
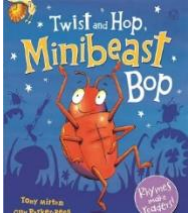
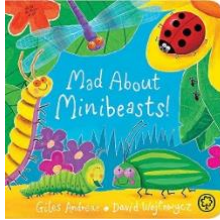
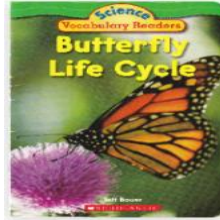
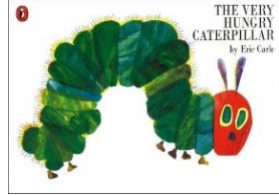








Summer 1

Who wants to go on a minibeast hunt?



Key Events	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Literacy</p> <p>Key texts</p> <p>A Meanies Party</p> <p>Twist and Hop Minibeast Bop</p> <p>Butterfly Life Cycle</p> <p>The Very Hungry Caterpillar</p>	<p>Writing</p> <p>Focus text: <u>A Meanies Party</u></p>  <p><u>A Meanies Rhyme</u></p> <p>Children to create their own Meanies rhyme: Yummy yummy, I've got....in my tummy</p> <p>LO: To write a meanies rhyme</p>	<p>Writing</p> <p>Focus text: <u>Twist and Hop Minibeast Bop</u></p>  <p><u>Movement Instructions</u></p> <p>Can you write a sequence of instructions for performing your own "Minibeast Bop" dance? Can you hop like a grasshopper? Can you wiggle like a caterpillar?</p> <p>Can you use your time words <i>first, next, then, after that and finally?</i></p>	<p>Writing</p> <p>Focus text: <u>Mad About Minibeast</u></p>  <p><u>Minibeast Riddles</u></p> <p><u>Who am I?</u></p> <p>Children to write their own riddles for minibeasts. Can you correctly guess the right minibeasts? Can you</p>	<p>Writing</p> <p>Focus text: <u>Butterfly Life Cy</u></p>  <p><u>Lifecycle of a Butterfly</u></p> <p>Can you order the life cycle stages of a butterfly? Children to observe in real life the different stages of a butterfly's life. Can you raise and feed your own butterflies and then release them into the wild. Children to order and write about each of the stages.</p> <p>LO: To sequence and recall the life cycle of a butterfly</p>	<p>Writing</p> <p>Focus text: <u>The Very Hungry Caterpillar</u></p>  <p><u>Sequence and retell a familiar story</u></p> <p>Can you sequence the story? Can you retell the story using story language? What happened in the beginning, middle and end of the story? What patterns can you identify in the story? Children to re-write the story using story language and key vocabulary with a focus on spelling.</p>	

		Lo: To write instructions for a Minibeast Bop dance	use adjectives to make your riddles more descriptive? LO: To write a minibeast riddle		LO: To retell a familiar story	
Maths	<p><u>LO: To explore numbers beyond 10</u></p> <p>Children build and identify numbers to 20 (and beyond) using a range of resources.</p> <p>Children recognise that the numbers 1-9 repeat after every full 10.</p>	<p><u>LO: To count on and back beyond 10</u></p> <p>Children count on and back beyond 10. Children count on and back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.</p>	<p><u>LO: To count on and back beyond 10</u></p> <p>Children count on and back beyond 10. Children count on and back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.</p>	<p><u>LO: To add more</u></p> <p>Children use real objects to see that the quantity of a group can be changed by adding more.</p> <p>Children count on from a given number. Children represent the number stories using 10 frames, number tracks and their fingers.</p>	<p><u>LO: To take away</u></p> <p>Children use real objects to see that the quantity of a group can be changed by taking items away.</p> <p>Children continue to subitise amounts they start with and end with.</p> <p>Children continue to represent number stories using 10 frames, number tracks and their fingers.</p>	<p><u>Assessment Week</u> Maths Assessment</p>

<p>UTW</p>	<p><u>Living and non-living things</u></p> <p>LO: To identify and sort living and non-living things.</p>	<p><u>Classifying mini-beasts</u></p> <p>LO: To classify minibeasts according to their body parts</p>	<p><u>Life cycle of a butterfly</u></p> <p>LO: To describe the life cycle of a butterfly.</p>	<p><u>Plants</u></p> <p>LO: To describe the Lifecycle of a plant and understand how to take care of them.</p>		<p><u>How bees make honey</u></p> <p>LO: To identify the process of honey making</p>
<p>PSHE</p>	<p><u>All about feelings</u></p> <p>Children identify basic feelings such as happy, sad, cross, worried etc, and begin to recognise feelings in others using emotion cards and story discussions</p>	<p><u>Understanding others feelings</u></p> <p>Children begin to understand the perspectives of others and develop empathy through role-play</p>	<p><u>Being a kind friend</u></p> <p>Children continue to show empathy and look at simple conflict resolution with the use of puppets</p>	<p><u>Taking turns and waiting</u></p> <p>Children learn about patiently waiting when playing games including board games, and sharing toys</p>	<p><u>Bouncing back (resilience)</u></p> <p>Children look at ways to manage being upset and developing independence in recovering through a 'what can we do when we feel sad' toolkit</p>	<p><u>Listening to and following instructions</u></p> <p>Children build their attention and independence by following 2-step instructions through fun instructional games such as Simon Says and obstacle courses</p>
<p>Art</p>	<p><u>Indoors: Butterfly</u></p>  <p><u>Symmetry</u></p> <p>Children to create patterns on butterflies by folding card in half to create symmetrical patterns</p>	<p><u>Indoors: spider weaving</u></p>  <p>Children to place their hands back</p>	<p><u>Indoors: Eric Carle</u></p>  <p>Children to use a range of materials (felt, card, tissue paper, crepe paper) to create abstract</p>	<p><u>Indoors: Eric Carle</u></p>  <p>Children to create insects inspired by the work of Eric</p>	<p><u>Indoor: Eric Carle</u></p>  <p>Children to recreate Eric's welcome Spring illustration. Children to use finger painting, cutting materials and stamping.</p>	<p><u>Indoors: Sun catchers</u></p> <p>Children to create stained glass window effects of beetles, butterflies, caterpillars etc.</p> 

Children to stamp cardboard tubes to make spider prints.



Children to stamp sponges to create butterfly wings



to back on to create a spider handprint. On a paper plate which has holes around the edges to allow children to weave.

Outdoors: Minibeasts
Explore a range of materials to create a mini beast. Children to use paper plates to create ladybirds, butterflies and bees using gluing and joining techniques



ladybird in the style of Eric

Outdoors: Weaving



Children to collaboratively weave a spider web using sticks and wool.

Carle in the Very Hungry Caterpillar. Children to use paint and crepe paper to create butterflies and crickets.

Outdoors: Large nature artwork



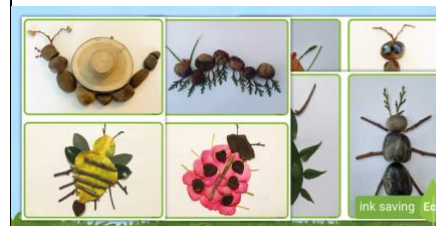
Children to create large artwork on different materials. Children to be provided images of different flowers and plants, and recreate them using materials of their choice.

Outdoor:

Children to create a group minibeast scene



Outdoors: Natural material



hunt

Natural material hunt to make minibeasts.

Outdoors: Eric Carle prints
Children create their own prints using the same methods as Eric Carle. Children to explore a range of printing materials with paint.



Outdoors: Potato printing Children to stamp potatoes with different shapes cut into them to create minibeasts and plants. Children to add extra details on such as googly eyes, sticks for legs, tissue paper



wings etc.

PD Body Management + Gymnastics	Rainforest animals L1 - To copy and create shapes with your body	Lakeland animals L3 - To develop balancing and taking weight on different body parts	Desert animals L4 - To develop jumping and landing safely	Sea animals L5 - To develop rocking and rolling	Pe animals L6 - To copy and create short sequences by linking actions together	
Music	<u>Minibeast songs</u> Children to use instruments to create a combination of movements and gestures in order express their ideas about how different minibeasts move Ant go marching + flight of the bumble bee by Rimsky Korsakov					