.
Classify different foods into food groups.
Ask and answer questions about the conditions needed for plants to grow - focus on growing bean seeds in the classroom (observing different conditions)
Plant sunflower seeds in the environmental area.- observe the findings and equipment to measure growth.
Use their observations to help them understand what the best conditions for plant growth are.
Draw diagrams of plants & label.
Focus on scientific vocabulary throughout activities.
Create a map of an island including physical and human features - create a key and explain it.
Use maps & globes to identify the oceans & seas surrounding the UK.
Compare 2 locations - the UK and the Caribbean
Ask geographical questions & express own views about places with reasons.
Focus on geographical vocabulary throughout activities..
History of ships over time - timeline.
Investigate the life of Anne Bonny - female pirate and Blackbeard

Learn & recite pirate poetry.
Write poetry.
Narrative adventure story.
Writing letters - message in a bottle.
Recount of Educational Visit.
Writing instructions for making broth/boats.

Character description of pirates - Captain Jack.

Extending vocabulary & finding alternative synonyms - dictionary/thesaurus work.

Compare pirate stories & discuss preferences.

Pirates love underpants.
Katie Morag.
Julia Donaldson stories.

Look at direction & compass points using maps.
Solve problems involving money (pirates)
Problem solving involving time & pirates.
Estimate and measure the weight of bags of gold
Estimate and measure the capacity of pirate bottles
Name & describe shapes in the construction of ships/collage
Record data using pictograms & bar charts.

Discuss e-Safety.
Create a simple programme using SCRATCH

Participate in discussion about school issues - role of Year 2 buddies.
Activities around owning up instead of blaming others
Dealing with feelings - link to SEAL units of Changes and Relationships
Healthy lifestyle activities will be delivered in science lessons. (include making sensible choices)
Activities linked to safety with household products.

Continue learning about Judaism -
Ask questions of the synagogue.
Understand what matters to Jewish people - e.g Shabbat, kosher food. Think about what matters to them.
Writing about Judaism
Explore artefacts.

Outside coach to teach rugby skills

Athletics - develop skills in preparation for sports day - running throwing, catching, running

Focus on Turner & impressionist artwork of ships.
Observational drawings of shells.
Printing using natural materials.
Look at the work of Van Gogh - study the Sunflowers and use paint to create - using same technique as Van Gogh.
create picture of own plant using this style.
Look at Monet's waterlilies - use paint to create picture.

Design & make ships.
Children to solve problem to move an object from one place to another - create a floating vehicle.
Make soup
Sing pirate shanty songs.
Compose own songs & include instruments.
Music Express - Exploring sounds linked to Weather.

Circle Time activities.

Big question - Literacy and Language
Who is the most important? - Literacy and Language
What if not? Literacy and Language

Drama - hot-seating.

Group work.

OUTDOOR LEARNING

Plant flowers in bedding area using a variety of seeds & bulbs.
Observe & record growth over time - diary to record data.
Treasure Hunt



PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad3** I can use painting to share my ideas.
- **ad6** I can use line ,shape ,form and space in my work
- **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
- **ad9** I can show you how ideas from famous people have helped me to create my own work

Design KS1

- **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- **dt3** I can draw and talk about what I am going to make
- **dt4** I can make a realistic model of my design

Make KS1

- **dt6** I can use scissors for cutting and shaping
- **dt7** I can join materials in a variety of ways

- **dt10** I can create things using a variety of materials and components, including construction materials
- **dt12** I can create or follow simple recipes
- **dt13** I can explain why I have chosen particular materials, components or ingredients

Evaluate KS1

- **dt17** I can talk about what worked well with my product and how it could be improved

Cooking and nutrition KS1

- **dt22** I can describe the healthy food in the dishes I prepare

KS1

- **mu1** I can sing songs using my voice to show the meaning of the words and tune
- **mu2** I can repeat chants and rhymes with expression
- **mu10** I understand loud/quiet, fast/slow and high/low

LITERACY

Reading - comprehension KS1

- **e70** listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

- **e73** being introduced to non-fiction books that are structured in different ways
- **e74** recognising simple recurring literary language in stories and poetry

MATHEMATICS AND COMPUTING

Measurement KS1

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- **m56** compare and order lengths, mass, volume/capacity and record the results using >, < and =
- **m60** compare and sequence intervals of time
- **m61** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- **m62** know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shapes KS1

- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction KS1

- **m68** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics KS1

- **m72** know the number of seconds in a minute and the number of days in each month, year and leap year
- **m73** compare durations of events (for example to calculate the time taken by particular events or tasks).

Geometry - properties of shapes KS1

- **m76** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

KS1

- **co4** I can write a simple computer program
- **co5** I can find and correct a problem in my program
- **co6** I can predict what will happen by 'reading' a program
- **co11** I know how to use equipment safely and respectfully
- **co13** I know what to do if I am worried about anything when I am using the internet

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- **pa14** Participate in a simple debate about school issues.
- **pa17** Able to make 'I' statements instead of blaming others.
- **pa20** To realise that money comes from different sources and can be used for different purposes.

PSED Developing confidence and responsibility and making the most of their abilities KS1

- **pe23** Recognise, name and deal with their feelings in a positive way.

PSED Developing a healthy, safer lifestyle KS1

- **ph8** Make simple choices that improve their health and well being.
- **ph9** Maintain personal hygiene.
- **ph10** Understand that certain actions spread disease.
- **ph12** Make sensible choices (food, games, television, money).

- **ph13** To understand that all household products including medicines, can be harmful if not used properly.

RE - Learning From Religion KS1

- **rf17** Ask puzzling questions and communicate their responses.
- **rf18** Identify what matters to them and others including those with religious commitments.

Learning About Religion KS1

- **ra14** Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- **ra15** Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- **ra16** Explore how religious ideas and beliefs can be expressed through the arts.
- **ra18** Identify and suggest meanings for religious symbols and begin to use a range of religious words.

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English

Pirates - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **KS1**

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Uses of everyday materials **KS1**

- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Location knowledge **KS1**

- **ge4** name and locate the capital cities of the four countries of the United Kingdom
- **ge5** name and locate the seas surrounding the UK

Place knowledge **KS1**

- **ge8** understand the human and physical geography of a small area in a contrasting non-European country

use basic geographical vocabulary to refer to: **KS1**

- **ge14** key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - **ge15** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork

Geographical skills and fieldwork **KS1**

- **ge16** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- **ge22** use aerial photographs to recognise basic human and physical features
- **ge23** devise a simple map
- **ge24** use and construct basic symbols in a key

KS1

- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi5** They should ask and answer questions

MATHEMATICS AND COMPUTING

Measurement **KS1**

- **m55** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
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KS1

- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs
- **co11** use technology safely and respectfully
- **co13** know where to go for help and support when they have concerns about material on the internet

PHYSICAL EDUCATION

KS1

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad3** to use painting to develop and share their ideas, experiences and imagination
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space
- **ad7** about the work of a range of artists, craft makers and designers.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt10** select from and use a wide range of materials and components including construction materials
- **dt12** select from and use a wide range of materials and components, including ingredients
- **dt13** select from and use a wide range of materials and components according to their characteristics

Evaluate **KS1**

- **dt17** evaluate their products against design criteria

Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes

KS1

- **mu1** use their voices expressively by singing songs
- **mu2** use their voices expressively by speaking chants and rhymes
- **mu10** experiment with the inter-related dimensions of music.

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COMMUNICATION AND LANGUAGE

KS1

- **s11** listen and respond appropriately to adults and their peers
- **s12** ask relevant questions to extend their understanding and knowledge
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s15** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s16** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s10** gain, maintain and monitor the interest of the listener(s)
- **s11** consider and evaluate different viewpoints, attending to and building on the contributions of others

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