



Cramlington Village Primary School

Medium Term Planning – Spring 2nd Half Term 2016/17 Topic: Minibeasts

This topic will cover a range of the children's favourite minibeasts. The theme of minibeasts will run throughout the topic, using a variety of key texts to support our learning. Throughout the topic we will be discussing key questions with the children.

Prime Areas		
Physical Development	Communication and Language	Personal, Social and Emotional Development
<p>Use of Safety Sue and Hazard Harry to practise appropriate safety measures.</p> <p>Look at and discuss healthy diets- using The Very Hungry Caterpillar to support.</p> <p>Shows and understanding of being healthy and having good hygiene.</p> <p>Showing an awareness of the effects exercise has on the body.</p> <p>Dough disco – strengthening fingers</p> <p>Pencil control.</p> <p>Anticlockwise circles and letter formation.</p> <p>Swimming lessons at Blyth swimming pool – water confidence and swimming techniques.</p> <p>Fine motor and cutting skills.</p> <p>Creating habitats for minibeasts.</p> <p>Construction- working with others designing and making a range of different models, homes and creations.</p> <p>Experiment in moving in different ways trying to be different bug (slither like a slug, creep like a spider).</p> <p>Negotiates space outside- moving with confidence, showing control.</p> <p>Looking at and tasting different healthy food - from the hungry caterpillar story, try a different one each day.</p> <p>Using and handling a range of different tools to make changes to materials.</p> <p>Holding a pencil correctly to form recognisable letters.</p>	<p>Listening carefully to stories and responding with relevant comments or questions.</p> <p>Listening and responding to others ideas during circle time.</p> <p>Learning new vocabulary linked to our topic.</p> <p>Using language in the role play areas to recreate roles and share our own experiences.</p> <p>Introduction of our new role play area- minibeast den.</p> <p>Discussing stories – identify patterns, sequencing events, draw conclusions, predict and speculate.</p> <p>Following instructions e.g. cooking experiences and making things.</p> <p>Answering why and how questions about experiences and stories.</p> <p>Talking about our experiences during holidays and weekends.</p> <p>Looking at the different types of minibeasts, discussing similarities and differences, shape, size, colour, patterns.</p> <p>Sharing homelink.</p> <p>Joining in with reciting of different stories, poems and songs.</p>	<p>Resolving conflicts using Bother and Best including discussing feelings and understanding our actions.</p> <p>Questioning friends and listening to our friends views and opinions.</p> <p>Explaining our own knowledge and understanding.</p> <p>Showing sensitivity to others feelings.</p> <p>Keeping ourselves safe using Hazard Harry and Safety Sue.</p> <p>Using behaviour and learning ladder to promote positive behaviour</p> <p>Reinforcing rules and boundaries.</p> <p>Taking care of all living things.</p> <p>Discussing what we are good at by describing selves in positive terms.</p> <p>Taking part in new activities.</p> <p>Group speaking – talking in small groups about things we are interested in. Sharing and asking questions of our friends.</p> <p>Sharing views and asking appropriate questions of others.</p> <p>Talking about our own personal experiences.</p>

Specific Areas

Expressive Arts and Design	Understanding the World	Mathematics	Literacy
<p>Minibeast patterns - spots and stripes, symmetrical patterns.</p> <p>Exploring a range of media including bubble painting, string painting, rollers.</p> <p>Designing our own minibeast- what key features will it have?</p> <p>Setting up and creating our own minibeast area..</p> <p>Playing as part of a group in the role play area to act out characters, take on different roles.</p> <p>Creating simple representations of minibeasts and their habitats.</p> <p>Singing a variety of songs and exploring a range of instruments.</p> <p>Expressing ourselves through music, art and a range of materials.</p> <p>Mixing paint to create our colours daily- working independently.</p>	<p>Looking at how all minibeasts are different.</p> <p>Sharing home link- discussing our news from home.</p> <p>Caring for minibeasts and plants. Minibeast life cycles.</p> <p>Habitats. Where do minibeasts live?</p> <p>Investigating minibeasts, where do they live, how do they move, what do they eat, how many legs do they have?</p> <p>A visit from some creatures.</p> <p>Use technology including iPads, microphones and Beebots.</p> <p>Looking at completing a program on the iPads and/or smart board.</p> <p>Technology: Research facts about the minibeasts we are looking at using the iPads.</p> <p>Using the smartboard independently each day with different maths and literacy activity.</p> <p>RE – Looking at the World around us. Caring for plants and living things.</p> <p>Looking at different minibeasts and discussing the similarities and differences.</p>	<p>Ordering minibeasts by number of legs.</p> <p>Ordering objects by length, height, weight, capacity.</p> <p>Describing the positions of minibeasts- linking with positional language.</p> <p>Children's favourite minibeast– handling data.</p> <p>Sorting animals e.g. 2 legs and 4 legs.</p> <p>Days of the week.</p> <p>Missing number sequences.</p> <p>Measuring ingredients in cooking experiences using electronic scales and measuring cups.</p> <p>Estimating.</p> <p>Number of the day activities, 1 more, 1 less, what's special about my number?</p> <p>Recognising to numerals 10/20.</p> <p>Finding objects to match numerals.</p> <p>Counting objects that can and can't be moved.</p> <p>Counting a range of actions.</p> <p>Comparing sets of objects.</p> <p>Using addition and subtraction practically with numbers 10/20.</p> <p>Using The Hungry Caterpillar story to practice days of the week.</p> <p>Using The Bad Tempered Ladybird to introduce time.</p>	<p>Pie Corbett Story- The Sleepy Bumblebee</p> <p>Creating story maps, writing our story and innovation of our story.</p> <p>Daily RWI sessions.</p> <p>Predicting, speculating and drawing conclusions from a range of minibeast stories.</p> <p>Sequencing events in stories.</p> <p>Writing for a range of purposes.</p> <p>Confidently writing their own name.</p> <p>Writing labels for our role play area each week.</p> <p>Creating our own minibeasts– talking and writing about it.</p> <p>Writing stories about their own minibeast adventures, including characters, setting, plot.</p> <p>Using iPads to find out facts about minibeasts- working independently.</p> <p>Continuing a rhyming string.</p> <p>Using phonic knowledge to support writing sentences to describe minibeasts.</p> <p>Exploring a range of different non fiction and fiction books including. The Hungry Caterpillar, The bad Tempered Ladybird, Mad about Minibeasts</p>

Main Learning Challenge:

	Question?	Curricular Content
LC 1 27.2.17	What do you know about minibeasts? What do you want to know? What is your favourite book?	Introduction to topic- finding out about what children already know- sharing facts. Sharing focus questions for topic- what minibeasts would they like to know more about. WORLD BOOK DAY- book related activities across the week.
LC 2 6.3.17	What will our eggs turn into? Life cycle of mini beast animal- observing the changes of our caterpillars.	Focus text The Very Hungry Caterpillar. Sequencing days of the week, observing a caterpillar changing into a butterfly. Looking at symmetry on butterflies.
LC 3 13.3.17	Where do butterflies come from? What is unique about each butterfly?	Continue with The Very hungry caterpillar story. Sequencing events, life cycle of a caterpillar. Cooking over the week- trying different foods.
LC 4 20.3.17	Are all ladybirds red? What do the children know about ladybirds- comparing them different types of minibeast.	Introducing time, sharing emotions, doubling and halving using ladybirds. The Bad tempered ladybird, What the Ladybird Heard?
LC 5 27.3.17	The slug with the Silly Shell Story- investigating slugs and snails. Do they all have the same shell?	Being proud of our own achievements- not like Norman who wants to be a snail. Proud and happy as individuals. Are we different or all the same?
LC 6 3.4.17	What other creature live in the garden? What mini beasts can you find in your own garden?	Reviewing the mini beast over the half term- exploring our local area, what creatures can find around our school, in our forest school area, at home in our gardens?
Children will help to complete a floor book to share at the end of the topic.		