

Year R Spring Term 2

Mad about Minibeasts

Hook (curiosity): Minibeasts arrive in school

Text (reading, language, communication):

1. Mad about Minibeasts
2. The Crunching Munching Caterpillar
3. Tadpole's Promise
4. Superworm
5. Minibeast Encyclopedia

End product (engagement): Trip to Westborough Woods to hunt for Minibeasts.

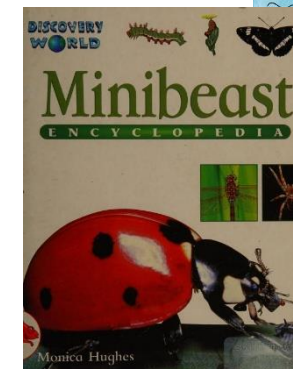
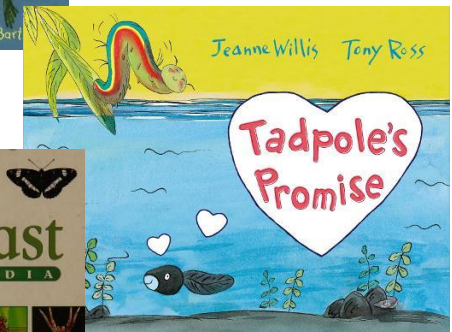
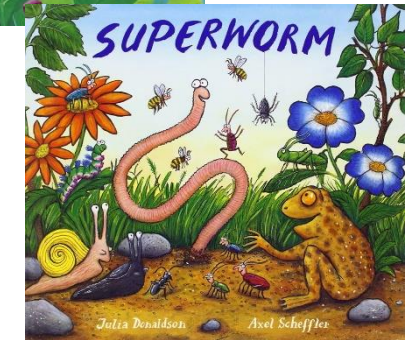
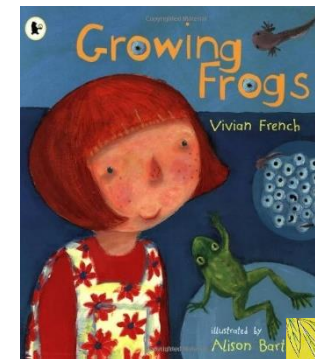
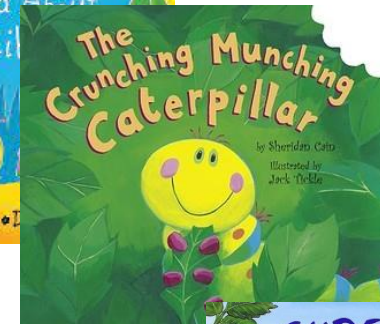
Vocab (reading, language, communication):

- Minibeast
- Habitat
- Life cycle

Sticky knowledge (learning that sticks):

- I know what a Minibeast is.
- I know the names of and can identify some Minibeasts.
- I know where Minibeasts live.
- I know the life cycle of 1 minibeast.

Driver: UTW (Science)



This term, the children will learn...

Physical Development:

Getset4pE –

- To develop rolling and tracking a ball
- To develop accuracy when throwing to a target
- To develop dribbling with hands
- To develop throwing and catching with a partner
- To develop dribbling with your feet
- To develop kicking a ball to a target

Mathematics:

White Rose Maths

- To explore and compare length
- To explore and compare height
- Order and sequence time
- Numbers 9 and 10
- Composition to 10
- Bonds to 10
- Doubles
- Even/odd

Communication and Language:

- To switch attention from one task to another.
- To follow complex instructions.
- To respond to discussion with comments and questions.
- To be able to listen attentively in a range of environments and situations – e.g assembly/carpet time/with visitors.
- To enjoy being part of conversations and discussions and to use new vocabulary in context.
- To use talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.

Expressive Art and Design:

- To use different techniques and materials to achieve the desired effect and can talk about what has been created.
- To mix colours to produce different shades and combines materials to create different textures.
- To begin to plan a design before starting.
- To use a range of tools and equipment and selects the most appropriate tool or joining material for the job.
- To create collaboratively sharing ideas, resources, and skills.
- Along with others, collect resources to develop own role play storylines.

Personal, Social, Emotional Development:

- To label and talk about own and others' emotions.
- To respond well to more complex instructions in smaller groups, but can need visual reminders in larger groups.
- To complete set challenges/tasks independently.
- To talk about ways that skills can be improved and to demonstrate pride in achievements.
- To be more confident to tackle new challenges and with encouragement will keep going.
- To follow school and class rules and talk about their importance.
- To know some ways to keep healthy.
- To cooperate with others, listen and share some ideas and listen to advice about how to solve disagreements.
- To use words to solve conflicts.
- To take turns in group activities.
- To identify how others feel and respond appropriately.

Literacy:

- To begin to create own narratives including a beginning, middle and end and a character and setting
- To demonstrate a secure understanding of new subject specific vocabulary from books that have been read (e.g tadpoles / frogspawn).
- To begin to show an awareness of different genres and their features (e.g poem / story / postcard).
- To be able to recognise all phase 2 sounds and some phase 3 sounds
- To be able to segment and blend words using phase 2 and 3 sounds to read them
- To confidently read phase 2 tricky words
- To begin to read Phase 3 tricky words
- To begin to read captions and short sentences using known phoneme-grapheme correspondences.
- To form most capital letters correctly
- To be able to write known tricky words
- To begin to write short captions using phase 2 sounds

Understanding the World:

- To talk about significant historical events and how things were different in the past.
- To begin to know and explore some historical figures.
- To have a wider understanding of the wider world and draws comparisons between own local environment and other places.
- To look at, and make maps, of local environment.
- To recognise some environments that are different to the one in which they live.
- To have a good general knowledge about living things and the natural world and describe features of different plants and animals recognising when they are the same and different.
- To understand and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal, habitat.
- To understand that some places are special to certain members of the community.

They will learn this through...

Physical Development:

- Getset4pE – Ball skills Unit 2

Mathematics:

White Rose Maths

- Length, Height and Time (2 week)
- Building 9 and 10 (3 weeks)
- Explore 3D shapes (2 weeks)

Communication and Language:

- Describing minibeasts – sorting game
- Weekly widget symbols to introduce new vocabulary
- Re-enact a story
- Daily story and rhyme time
- Beebots – linked to following complex instructions
- Poems – developing descriptive language

Expressive Art and Design:

- Colour mixing green – different shades on a caterpillar
- Clay minibeasts
- Henri Matisse's 'The Snail' – creating with paper
- Andy Goldworthy natural art (at the Woods)
- Observational drawing
- Create an Easter card

Personal, Social, Emotional Development:

- Kelso (the frog) choices
- Zones of Regulation
- Perseverance and resilience
- Labelling emotions and those of others

Literacy:

- Non-Fiction texts
- Fact file about a minibeast
- Capital letter and lower case
- Caption/sentence writing
- Writing a group shape poem developing their descriptive language
- Writing an Easter card

Understanding the World

- Life-cycles of minibeasts – caterpillar, frog
- David Attenborough
- Trip to Westborough Woods to look for minibeasts – use Google Earth to look at map of route
- Facts about minibeasts
- Caring for living things and the natural world
- Making bug hotels
- Beebots
- Visit to the pond area to look for minibeasts
- Easter story – why and how we celebrate
- Spring – changes in the environment and links to new life/lifecycles