
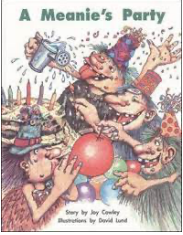
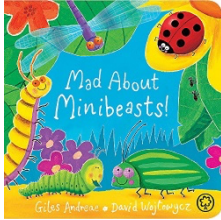
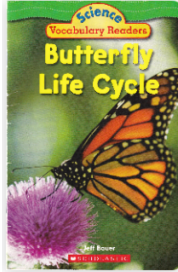
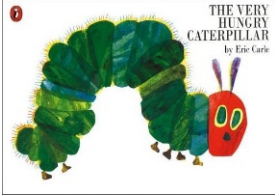




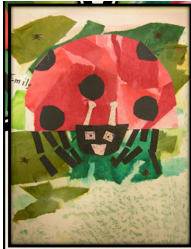



# Summer 1

## Who wants to go on a minibeast hunt?



Key Events	Week 1	Week 2	Week 3 Minibeast Workshop	Week 4 Nurse Visit	Week 5 Black park trip	Week 6
<p><b>Literacy</b> <b>Key texts</b></p> <p><b>The Most Exciting Eid</b></p> <p><b>A Meanies Party</b></p> <p><b>Mad About Minibeasts!</b></p> <p><b>Butterfly Life Cycle</b></p> <p><b>The Very Hungry Caterpillar</b></p>	<p><b>Writing</b> Focus text: <u>The Most Exciting Eid</u></p>  <p><b>Eid Recount</b></p> <p>Children to write about their Eid experiences. How did you celebrate Eid? Where did you go? What did you do? Who did you meet?</p> <p>LO: To write an Eid recount</p>	<p><b>Writing</b> Focus text: <u>A Meanies Party</u></p>  <p><b>Meanies Rhyme</b></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><b>Writing</b> Focus text: <u>Mad About Minibeasts!</u></p>  <p><b>Minibeast Riddles</b> <b>Who am I?</b></p> <p>Children to write their own riddles for minibeasts. Can you correctly guess the right minibeasts? Can you use adjectives to make your riddles more descriptive?</p> <p>LO: To write a minibeast riddle</p>	<p><b>Writing</b> Focus text: <u>Butterfly Life Cycle</u></p>  <p><b>Lifecycle of a Butterfly</b></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</p>	<p><b>Writing</b> Focus text: <u>The Very Hungry Caterpillar</u></p>  <p><b>Sequence and retell a familiar story</b></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>	

<p><b>The Very Hungry Caterpillar</b></p>				<p>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>LO: To retell a familiar story</p>	
<p><b>Maths</b></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>LO: To explore numbers beyond 10</p>	<p>Children count on and back beyond 10.</p> <p>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>LO: To count on and back beyond 10</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.</p> <p>Children represent the number stories using 10 frames, number tracks and their fingers.</p> <p>LO: To add more</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>LO: To take away</p>	<p>Children build on their earlier work AB patterns and are introduced to more complex patterns. Children explore patterns which use items more than one in each repeat, e.g. ABB, AAB, AABB, AABBB.</p> <p>LO: To recognise, continue, and build complex patterns</p>	<p><b><u>Assessment Week</u></b></p> <p>Maths Assessment</p>

<p><b>UTW</b></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>Plants</u></p> <p>LO: To describe the Lifecycle of a plant and understand how to take care of them.</p>	<p><u>Life cycle of a butterfly</u></p> <p>LO: To describe the life cycle of a butterfly.</p>	<p><b>Scientific investigation: Growth</b>  <u>LO: To plant a seed and observe it's growth.</u></p> <p>Children to plant a seed and keep a diary of its growth. Children to take care of their plant and understands its life cycle.</p>
<p><b>PSHE</b></p>	<p><u>Making good choices</u></p> <p>What constitutes a good choice? How can we go about making good choices? How do we help our peers to make better choices?</p>	<p><u>Sorting healthy and unhealthy Foods</u></p> <p>What foods are healthy/unhelathy and why? How do healthy foods help us? Hod do unhealthy foods harm us? What foods should only be eaten as a treat?</p>	<p><u>Stop food waste day</u></p> <p>Children learn about food, its importance, and the importance of not wasting food. Children talk about the consequences to the earth and others around us when food is wasted.</p>	<p><u>It's good to care: Our Bodies</u></p> <p>How do we take care of our bodies? How does excercise help us? What daily excercises do/can you do?</p>	<p><u>It's good to care: Our Environment</u></p> <p>How can we take care of our environment? Why should we take care of our environment? What small actions can we do daily?</p>
<p><b>Art</b></p>	<p><u>Indoors: Butterfly Symmetry</u></p>  <p>Children to create patterns on butterflies by folding card in half to crete symmetrical patterns</p> <p><u>Outdoors: Mosque junk modelling</u></p>	<p><u>Indoors: spider weaving</u></p>  <p>Children to place their hands back to back on to create a spider</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 ladybird in the style of Eric</p>	<p><u>Indoors: Eric Carle</u></p>   <p>Children to create insects inspired by the work of Eric Carle in the Very Hungry Caterpillar.</p>	<p><u>Indoors: Sun catchers</u></p>  <p>Children to create stained glass window effects of beetles, butterflies, caterpillars etc.</p>

Children to junk modelling mosques, choosing shapes, colours etc to make different parts of the mosque. Children to discuss what shapes they have used and why. Children to stamp cardboard tubes to make



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



**Outdoors: Weaving**



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

**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.



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.

**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.



<p><b>PD</b> Body Management Gymnastics</p>	<p><i>Rainforest animals</i></p> <p>L1 - To copy and create shapes with your body</p>	<p><i>Woodland animals</i></p> <p>L2 - To be able to create shapes whilst on apparatus</p>	<p><i>Lakeland animals</i></p> <p>L3 - To develop balancing and taking weight on different body parts</p>	<p><i>Desert animals</i></p> <p>L4 - To develop jumping and landing safely</p>	<p><i>Sea animals</i></p> <p>L5 - To develop rocking and rolling</p>	<p><i>Pe animals</i></p> <p>L6 - To copy and create short sequences by linking actions together</p>
<p><b>Music</b></p>	<p style="text-align: center;"><u><b>Minibeast songs</b></u></p> <p style="text-align: center;">Children to use instruments to create a combination of movements and gestures in order express their ideas about how different minibeasts move</p> <p style="text-align: center;">Ant go marching + flight of the bumble bee by Rimsky Korsakov</p>					