

**Topic Rationale:**

Cross curricular topic using one of children's favourite topics-minibeasts. Develop children's knowledge of living things 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 its cycle.

Other possible lines of enquiry include: Why do ladybirds have spots? Why do spiders spin webs? Do insects have a favourite colour? 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 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.

Outcome: Work together with the children to plan a simple class assembly to show their parents and carers what they have learned during their minibeast project. This can be outdoors in groups of 6 or can be video to share on class Dojo. Release the butterflies.

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Keys texts	<i>The Very Hungry Caterpillar'</i>	<i>The Very Hungry Caterpillar'</i>	<i>Monkey Puzzle</i>	<i>Monkey Puzzle</i>	<i>Poetry: Bug poems</i> <i>I love bugs – Poem</i>	<i>Poetry: Bug poems</i> <i>I love bugs – Poem</i>
Other books <i>End of day read</i>	The Bad Tempered Ladybird Mad about Minibeasts Superworm	Arg Spider! The Big Book of Bugs Superworm	Oi Frog Tadpole Promise Ruby's Worry	Oi Frog Tadpole Promise Ruby's Worry	Mixed up fairy Tales What the ladybird Heard Peter Rabbit	Farmer Duck Farmer Duck Sharing a Shell The Snail trail
Literacy and CL English	Fiction: Retelling stories Literacy focus: Phonics Writing labels. Books: Introduction to the topic by reading key text.	Retell-innovate	Non Fiction: Fact cards. Write fact cards and leaflets to tell other animas about butterflies.	Non Fiction: Fact cards. Write fact cards and leaflets to tell other animas about butterflies.	Retell a poem	Retell a poem
Maths White-Rose	R- Building 10- Written representations. Y1 -Addition and subtraction (within 20)	R- Doubling Y1 Addition and doubling and halving.	R- building number beyond 10 Y1 Place value within 50	R- Counting patterns beyond 10 Y1 Place value within 50	R- Number patterns to 20 Y1 Place value within 50	Revision and consolidation
Science/UW & Computing	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 Describe the basic <u>life cycles of some familiar animals</u> (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog).		
Geography History/ UW	Not taught this term	X	X	X	X	X
Art & DT R- EAD Forest School (Continuous provision and Enquiry Area)	Austin's Butterfly	Austin's Butterfly	Rock painting Collage	Symmetry Butterfly garden	Printing on material	Bug hotel



Medium Term Overview

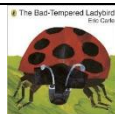
Class: Reception – Year 1

Summer 1–

Topic: Why ladybirds have spots?

Personal, Social and Emotional

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.



Physical Development

Free flow inside/outside
P.E once a week
Also, provide opportunities for:
Large, physical movement
Using one handed tools to make themed crafts.
Music workshop- available once a week. AB/DZ
Moving like animals games
Cooking every Thursday - Healthy eating (relate to hungry caterpillar)
Children attempt to write a food diary for the week- linked to literacy.
Encourage play in Mud Kitchen



Communication and Language

Acquiring vocabulary related to the topic. E.g. Learn name of animals, habits, etc. Linked to Oracy project
S&L Therapist to work on a 1-2-1/ and small groups (4 Children approx.)
Opportunities for children to talk to adults on one-to-one and small group basis.
Indoor/outdoor 'communication Friendly Spaces'
E.g. Kim's game using animals
Modelling good use of grammar.
Establish a repertoire of rhymes and songs
Role play
Activities to encourage children to sort and describe mini-beasts

Mathematics

Ordinal numbers; by ordering events from stories. Ordering mini-beast by size
Graphs – how many legs?
Data handling favourite animals or insects
Measuring insects - standard and non-standard units. Symmetry of insects and animals (Patterns and symmetry - Butterflies, ladybirds, spiders)
Problem solving – arranging insects on 2 leaves
Weekly cooking opportunities- weighing and measuring
Using recycling materials to create models.
Using 3d shaped: Cube, sphere, cylinder, and Pyramid to make bug houses. Number bonds to 6 and 10 and problem solving activities by counting animal's legs, spots, etc. Exploring time (Link to stories)
Making bugs watches/clocks.

Literacy

Weekly Intervention groups
RWI groups.
Reading in small group at least once a week.
Handwriting sessions.
Y1 and some R children to start using some punctuation marks guided by an adult.
Book corner and role-play Information books about animals & insects, and books available in most areas. E.g. snack area, blocks, small world, etc.
Making labels for role-play, labelling mini-beasts.
Instructions or posters for mini-beast hunting.
Fiction/non-fiction
Using the stories as a stimulus for learning/ Writing snail trails



Understanding of the world

Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events:
- St George's Day
Forest School sessions
Using magnifying glasses, Identifying and sorting mini-beasts.
Technology -using the internet to find out information about mini-beasts.
Exploring Bee-bots, cameras and phones.
Going on mini-beast trails
Looking at camouflage-
Microscope on PC to observe minibeasts.

Useful links:

Habitats - <https://www.twinkl.co.uk/resource/t-t-5109-minibeasts-and-their-habitats-worksheet>
<https://www.youtube.com/watch?v=Z2EQlclHN1s>
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>
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