

This half term we aim to learn

Do all bugs look
the same?

How does a
caterpillar change
into a butterfly?

Where do
minibeasts
live?

What bugs can
we find?

What is a
minibeast?

Why is it
important to
tell the truth?

Why do
spiders spin
webs?

Is it ok to squish
creepy-crawlies?

What is your
favourite
minibeast?

On this journey we hope to learn the following skills ...

Self-regulation, Managing Self, Building Relationships

ELG: Managing Self: Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Self-Regulation: Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Building Relationships: Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

HEARTSMART Fake is a mistake!

Past and Present, People, Culture & Communities, The Natural World

RE - Which places are special and why?

Science Focus: -To show care and concern for living things and the environment.

-To explore the natural world, making observations and drawing pictures of animals. (ELG)

Creating with Materials Being Imaginative & Expressive

Singing: To sing in a group or solo, beginning to match the pitch and follow the melody.

Music/Instruments: To explore and engage in music making and dance, performing solo or in small groups. To listen to music from different cultures, faiths and countries. To begin exploring how we can change a song/rhyme (eg. The words, tempo, volume) to create a desired effect. To begin to recognise some instruments in music.

Drama/Dance/Narrative: To create more complex narratives in their pretend play, building on the contributions of their peers.

Art Focus:-Drawing/Sketching To make simple representations of familiar objects, people and events. -To begin IT programmes to draw and create a picture eg. 2simple/2paint

Art Focus: Painting -To experience two different paint types (eg, poster and water colours)

Art Focus: 3D Sculpture -To manipulate materials to achieve a planned effect.

-To cut shapes using scissors. -To cut shapes using other modelling tools (playdough tools)

DT WEEK - Clay bugs

Art Focus: Printing and I.T. -To explore printing minibeasts. (monoprint/string prints)

Art Focus: Collage and Textiles -To understand that different media can be combined to create new effects. -To safely use and explore a variety of materials, tools and techniques.

Wow
Moment/
Hook
Visit from
the bug lady
Real
Caterpillars

Summer 1 It's a bugs life!

Gross and Fine Motor Skills

Daily Wake Up Shake Up
Yoga

Weekly PE sessions -
ball skills 2

Large scale construction in
the outdoor

Smaller scale construction
indoors

Alongside a variety of many
other

opportunities

The hub of provision 'The
Message Centre'

Focus Texts:
Mad about
minibeasts
The very busy
spider
NON FICTION
- Caterpillar to
butterfly

Listening, Attention & Understanding, Speaking.

Listening, attention and understanding To listen and understand instructions while busy with another task. To maintain activity while listening. To understand how, why, where questions.

Speaking: To describe events in some detail. To express ideas about feelings and experiences. To articulate their ideas and thoughts in well-formed sentences. To use language to reason.

Reading and Writing

Comprehension: To correctly sequence a story or event using pictures and/or captions. To know the difference between different types of texts (fiction, nonfiction, poetry). To make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly sign posted. To recall the main points in a text in the correct sequence, using own words and include new vocabulary. To be able, when prompted, to say whether they liked or disliked a book, and give a simple justification or make a relevant comment. To be able to read **simple sentences**.

Word Reading: To read **simple sentences** made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Emergent Writing: To continue to build on knowledge of letter sounds to build words in writing. To use familiar words in their writing. To reread their writing

Composition: To write a **simple sentence** with a full stop. To use familiar words in their writing ie "tricky words" To develop their OWN IDEAS.

Spelling: To spell words by drawing on knowledge of known grapheme correspondences. To make phonetically plausible attempts when writing more complex unknown words. (using **Phase 3** Phonics)

Handwriting: To form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. To begin to use cursive script (if ready)

Numbers, Shape, Measures and Patterns

Building beyond 10, counting patterns beyond 10, adding more, taking away, match, rotate, manipulate, compose and decompose
MASTERING NUMBER PROJECT - weekly