



Topic Rationale:

This half term, we will continue with our walk outdoor. Following children well known interest in bugs, we will encourage children to investigate and ask questions about minibeasts and their habitats. Children will identify, observe and investigate minibeasts and explore life cycles, particularly the cycle of the butterfly. Each child will have their own caterpillar to look after, and closely observe its metamorphosis.

Other lines of enquiry include: Why do ladybirds have spots? Do snails have noses? Where do snails live?

Hook: Visit a local park or our Forest School area to carry out a minibeast safari. Encourage the children to search for minibeasts that wriggle, crawl or fly, looking under logs, leaves, stones and in leaf litter. Take tools to dig in the soil and torches to investigate the nooks and crannies of trees. Show the children how to gently shake tree branches over a white cloth to catch minibeasts hiding there. Use paintbrushes, spoons or insect pooters to carefully move the minibeasts into plastic containers. Encourage the children to look carefully at the creatures using small magnifying glasses, and take photographs of them before returning them to the wild.

Week	Week 1	Week 2 (3 day week)	Week 3	Week 4	Week 5
Keys texts	The Very Hungry Caterpillar'	The Very Hungry Caterpillar'	Mad about Minibeasts	Mad about Minibeasts	The Giant Jam Sandwich
Other books to support	The Crunching Munching Caterpillar Tadpole Promise Aaargh Spider!	The Bad Tempered Ladybird What the ladybird Heard	Monkey Puzzle Oi Frog Tadpole Promise The Big Book of Bugs	Yucky Worms Superworm	Jubilee- The Queen's Hat
Literacy	<p>This term, we will be planning activities and provision to teach children to:</p> <ul style="list-style-type: none"> • identify title, author and illustrator in a book • identify rhyming words • sequence stories and other events confidently and independently • build captions and caption and short sentences with teacher's support • answer 'how' and 'why' questions in response to prominent aspects or events in stories • look at and talk about illustrations and print in fiction and non-fiction books and print in the environment • engage in extended conversations about stories and continue to learn new vocabulary • look at and talk about illustrations and print in fiction and non-fiction books and print in the environment • start checking for sense and notice if a familiar phrase or label is muddled up • listen to stories and express views about events or characters in the story • demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary 				
Writing opportunities	<p>Fiction: Retelling stories</p> <p>Literacy focus: Phonics</p> <p>Writing labels and captions</p>	<p>Non Fiction: Fact cards.</p> <p>Write fact cards and leaflets to tell other about butterflies.</p> <p>My caterpillar diary – every Monday</p>	<p>Non Fiction: Fact cards. Write fact cards and leaflets to tell other butterflies.</p> <p>My caterpillar diary – every Monday</p>	<p>Poem – retell a poem</p> <p>Fact cards. Leaflets to tell other animas about butterflies.</p> <p>My caterpillar diary – every Monday</p>	
Phonics	<p>Assessments</p> <p>Review taught Special Friends.</p> <p>Read Word Time 1.7 words with 4 sounds.</p> <p>Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds. (ay, ee, igh,)</p> <p>Read 3/4 sound nonsense words and spell using Fred Fingers</p>	<p>Review taught Special Friends.</p> <p>Read Word Time 1.7 words with 4 sounds.</p> <p>Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds. (ow, oo, and teach 00)</p> <p>Read 3/4 sound nonsense words and spell using Fred Fingers</p> <p>Read Red Ditty Books</p>	<p>Teach set 2 - ar - or and review taught Special Friends</p> <p>Follow routine for reading and spellings 1.7 and Word Time 2 with taught set 2 sounds.</p> <p>Read 3/4 sound nonsense words and spell using Fred Fingers</p> <p>Read Red ditty books</p>	<p>Teach air and ir and review taught Special Friends.</p> <p>Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds.</p> <p>Read 3/4 sound nonsense words and spell using Fred Fingers</p> <p>Read Red ditty books</p>	<p>Teach ou and oy and review set 2 taught Special Friends.</p> <p>Follow routine for reading and spellings 1.7 and Word Time 2 with a mixed of the taught set 2 sounds.</p> <p>Read 3/4 sound nonsense words and spell using Fred Fingers</p> <p>Read Red ditty books</p>



Medium Term Overview

Class: Little Willows Reception – Year 1

Summer 1–

Topic: Creep, Crawl and Wiggle

<p>Maths White-Rose</p>	<p>R- Building numbers beyond 10 Counting and number Patterns to 20 Matching Picture to Numeral Ten Frame Fill Beyond 20</p> <p>Y1- Subtraction crossing 10 Related facts Compare number sentence</p>	<p>R- Estimating Missing Numbers Ordering Numerals to 20 Numbers and numerals to 20</p> <p>Y1- Compare number sentence Place value within 50: Counting to 50 by making 10s</p>	<p>R- Capacity- Which Holds the Most? Find my Match - Shapes Find my Match - Models Replicate my Shape</p> <p>Y1- Numbers to 50 Counting forwards and backwards</p>	<p>R- Tangrams Counting On Adding more</p> <p>Y1- Tens and ones Represent numbers to 50</p>	<p>R- Taking away</p> <p>Y1-Represent numbers to 50 One more/one less Compare number within 50</p>
<p>Topic UW Science/ & Computing</p>	<p>Healthy eating- link to story Looks closely at similarities, differences, patterns and change. Observe closely, using simple equipment. Notice that animals, including humans, have offspring which grow into adults. Understand how to take care of animals taken from their local environment and the need to return them safely after Explore and describe the basic life cycles of some familiar animals butterflies, ladybirds, frogs. Vocabulary: egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog). Refer to books, wall displays and online resources when holding a discussion.</p>				
<p>EAD Forest School (Continuous provision and Enquiry Area)</p>		<p>Austin’s Butterfly Hammocks</p>	<p>Rock painting Collage</p>	<p>Symmetry Butterfly garden</p>	<p>Jubelee Printing on material Bug hotel</p>
<p>PD</p>	<p>Opportunities for: Large, physical movement Using one handed tools to make themed crafts. Moving like animals games: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Cooking every Thursday - Healthy eating (relate to hungry caterpillar—sorting food, making fruit kebabs) Children attempt to write a food diary for the week- linked to literacy. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. fine motor activities to help improve pencil effectively in preparation for fluent writing –Weekly intervention Opportunities for drawing and colouring.</p>				
<p>PSED</p>	<p>On-going circle time activities and spaces to facilitate discussions. Modelling kindness, sharing and good listening Children will be actively involved in setting their own challenges. Discuss the importance of looking after friends/ how to be a good friend. Opportunities for older children to support younger children. Children will be growing and caring for their own plants and caterpillars. Work in a team: looking after plants and animals, designing bug houses, etc.</p>				
<p>Useful links</p>	<p>https://www.rbkc.gov.uk/PDF/Minbeasts%20pack.pdf https://www.bbc.co.uk/search?q=Minibeast&sa_f=search-product--suggest&suggid=urn%3Abbc%3Aisite%3Acurated-m-o%3Aminibeast Habitats - https://www.twinkl.co.uk/resource/t-t-5109-minibeasts-and-their-habitats-worksheet Dragonflies: https://www.youtube.com/watch?v=ID-LNsQkym4 Spiders: https://www.youtube.com/watch?v=9RtW9zG0854 Moths and slugs: https://www.youtube.com/watch?v=516_G7eJegw Snails: https://www.youtube.com/watch?v=a0Q-zFLAvPE</p>				



Butterflies: <https://www.youtube.com/watch?v=FUEu4moxzM>

Caterpillars: https://maestro.cornerstoneseducation.co.uk/project/why-do-ladybirds-have-spots?group_by=stage&tab=resources&curriculumId=3316

Ladybirds: https://maestro.cornerstoneseducation.co.uk/project/why-do-ladybirds-have-spots?group_by=stage&tab=resources&curriculumId=3316

Earwigs: <https://www.bbc.co.uk/cbeebies/watch/mini-beast-adventure-with-jess-earwig-adventure>

<https://www.youtube.com/watch?v=jaIBGJjr4-4>

<http://www.bbc.co.uk/learningzone/clips/time-for-change/12845.html>

<http://www.bbc.co.uk/learningzone/clips/chrysalis-to-butterfly/12882.html>

https://www.bbc.co.uk/search?q=Minibeast&sa_f=search-product--suggest&suggid=urn%3Abbc%3Aisite%3Acurated-m-o%3Aminibeast

https://www.insectweek.co.uk/learning-resources?field_who_is_it_for_tid%5B%5D=1