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Description automatically generatedBarleyhurst Park Primary**

**Medium term planning: Term………SUMMER 2 2023: MINIBEASTS**

**Week 1: Spiders Week 2: Minibeast/general Father’s Day Week 3: Caterpillars Week 4: Butterflies Week 5: Snails Week 6: Ladybirds**

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| **Communication and Language** | | | **Physical Development** | | |
| **Listening, attention and Language** | **Speaking** | | **Gross motor skills** | | **Fine motor skills/mark making area** |
| **Week 1 - 6: Minibeasts : (Focus: learn new vocabulary; listen to a familiar story, learn word by word and use own words to retell; Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary**  **Wk 5: The Snail and the Whale: hear rhyming words and generate new ones**  **Wk 6: Ladybirds/What the Ladybird heard: hear alliterative words** | **Week 1: Spiders: Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words**  **(Focus: writing your own version)**  **Week 2: Minibeast facts: Speak in well-formed sentences, Ask questions to find out more; use new vocabulary through the day; (Focus: labeling your own bike)**  **Week 3: The very hungry caterpillar: Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words**  **Week 4: Butterflies: Connect one idea or action to another using a range of connectives**  **Week 5: Snails: learn new vocabulary**  **Weeks 7: Complete Minibeast fact books: Articulate their ideas and thoughts in well-formed sentences** | | **Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways**  **Caterpillar Dance**  **Seasons Dances (Spring and Summer):**  **Ball games**  **Mud kitchen, Sandpit**  **Bikes, scooters, football net**  **climbing frame: to move with control, negotiate space safely, climb steps** | | **Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.**  **Using writing frames to complete sentences**  **Recently learnt digraphs and trigraphs**  **Copying focus and high frequency words (Monster Phonics)**  **Capital letters**  **Labelling parts of minibeasts**  **Continuing a rhyming string**  **Allitteration**  **Writing their own versions of familiar stories (Talk for Writing)** |
| **Personal, Social, Emotional Development** | | | | | |
| **Self regulation** | | **Managing self** | | **Building Relationships** | |
| **Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.** **Children are developing in independence and can manage their behaviour in a range of situations in school.**  **Children are proud of who they are and what they can do. They talk about themselves positively** | | **Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.**  **Understanding about sun safety**  **Understanding personal hygiene inc dental hygiene** | | **Children know if they have hurt someone’s feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.**  **Praising and celebrating others’ achievements**  **Finding resolutions without conflict**  **Say please and thank you independently**  **Meeting up with new teacher** | |

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| **Maths** | | | |
| **Number** | | **Numerical Patterns** | **Shape and Measure** |
| **Wk 1: Addition and subtraction facts to 5: use objects and visual resources, then recite from memory**  **Wk 2: Share objects and quantities equally: use objects to explore sharing**  **Wk 3: Form numbers to 20/Recite numbers to 20 and beyond**  **Wk 4: Doubling and halving numbers up to 10: work out with objects initially, then recite from memory**  **Wk 6-7: Number bonds and assessments** | | **Wk 3: Doubles of numbers to 10: recite from memory**  **Wk 5: Odd and even number patterns: explore, describe and odd and even patterns up to 10 and beyond; recite the patterns from memory (counting in 2s)** | **Wk 4: Symmetry: complete and create symmetrical pictures/patterns** |
| **Literacy** | | | |
| **Comprehension** | **Word Reading** | | **Emergent Writing/talk for writing (see also mark making AREA)** |
| **Enjoy an increasing range of books**  **Engage in book talk, e.g. author, illustrator, blurb, title**  **Describe events, characters, problem in their reading book**  **Relate stories to their own experiences**  **Sequence stories and understand ‘beginning’ ‘middle’ ‘end’**  **Share non-fiction books and learn new vocabulary to be used throughout the day**  **Continue a rhyming string** | **Read all the learnt HFW and focus words in Monster Phonics**  **HAP group :**  **Wk 1: CCVCC**  **Wk2: CVC+ and polysyllabic words**  **Wk 3: CVC+ and compound words**  **Wk 4: CCVCC+**  **Wk 5: CCVCC +**  **Wk 6: Assessments**  **Wk 7: Assessments**  **LAP group:**  **Wk1: f, ff, l, ll**  **Wk 2: j,v,w,x**  **Wk 3: y,z,zz,qu**  **Wk 4: ch, sh, th, ng**  **Wk 5: oo**  **Wk 6: Assessments**  **Wk 7: Assessments** | | **Week 1: Bug chant – write your own rhyming verse**  **Week 2: Start Minbeast fact books: LAP 1 fact; MAP and HAP: 2-3 sentences: begin to write on the line**  **Week 3: Change the Very Hungry Caterpillar story - food**  **Week 4: Write a butterfly fact: be able to write a sentence that can be read by themselves and others**  **Week 5: Write instructions for snail race; know how to write for different purposes**  **Week 6: Write a ladybird fact; Write a blurb for Minibeast booklets** |

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| **Understanding of the world** | | | |
| **Past and Present** | **People, Culture and Communication** | | **The Natural world** |
| **Children can order experiences that have happened to them and in stories they have read. First, then, next, after**  **Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these**  **Wk 2: Father’s Day celebrations: comment on familiar situations in the past, compare similarities and differences** | **Wk 2: Father’s Day: Name and describe people who are familiar to them** | | **Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do son. Children can compare animals and observe their changes (Lifecycles)**  **Wk 1: Explore the natural world around them : Minibeast hunt in school grounds; Spider facts**  **Wk 3: Lifecycle of Butterfly-comment and draw**  **Wk 4: Observe/comment real caterpillars turn into butterflies**  **In classroom**  **Week 5: Observe real snail during ‘snail race’ in classroom: discuss diet and habitat**  **Week 6: Fact finding: ladybirds** |
| **Expressive Arts and Design** | | | |
| **Creating with materials** | | **Being imaginative and Expressive** | |
| **Week 1: Glitter spider webs: use glue and glitter safely as modelled by adult**  **Week 2: Junk model minibeast: use natural materials and loose parts to create their own minibeast; select resources and use glue/tape/scissors**  **Week 3: Junk model caterpillars: use tools and joining techniques**  **Week 5: Clay snails: use a mallable materials safely, using tools and techniques modelled by adult; String snails**  **Week 6-7: Sew and decorate felt ladybirds: use needles and threa defectively and safely, apply enough pressure for needle to go through** | | **Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments**  **Children discussing their work and the details used on their illustrations and showing lots of detail on these.**  **Children knowing what they want to paint and why using their imagination and feelings – they can explain why they’ve chosen their materials and how they may do it differently next time.**  **Week 2: Father’s Day ties (paint):c reate own design**  **Week 3: Observational drawings of minibeasts: use pencils to express form**  **Week 4: Symmetrical butterfly paintings: use paint with control**  ***Role-play corner and small world:* Create own narratives around familiar themes; take turns in adopting different roles**  **Week 1: Fruit and Veg Shop indoors; Minibeast Centre outdoors; Small world:**  **Minibeast woodland habitat**  **Week 2: See above**  **Week 3: Ice-Cream Parlour indoors**  **Week 4: Butterfly net and observation tools**  **Week 5: Snail habitat** | |