

Week	1 wc 13.4.26	2 wc 20.4.26 Farm visit St. George’s Day 23 rd	3 wc 27.4.26	4 wc 4.5.26 Bank holiday Monday 4.5 Class Assemblies	5 wc 11.5.26 Sun safety week	6 wc 18.5.26
Wow	Giant spider web left in the classroom and minibeast hunt around school.	Farm visit	What’s in the box? Tuff spot with a variety of mini beasts.	Fruit and leaves left in the classroom with bites taken out of them. Who has done this?	Set of gardening tools, gloves, wheelbarrow and seeds left in the classroom. Where did they come from?	Tuff spot with a variety of seeds and magnifying glasses. What do you think will happen to each one?
Books	Insect body parts (Non-fiction) Stories- The very hungry caterpillar Aaargggh spider Spinderella	Oh Dear! Egg to chick Handa’s Hen	Insect body parts (Non- fiction) Stories- The very hungry caterpillar Aaargggh spider Spinderella	Minibeasts (Non-fiction) Stories- Mad about minibeasts The crunching munching caterpillar The very lazy ladybird The very greedy bee	Jasper’s Beanstalk Jack and the Beanstalk George the sun safe superstar	Non fiction- Sam plants a sunflower (Kate Petty, Axel Scheffler)
Maths	Unit 10 Measures- length, height and weight	Unit 10 Measures- length, height and weight	Unit 13 Patterns	Week 21 Cardinality, ordinality and counting	Week 22 Subitising	Week 23 Composition
English	Write labels for the body parts of minibeasts. Write a sentence about the minibeast. Extend to use the <u>connective</u> ‘and’.	Write a simple sentence about the mini beasts we saw at the farm. <u>Tricky word focus</u> ‘I’ ‘the’	Write labels for the body parts of minibeasts. Write a sentence about the minibeast.	Write a fact file about minibeast for a class information book. Continue to use a <u>capital letter</u> , finger	Draw and label parts of a flower. Write sentences about what the plant will need.	Write a set of <u>instructions</u> on how to plant a bean. Write a step each day.

	Spider – legs, head, body The spider is hairy. The spider is black. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others	Extend to use the <u>connective 'and'</u> . Ladybird – red, black spots, legs, wing The ladybird has six legs. It has wings. It has red and black spots. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	spaces and a full stop. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	Eg, a plant needs the sun/soil/water. Continue to use a <u>capital letter</u> , finger spaces and a full stop. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others
Phonics	Little Wandle Summer 1 Week 2	Little Wandle Summer 1 Week 3	Little Wandle Summer 1 Week 4	Little Wandle Summer 1 Week 5	Little Wandle Summer 1 Week 6	Little Wandle Summer 1 revision
Handwriting	Unit 4: Bouncy letter family • m, n, r (Week 10)	Unit 4: Bouncy letter family • b, p, h (Week 11)	Unit 5: Zig-zag letter family • v, w, x (Week 12)	Unit 5: Zig-zag letter family • z, k (Week 13)	Unit 6: Capital letters • Cc, Aa, Dd (Week 15)	Unit 6: Capital letters • Gg, Oo, Qq (Week 16)
	Using Little Wandle Handwriting Scheme- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.					
RHE	Empathy- caring for different things (small animals, minibeasts etc) I will explain the reason for rules and know right from wrong.		PANTS I will see myself as a valuable individual. I will explain the reason for rules and know right from wrong.	Sun safety- keeping safe and making posters Manage my own needs and personal hygiene. Know and talk about different factors that support overall health and well-being.		Road safety Know and talk about different factors that support overall health and well-being.

<p>R Time</p>	<p>Matching minibeasts to their habitats - eg, spider - spiderweb.</p>	<p>Tell your partner something you did at the farm.</p>	<p>Matching minibeasts to their habitats - eg, spider - spiderweb.</p>	<p>Session F18- Find something that interests you.</p>	<p>Session F20- choose a book you like and a book you don't like and explain why.</p>	<p>Matching pairing cards eg, toothbrush and toothpaste, apple and orange.</p>
<p>Science</p> <p>Weekly reach out reporter and Explorify</p>	<p>Songs- There's a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibeasts and their habitats. Explorify- I spy Reach out reporter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Sing a range of well-known nursery rhymes and songs.</p>	<p>Retrieve information about the life cycle of a chick. -Explore the natural world around them, making observations and drawing pictures of animals and plants. Explorify- Green pattern Reach out reporter</p>	<p>Songs- There's a worm at the bottom of the garden. Incy Wincy Spider. Finding out facts about minibeasts and their habitats. Explorify- Shiny sections Reach out reporter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Sing a range of well-known nursery rhymes and songs.</p>	<p>Observational drawings of minibeasts. Go on a minibeasts hunt around the school grounds. -Explore the natural world around them, making observations and drawing pictures of animals and plants. Explorify- Small and hairy Reach out reporter</p>	<p>Draw a beanstalk Planting beans -Explore the natural world around them, making observations and drawing pictures of animals and plants. Explorify- Green texture Reach out reporter</p>	<p>Keep a bean diary Go on a seasonal summer walk. Complete the plant treasure hunt. Explorify- Winter wonder Reach out reporter</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Understand some important processes and changes in the natural world around them, including the</p>

						seasons and changing states of matter
Computing	Modelled by an adult. Access Numbots on a school iPad. -I can play on a touch screen game		Project Evolve: Online Reputation Share Computing Core Book: Webster's Email I know and talk about the different factors that support my overall health and wellbeing: Including sensible amounts of 'screen time'		Use J2E app to draw a digital image of a minibeast. -I can play on a touch screen game and use computers/keyboards/mouse in role play.	
Art	Painting of a minibeast – butterfly pictures folded in half. Lady bird paper plates. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used.	Draw a minibeast on j2e paint. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.	Collage large mini beasts for our performance. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used.	Texture- rubbing in the environment- leaves/bark/pavement. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Create a Matisse inspired plant. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
D&T	Cutting skills level 12. -Use a range of small tools, including scissors, paintbrushes and cutlery.		Use junk/recycled materials to create a minibeast. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used.		Create a bug hotel for the outdoor areas.-Share their creations, explaining the process they have used. -Create collaboratively, sharing ideas, resources and skills.	
Understanding the world- Geography/History/RE	Explore minibeast habitats. Where would we find minibeasts?	Visit to the farm -Explore the natural world around them,	Explore minibeast habitats. Where would we find minibeasts?		Compare the countryside and city. Where do you think the	History - Learning the days of the week

<p>See RE syllabus for planning</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>making observations and drawing pictures of animals and plants RE Bible Assembly- The Lost Sheep.</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>RE Bible Assembly.</p>	<p>minbeasts would prefer to live and why? -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. RE Bible Assembly</p>	<p>(understanding chronology) -Understand the past through settings, characters and events encountered in books read in class and storytelling. RE Bible Assembly</p>
<p>Music</p>	<p>Begin to learn minibeast songs and rhymes for class assembly. Learn the hymn of the month- Sow a seed Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.</p>	<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Super supported Perform songs, rhymes, poems and stories with others and try to move in time with music. Explore and engage in music making and dance, performing solo or in groups. Beat baby- keeping a steady beat Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Independent clapping Perform songs, rhymes, poems and stories with others and try to move in time with music. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Tapping out the rhythm of words- insect names eg, Worm, caterpillar, butterfly, spider, snail, worm, fly. Children to use claves Perform songs, rhymes, poems and stories with others and try to move in time with music. Explore and engage in music making and dance, performing solo or in groups.</p>		

PE

REAL Gym- Foundation – Unit 2 -Flight/ Rotation

Learning Behaviour



Move in Different Ways

Expected

- I can move confidently in different ways.

Exceeding

- I can perform a single skill or movement with some control.
- I can link two movements together.

Gym Skills



Flight



Rotation



Park Life



Toy Box

In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.



Emerging

I can explore Tricky challenges (floor)



Expected

I can explore Tricky challenges (floor and apparatus)



Exceeding

I can perform some Tricky challenges (floor)