

Topic: Into the Wild... (Minibeasts and Wild Animals)

| EYFS Curriculum Objectives | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Theme/Books | Mad About Minibeasts (poems) | The Very Hungry Caterpillar | What the Ladybird Heard | What the Ladybird Heard Next | Yucky Worms Superworm | So Slow! | Spyder |
| PSED Building Relationships <ul style="list-style-type: none"> Think about the perspectives of others. Self-Regulation <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Managing Self Physical <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing - sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian. | Understand that their own actions affect others, e.g. saying sorry unprompted, even when it was an accident. 1 Decision Dilemma https://schools.1decision.co.uk/info/early-years/dilemma-drops/green-is-in-trouble.pdf L.O. Think about the perspectives of others. | To show sensitivity towards the feelings and needs of others. How do people show their feelings? How do we treat people when they are happy or sad? L.O. Think about the perspectives of others. | Sesame Street - Sharing Cookies. Watch and discuss why we share and the importance of sharing. https://www.youtube.com/watch?v=KTFJ9gjfAXg L.O. Think about the perspectives of others. Use the story bag (Hungry Caterpillar) to sort foods the caterpillar ate into every day and sometimes foods. Discuss foods that they eat that | What to do when we sometimes feel sad. It's ok to feel sad. L.O. Identify and moderate their own feelings socially and emotionally. How to be a safe pedestrian. https://www.twinkl.co.uk/resource/t-t-25013-new-eyfs-road-safety-powerpoint Role play outside how we cross the road safely. L.O. Know and talk about the different factors | What to do when we sometimes feel angry. https://schools.1decision.co.uk/info/videos-5-8/anger-video-scorm/index.html L.O. Identify and moderate their own feelings socially and emotionally. All about healthy teeth! How do we keep our teeth healthy? Teeth brushing sequencing. https://www.twinkl.co.uk/resource/all | Feeling Worried. Share the story 'Green gets glasses'. https://schools.1decision.co.uk/info/early-years/reading-to-me/green-gets-glasses/ L.O. Identify and moderate their own feelings socially and emotionally. Learning why it is important to stay active! https://www.twinkl.co.uk/resource/t-t-11065-eyfs-healthy-eating-and-living-powerpoint | Feelings Doll What different types of feelings can we feel in our body? In groups draw different feelings. When might you feel like that? L.O. Identify and moderate their own feelings socially and emotionally. Discuss screen time and how to keep safe. Share and play 'Pinks screen time game'. https://schools.1decision.co.uk/info/early-years/talking- |

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| | | | would fit into each group. L.O. To know and talk about the different factors that support our overall health and wellbeing. | that support their overall health and wellbeing, how to be a safe pedestrian. | -about-healthy-teeth-powerpoint-t-tp-2550379 https://schools.1decision.co.uk/info/videos-5-8/brushing-teeth-video-scorm/index.html L.O. Know and talk about the different factors that support their overall health and wellbeing: Keeping our teeth clean. | L.O. Know and talk about the different factors that support their overall health and wellbeing: Staying Active. | cards/pinks-screen-time-talking-game.pdf L.O. Know and talk about the different factors that support their overall health and wellbeing: Sensible amounts of screen time. |
| COMMUNICATION AND LANGUAGE Listening , Attention, Understanding Speaking <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use new vocabulary in different contexts. | Read and discuss poems about minibeast. Circle time - What is your favourite minibeast and why? L.O. Articulate their ideas and thoughts in well-formed sentences. | Create a class minibeast mind map. What do they already know about minibeasts? What would they like to learn about minibeasts? L.O. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Circle Time - Watch 'Minibeast adventure with Jess - Ladybird'. In the class circle, children to share one fact about ladybirds. L.O. Articulate their ideas and thoughts in well-formed sentences. To use new vocabulary in different contexts. | To create own minibeast story using the same structure as 'What the ladybird heard'. Using minibeast figures and small world farm. What happens at the beginning, middle and end of the story? L.O. Articulate their ideas and thoughts in well-formed sentences. | Observe the class caterpillars. What do they notice? Can they describe them? How have they changed? L.O. Articulate their ideas and thoughts in well-formed sentences. | In guided groups, go on a minibeast hunt outside with an adult. What minibeasts can you find? Take pictures and record pupil voice. L.O. Use new vocabulary in different contexts. | What have you learnt about minibeasts? Create a class mind map of all the facts we now know. What have we enjoyed about the topic? L.O. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. |

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| <p>PHYSICAL DEVELOPMENT Gross Motor Skills</p> <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>BBC Dance 1. Wake up - it's Spring. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-opposites/zkrt6v4</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>BBC Dance 2. Spring Celebrations. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-opposites/zhx4cqt</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Cosmo Kids Yoga - The Very Hungry Caterpillar. https://www.youtube.com/watch?v=xhWDiQRrC1Y</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>BBC Dance Bees do the waggle dance. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-minibeasts/z7h8y9q</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>BBC Dance Digging for Worms dance. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-minibeasts/zmnw382</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>BBC Dance A dragonfly hovers in the garden dance. https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-minibeasts/zmfqgwX</p> <p>L.O. I can combine different movements to represent opposites.</p> | <p>Premier Sports - Multi-skills</p> <p>L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Cosmo Kids Yoga - Stella the Stick Insect. https://www.youtube.com/watch?v=wBdMZMEKq-s</p> <p>L.O. I can combine different movements to represent opposites.</p> |
| <p>PHYSICAL DEVELOPMENT Fine Motor Skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | <p>FMS/Tools Moulding plasticine to make different minibeasts.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> | <p>FMS/Tools Green playdough - caterpillars. Rolling balls for caterpillars. Using matchsticks for the legs, joining the body, etc.</p> <p>L.O. Develop their small motor skills</p> | <p>FMS/Tools Containers, minibeasts and tweezers.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and</p> | <p>FMS/Tools String, scissors and threading items.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and</p> | <p>FMS/Tools Rolling different sized worms using playdough.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and</p> | <p>FMS/Tools Following different shaped patterns on snail shells using buttons and other small parts to develop pincer action.</p> <p>L.O. Develop their small motor skills</p> | <p>FMS/Tools Threading spider webs using wool and paper plates.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and</p> |

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| <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. | <p>Trace and form digraphs: ai and ng.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>so that they can use a range of tools competently, safely and confidently.</p> <p>Trace and form oa, ee and igh.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>confidently.</p> <p>2D cutting shapes to create a ladybird.</p> <p>L.O. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Trace and form oo and ar.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>confidently.</p> <p>Trace and form ur, er and ow.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>confidently.</p> <p>Trace and form air and oi.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>so that they can use a range of tools competently, safely and confidently.</p> <p>Trace and form ear and ure.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>confidently.</p> <p>Practice tricky letters.</p> <p>L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> |
| <p>LITERACY</p> <p>Word Reading</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <p>Phonics: Review ch, sh, th/th and ng, ai (ay)</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: so, do, little</p> <p>Blend words with ch, sh, th/th and ng, ai (ay)</p> | <p>Phonics: ee (ea), igh, oa (ow)</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: like, said, have</p> <p>Blend words with ee (ea), igh, oa (ow)</p> <p>L.O. To read words and simple phrases</p> | <p>Phonics: oo, oo (ue), ar</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: some & come</p> <p>Blend words with oo, oo (ue), ar</p> <p>L.O. To read words and simple phrases</p> | <p>Phonics: ur, er, ow (ou)</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: one & out</p> <p>Blend words with ur, er, ow (ou)</p> <p>L.O. To read words and simple phrases</p> | <p>Phonics: air, oi (oy)</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: were & there</p> <p>Blend words with air, oi (oy)</p> <p>L.O. To read words and simple phrases</p> | <p>Phonics: ear, ure</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: what & when</p> <p>Blend words with ear and ure.</p> <p>L.O. To read words and simple phrases</p> | <p>Phonics: Recap phase 3.</p> <p>L.O. To know groups of letters make digraphs and tri-graphs.</p> <p>Word Reading: out</p> <p>Blend words with phase 3.</p> <p>L.O. To read words and simple phrases</p> |

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| | L.O. To read words and simple phrases and sentences. | and sentences. | and sentences. | and sentences. | and sentences. | and sentences. | and sentences. |
| LITERCY Comprehension <ul style="list-style-type: none"> Re-read what they have written to check it makes sense. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <p>Story Time: Minibeast Poems</p> <p>L.O. To rehearse a poem and recite from memory.</p> <p>Guided Reading: L.O. To apply phonics when blending unknown words. To track text with index finger.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: The Very Hungry Caterpillar</p> <p>L.O. To retell the story using own words.</p> <p>Guided Reading: L.O. To recognise key words when reading.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: What the ladybird heard.</p> <p>L.O. To retell the story using own words.</p> <p>Guided Reading: L.O. To know that text is tracked carefully index finger from left to right, top to bottom.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: What the ladybird heard next.</p> <p>L.O. To recall the main events in the story.</p> <p>Guided Reading: L.O. To know that text is tracked carefully left to right, top to bottom.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: Yucky worms!</p> <p>L.O. To recite some facts from the book about worms.</p> <p>Guided Reading: L.O. To apply phonic skills independently if a word is not recognised.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: So Slow</p> <p>L.O. To recall the main events in the story.</p> <p>Guided Reading: L.O. To re-read a word or sentence again to check it makes sense.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> | <p>Story Time: Spyder</p> <p>L.O. To use talk partners to answer questions based on the story.</p> <p>Guided Reading: L.O. To re-read a word or sentence to check it makes sense.</p> <p>Independent Reading: Phase 2, 3 and 4 words and sentences.</p> |
| LITERCY Writing <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>PD</p> <ul style="list-style-type: none"> Develop the | <p>Guided Writing: Talk, draw and write about minibeast using pictures and small world minibeasts.</p> <p>Independent Writing: Write about features of a minibeast.</p> <p>L.O. To rehearse and write a</p> | <p>Guided Writing: To order and write about the life-cycle of a butterfly.</p> <p>Independent Writing: To watch a video of the life cycle of a caterpillar. To write a fact or facts about caterpillars.</p> | <p>Guided Writing: Children to select a sentence to edit and correct on a whiteboard using a capital letter and full stop.</p> <p>Challenge: To remember and write the sentence without copying or to extend the sentence with an</p> | <p>Guided Writing: Whole class guided writing to write two facts about a ladybird.</p> <p>L.O. To write two short sentences and to use the writing prompts to check for capital letters and full stops.</p> <p>Independent</p> | <p>Guided Writing: To make a simple fact poster about earthworms.</p> <p>L.O. To write several short sentences using capital letters and full stops.</p> <p>Independent Writing: To draw and write about the class</p> | <p>Guided Writing: To write simple sentences to describe the minibeast hidden beneath the leaf.</p> <p>L.O. Assessed writing.</p> <p>Independent Writing: To draw and write about snails.</p> | <p>Guided Writing: Write about what you saw or found on your minibeast hunt.</p> <p>L.O. To write several short sentences using capital letters and full stops.</p> <p>Independent Writing: To write</p> |

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| <p>foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>sentence, applying phonics and spelling key words.</p> <p>Spelling: Key Words, set 1 - mum, dad, I, can, a</p> <p>Phonic Words - ch, sh, th/th and ng and ai.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>L.O. To rehearse and write a sentence, applying phonics and spelling key words, remembering word spaces.</p> <p>Spelling: Key Words, set 2 - the, and, to, my, see.</p> <p>Phonic Words - ee, igh and oa.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>'and'.</p> <p>L.O To edit and correct a sentence with a capital letter and full stop.</p> <p>Independent Writing: To write a fact about one of the minibeasts Teaching Talons presented.</p> <p>L.O. To rehearse and write a sentence, applying phonics and spelling key words, remembering word spaces.</p> <p>Spelling: Key Words, set 3 - look, at, in, is, big.</p> <p>Phonic Words - oo, oo and ar.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>Writing: Edit the sentences to include a capital letter and a full stop.</p> <p>L.O. To rehearse and write a sentence, applying phonics and spelling key words, remembering word spaces and a full stop.</p> <p>Spelling: Key Words, set 4 - dog, cat, no, go, with.</p> <p>Phonic Words - ur, er and ow.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>caterpillars.</p> <p>L.O. To rehearse and write a sentence, applying phonics and spelling key words, remembering word spaces and a full stop.</p> <p>Spelling: Key Words, set 5 - was, love, his, you, saw.</p> <p>Phonic Words - air and oi.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>L.O. To write several short sentences using capital letters and full stops.</p> <p>Spelling: Key Words, set 6 - like, all, of, went, they.</p> <p>Phonic Words - ear and ure.</p> <p>L.O. I can segment and spell words with digraphs.</p> | <p>minibeast clues to describe the hidden minibeast.</p> <p>L.O. To write several short sentences using capital letters and full stops.</p> <p>Spelling: Key Words, set 7 - he, she, me, we, be.</p> <p>Phonic Words - Review all phase 3 sounds.</p> <p>L.O. I can segment and spell words with digraphs.</p> |
| <p>MATHEMATICS Number</p> <ul style="list-style-type: none"> • Subitise. • Automatically recall number bonds for numbers 0-10. • To explore the | <p>Guided Learning: Building numbers beyond 10.</p> <p>L.O. To recall number bonds to</p> | <p>Guided Learning: Counting patterns beyond 10.</p> <p>L.O. To compare numbers.</p> | <p>Guided Learning: To explore the composition of numbers to 10, using ladybirds and</p> | <p>Guided Learning: Using small world bugs, large paper leaves, number cards 1-10 and number line to 20.</p> | <p>Guided Learning: Minibeast subtraction stories. Solve practical subtraction by</p> | <p>Guided Learning: To recognise the numbers on a dice. To move the correct number of spaces up or down</p> | <p>Guided Learning: Use ten frames and different coloured counters. How many different ways can</p> |

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| <p>composition of numbers to 10.</p> | <p>10.</p> <p>Independent Learning: To compose number towers above 10 (11-20).</p> <p>L.O. To recall number bonds to 10. To compare and compose numbers above 10.</p> | <p>Independent Learning: Number sequencing using caterpillar's body and number pebbles.</p> <p>L.O. To count beyond 10.</p> | <p>counters.</p> <p>L.O To explore the composition of numbers up to 10.</p> <p>Independent Learning: Ten frames and minibeasts. Can they show and represent different numbers to 10. Can they think of different ways?</p> <p>L.O. To explore the composition of numbers up to 10.</p> | <p>Choose a number card for the leaf and collect the correct number of bugs. Count the total number altogether and find answer on a number line.</p> <p>L.O. To solve simple addition / doubling problems by adding objects altogether and counting on.</p> <p>Independent Learning: Ladybird spots, place counters on the other half of the ladybird to make 10. Record the number sentence.</p> <p>L.O. To recall number bonds to 10.</p> | <p>taking away. Encourage children to physically take the correct number of worms away and then count or subitise to see how many is left.</p> <p>L.O. To subitise. To solve simple subtraction problems.</p> <p>Independent Learning: Each child has 20 items using ten frames. Taking turns to roll a dice and remove the corresponding number of items. They must reach exactly 0 to win the game.</p> <p>L.O. To subitise. To explore subtracting.</p> | <p>the number line. Play Insey Winsey Spider Game with 2 dice, 1-6 and a cloud or sunshine spinner.</p> <p>L.O. To subitise using with a dice, recognising dice patterns.</p> <p>Independent Learning: Using cubes how many ways can they make 10? Colour and record the cube combinations.</p> <p>Challenge: Write the number sentence.</p> <p>L.O. To explore the composition of numbers to 10.</p> | <p>you make 10? Record the number sentence.</p> <p>L.O. To automatically recall number bonds to 10.</p> <p>Independent Learning: Fill in the missing number sentence. L.O. To explore the composition of numbers to 10.</p> <p>To learn how to play bug dominoes.</p> <p>L.O. To subitise.</p> |
| <p>MATHEMATICS Numerical Patterns</p> <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and height. | <p>Guided Learning: How many shapes can you spot in the picture?</p> <p>L.O. Compose and decompose shapes so that children recognise a shape</p> | <p>Guided Learning: Using the EDX shape templates, find the shapes to fit into the picture thinking about which shapes to select and where to place them in relation to other</p> | <p>Guided Learning: Children select a measuring 'caterpillar' and explore the classroom to find an object that is shorter, longer and the same length as the caterpillar.</p> | <p>Guided Learning: Weighing Challenge. Children to weigh several items, using the coloured bears. Record the number of bears it took to balance the scale.</p> | <p>Guided Learning: Using square card, how many different squares and rectangles can they build? Using two identical right angle triangles which have been made by cutting a</p> | <p>Guided Learning: Explore which container holds more. Use different sized containers and fill them with objects, sand or water. Estimate how many objects you think</p> | <p>Guided Learning: Guided shape hunt. How many different shapes can they find? How do they know it is a triangle, square, rectangle? Can they find any shapes within a</p> |

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| | <p>can have other shapes within it, just as numbers can.</p> <p>Independent Learning: To explore making different shapes and pictures with 2D shapes.</p> <p>L.O. To review the names of common 2D shapes.</p> | <p>shapes.</p> <p>L.O. Compose and decompose shapes.</p> <p>Independent Learning: To fill a 2D shape template with other smaller 2D shapes.</p> <p>L.O. To compose a 2D shape using other shapes.</p> | <p>Can they put them in order? Repeat with different length caterpillars.</p> <p>L.O. Compare length.</p> <p>Independent Learning: Have a set of objects with different length sizes. Can they use the cubes to measure the objects?</p> <p>L.O. To compare length.</p> | <p>L.O. To compare weight.</p> <p>Independent Learning: The ladybird wants 3 stepping-stones for the garden in order of weight. Can you find 3 from the box and put them in order.</p> <p>L.O. To compare weight. To order 3 items in order of weight.</p> | <p>rectangle in half diagonally. How many new shapes can they make by fitting the triangles together?</p> <p>L.O. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Independent Learning: Cutting and sticking minibeast tangram pictures.</p> <p>L.O. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> | <p>are inside each container or how many cups of sand/water it will hold. Use laminated ten frames to record the results. Which container holds the most / least / same?</p> <p>L.O. To compare height and weight.</p> <p>Independent Learning: To continue the pattern around the snails shell.</p> <p>Challenge: To create own repeating pattern.</p> <p>L.O To continue, copy and recreate a repeating pattern.</p> | <p>shape?</p> <p>L.O Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Independent Learning: Measuring height using the cubes. Cut and stick pictures in order from the tallest to shortest.</p> <p>L.O. To compare height.</p> |
| <p>RE U1W People, Culture and Communities</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other | <p>Go Jettters - UK Learn about the UK and landmarks. Compare with other countries. What is the same? What is different?</p> | <p>Read 'Around the World with Max and Lemon'. Discuss and compare the places they visit.</p> <p>L.O. Recognise</p> | <p>Go Jettters - Antarctica. Discuss what it is like in Antarctica compared to UK.</p> <p>L.O. Recognise some similarities</p> | <p>Display pictures around the classroom of the UK and different countries. Discuss the similarities and differences.</p> | <p>Transport around the world. Look at some pictures of different transport from around the world. Discuss differences and</p> | <p>Clothing from around the world. Look at some pictures or items of different clothing from around the world. Avoid stereotypes.</p> | <p>Food from around the world. Learn about different popular dishes from around the world. Avoid stereotypes. Children to have</p> |

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| countries. | L.O. Recognise some similarities and differences between life in this country and life in other countries. | some similarities and differences between life in this country and life in other countries. | and differences between life in this country and life in other countries. | L.O. Recognise some similarities and differences between life in this country and life in other countries. Learn about VE day. L.O Recognise that people celebrate special times in different ways. | similarities. L.O. Recognise some similarities and differences between life in this country and life in other countries. | Discuss differences and similarities. L.O. Recognise some similarities and differences between life in this country and life in other countries. | the opportunity to try world foods. Invite parents to send traditional food from home. L.O. Recognise some similarities and differences between life in this country and life in other countries. |
| U+W Past and Present The Natural World <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Draw information from a simple map. | Minibeast adventure with Jess - Going on a bug hunt. L.O. Understand the effect of changing seasons on the natural world around them. | Look at an example of a simple map and talk about simple map features. L.O. To know what information is represented on a map. | Working in groups, children to use a map of the outside learning environment. With the map, find the minibeasts. L.O. Draw information from a simple map. | Make a simple map of the small world farm set up on the tuff spot. Children to draw simple map features. What can we put onto a map? L.O. Draw information from a simple map. | Learn about the four seasons. https://www.youtube.com/watch?v=8ZjpI6fgYSY Divide a large pieces of paper into four sections. Working in groups draw/label what each season looks like? L.O. Understand the effect of changing seasons on the natural world around them. | To sort minibeasts according to their features. L.O. To sort minibeasts. | Minibeast and their habitats. Learn about the different habitats where you may find certain minibeasts. L.O. Recognise some environments that are different to the one in which they live. |

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| <p>EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. | <p>BBC Dance 1. Wake up - it's Spring.</p> <p>L.O. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Learn 'creepy crawly' song and explore the use of instruments to accompany song. https://www.youtube.com/watch?v=-9Ej5vT3tcg</p> <p>L.O. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Watch and listen to Creepy Crawly Calypso https://www.youtube.com/watch?v=f-EsQHr2TQ8</p> <p>Discuss the different instruments they can see and hear. Provide a variety of instruments for children to explore during their independent learning time.</p> <p>L.O. Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Read 'The Cautious Caterpillar' story to the children discussing the different minibeasts and how they move, e.g. hop, crawl, fly. Discuss how these actions could be represented using different sounds and instruments. Initially encourage the children to explore sounds with their voice/body percussion. e.g grasshopper could be a series of finger clicks or a bee could be a buzzing sound with voices. Talk about tempo - the speed of a sound or piece of music. Ask children to think about which creatures they think would make a fast tempo and which would make a slow tempo. Provide the children with a selection of percussion instruments and allow time for</p> | <p>Recap previous learning, exploring tempo and percussion instruments. Working in pairs/groups to complete the Butterfly Ball task. Explore percussion instruments, their voices and body percussion for each of the minibeasts from the story. Thinking about the tempo of each sound. Whole class input - discuss the sounds they have composed. Talk to the children about how these sounds could be sequenced into their own musical composition. Show the children the musical sequence sheets, explain that each picture of a minibeast will represent the sound the minibeast makes and when they are put together this is a musical composition. Children to then</p> | <p>Watch last week's performances they composed in groups. Discuss what they enjoyed and what they liked about each of the performances.</p> <p>L.O. Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Watch 'Cbeebies at the proms' performance. https://www.bbc.co.uk/cbeebies/watch/cbeebies-prom-overture</p> <p>Did they enjoy the performance? What did they like about it? What did they not like? Can they name any of the instruments?</p> <p>L.O. Watch and talk about dance and performance art, expressing their feelings and responses.</p> |
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| | | | | <p>them to explore the sounds each one makes. Can they select instruments that they think might sound like the different minibeasts? e.g a triangle could sound like a fast ladybird. Allow time for the children to explore their ideas and to experiment with different tempos and number of beats.</p> <p>L.O. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>work in pairs/groups using instruments and activity sheets to compose their own piece of music for the butterfly ball. Encourage the children to think about how they could show the beginning and ending of their composition clearly.</p> <p>Record or video the performances.</p> <p>L.O. Explore and engage in music making and dance, performing solo or in groups.</p> | | |
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| <p>EXPRESSIVE ARTS AND DESIGN Creating with Materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. | <p>Use picture frames and natural resources e.g. leaves, grass and stones. Can you create a minibeast picture?</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>To explore the use of joining skills to make a 3D model of a butterfly. 4 wings, 6 legs, 2 antennae, finger paint wings and fold to make symmetrical.</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>To create a paper bowl ladybird using paint, googly eyes and other craft materials.</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>To create a minibeast hotel using junk modelling.</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>How to draw a worm. After whole class input provide resources for the children to use and explore.</p> <p>https://www.youtube.com/watch?v=ho29DN263QM</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>To learn about the artist 'Herni Matisse'. Look the artwork 'The Snail' and talk about how this might have been created.</p> <p>Design and make own version.</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Design and make a 3D spider hanging from a silk thread.</p> <p>L.O. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> |
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CHARACTERISTICS OF LEARNING

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| <p>Playing and Exploring</p> <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. | <p>Active Learning</p> <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. Keep on trying when things are difficult. | <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. |
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