

Key question that links to Geography and Science: Key Question: Where do minibeasts live and why?

**PRIME AREA OF DEVELOPEMNT -**

**Personal Social, Emotional development**

Self-regulation - To control their emotions using a range of techniques  
To set a target and reflect on progress throughout

Managing self - To identify and name healthy foods  
To manage own basic needs independently

Building relationships – To work as a group  
To begin to develop relationships with other adults around the school

Physical Health and Mental Well-being – How can I keep healthy? \*Links to Protected Characteristic – Disability

Growing and changing – How do I change as I grow? How do I show my feelings?

Keeping safe – How can we keep safe?  
\*Water safety  
\*Road safety

**Key vocabulary –technique, reflect, progress, healthy, Disability, change, safety**



**SPECIFIC AREA OF DEVELOPMENT – Mathematics**

Number – To recognise numbers to 20  
To revise number bonds to 5  
To explore how to make numbers above ten using tens and ones  
To match the number to quantity

Numerical patterns – To count to 25  
To add numbers , To subtract numbers  
To find the missing number  
To order numbers to 20  
To order numbers e.g. 13, 15, 19  
To find the missing number in an addition and subtraction sentence problems  
Make ladybird domino sets using dots up to 12. Make up one more and one less games with these

Shape space and measure – To measure capacity  
To describe the properties of 3D shapes  
To make pictures with shape arrangements  
Represent information about minibeasts in a pictogram / graph and analyse results  
Sort out sets of minibeasts into wings, no wings, fast, slow, patterned, plain...then according to number of legs – compare using more and less to compare  
Represent minibeast sets in a Carroll diagram  
Count fruit in hungry caterpillar story and represent in a pictogram  
Measure length of different minibeasts  
Explore symmetry using mirrors  
Explore mini-beast patterns  
Use positional language in snail trail book

Mastering number - Counting, ordinality and cardinality, Subitising, Composition, Comparison

**Key vocabulary – numbers to 20, number bonds, quantity, tens and ones, capacity, 3D shapes, pattern, symmetry, compare**



**PRIME AREA OF DEVELOPEMNT – Communication and Language / SPECIFIC AREA OF DEVELOPMENT – Literacy. English**

**Communication and Language**

Listening, attention and understanding – To understand questions such as who, what, where, when, why and how

Speaking - To link statements and stick to the main theme of minibeasts  
To use talk to organise, sequence and clarify thinking, ideas, feelings and events

Literacy –

Comprehension - To begin to answer questions about what they have read about bugs. To use vocabulary that is influenced by their experiences of books

Phonics / word reading - To recognise taught Phase 2 and 3 sounds s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu words with –s /s/ added at the end (hats sits) ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags)

ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words with two or more digraphs words ending in –ing compound words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end

To read words with short vowels and adjacent consonants

To read books matching their phonics ability

Phase 4 - short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ – est out today

To recognise taught Phase 2 and 3 Tricky Words is, I, the put\* pull\* full\* as and has his her go no to into she push\* he of we me be was you they my by all are sure pure. Phase 4 tricky words - said so have like some come love do were here little says there when what one

To read longer sentences containing Phase 4 words and Tricky Words

Writing - To form lower-case and capital letters correctly and of controlled size

To begin to write longer words which are spelt phonetically

To begin to use capital letters at the start of a sentence

To use finger spaces and full stops when writing a sentence

To spell some taught tricky words correctly

To begin to read their work back

Write names of minibeasts

Write information about bugs

**Key vocabulary – who, what, where, when, why and how questions, statements, sequence, capital letters, full stops, sentence**

**SPECIFIC AREA OF DEVELOPMENT – Expressive Arts and Design, Art, Music and DT**

Creating with materials – To know which prime colours you mix together to make secondary colours  
To draw more detailed pictures of people and objects  
To manipulate materials  
To create observational drawings  
To know how to work safely and hygienically  
To use non-statutory measures (spoons, cups)  
To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) – bug treats!  
Design and create a seed shaker to use for music  
To use clay – make a minibeast  
The snail – Henri Matisse  
Cut spiral mobiles inspired by snail shells  
Minibeast dough models  
Sew a spiders web onto black card  
Junk model minibeasts  
Model dough snails

Being imaginative and expressive - To move in time to music  
To learn dance routines  
To join in with whole school singing assemblies  
To act out well know stories  
To follow a musical pattern to play tuned instruments  
To create narratives based around stores  
Ugly bug ball!  
Foundation Stage Music express – New beginnings (life cycles)  
Foundation Stage Music express – Growth and change  
Moving patterns  
Let's Move – Minibeasts – Bees do the waggle dance  
Digging for worms  
A dragonfly hovers in the garden  
Make a small world play mat using collage and junk materials for  
Roleplay scenes in the minibeast world  
Small world play  
Sing songs relating to creatures  
Make music for Minibeast dances  
Create dances to contrast Minibeast movements

**Key vocabulary – Primary and Secondary colours, detail, tuned and untuned instruments**

**PRIME AREA OF DEVELOPEMNT - Physical development**

1 x PE lessons each week  
1x swimming lesson each week  
Gross motor skill – To use counting to help to stay in time with the music when copying and creating actions  
To move safely with confidence and imagination, communicating ideas through movement  
To explore movement using a prop with control and co-ordination  
To move with control and co-ordination, expressing ideas through movement  
To move with control and co-ordination, copying, linking and repeating actions  
To remember and repeat actions, exploring pathways and shapes  
  
Fine motor skills - To hold scissors correctly and cut out small shapes  
To write letters using correct formation and control the size of letters  
To paint using thinner paintbrushes

Links to topic – Create dances to contrast Minibeast movements e.g. scurrying ants, buzzing bees, slow snails, contrast speeds slow and fast, contrast flow (smoothness of movement), explore directions as various minibeasts, follow different pathways as minibeasts, explore body shape as different minibeasts  
Cut spiral mobiles inspired by snail shells  
Make junk model flying minibeasts  
Make pipe cleaner spiders to sit in webs  
Make clay models of minibeasts  
Make a collage hungry caterpillar and food  
Design and make masks for minibeast world  
Observation drawings of minibeasts  
Print winding lines of ants to decorate a display border

**Key vocabulary – swimming related words, safety, coordination, repeating, mobile, model, collage, decorate, display**



**SPECIFIC AREA OF DEVELOPMENT – Understanding the world Science, History, Geography, Computing, Religious Education**

Past and present – To know about the past through settings, characters and events encountered in books read in class and story telling  
Marvellous minibeast - The very hungry caterpillar, The bad tempered ladybird, The very busy spider, Usborne Bugs

People, culture and communities – To identify some similarities and differences between life of others drawing on knowledge from stories, non-fiction texts and –when appropriate – maps  
Talk about Ramadan/Eid-al-Fitr

The natural world - To plant seeds  
To observe the growth of seeds and talk about changes  
To know how to care for growing plants  
To learn about lifecycles of plants and animals - Prepare the garden for butterflies  
To observe the life cycle of a butterfly  
*Where do minibeasts live and why?* Minibeast count and check / bug hunt. Plan route to visit the bees  
Create and complete a checklist when visiting the bees  
Closely observe minibeasts in the outside environment and in the classroom.  
Draw pictures of minibeasts using magnifying glasses to help pick out main features – colour, patterns, size, legs, wings, segments, antennae,  
Label parts of minibeasts. Label a diagram of the life cycle of a caterpillar  
List similarities and differences of various minibeasts  
Make information book about 1 minibeast  
Go on a minibeasts trail in the local environment  
Experiment with different foods for minibeasts  
Sort minibeasts e.g. wings, no wings, fast and slow

Technology – To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving  
To explore how a Bee-Bot works  
To use the internet with adult supervision to find and retrieve information  
Computer Science: write and debug programs – To create a simple program on the computer.  
Apps: Scratch Jr, Beebot app  
Sequence stories (Hungry caterpillar)

**RE – Why is the word 'God' so important to Christians?**

**Key vocabulary – Characters, events, similarities, differences, observe, life cycle, colour, patterns, size, legs, wings, segments, antennae, label, diagram**



**Our Vision** - We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

**The Uffington School Curriculum Drivers**

<b>Preparing for the Future</b>	<b>Living Life in all its Fullness</b>
<ul style="list-style-type: none"><li>• Developing a positive work ethic</li><li>• Fulfilling potential</li><li>• Aspiration</li><li>• Resilience</li><li>• Taking responsibility</li></ul>	<ul style="list-style-type: none"><li>• Embracing opportunities</li><li>• Learning beyond the classroom</li><li>• Fostering curiosity</li><li>• Celebrating difference</li><li>• Making a positive contribution</li></ul>

**Spirituality within Marvellous Minibeasts topic –**

As teachers we will...

- \*Offer opportunities to be still, look and wonder – Relaxing calm time spent in nature. Play classical music and look at images from nature. Watch as caterpillars transform into a butterfly
- \*Nurture inquisitive minds – Explore and find out, ask questions about bugs, where and how they live? Encourage questions and follow up on children's voice
- \*Take spontaneous opportunities to wonder about and explore God's creation – Explore nature and God's creation in the local area
- \*Take the children outside and encourage a love of nature – Observe and explore the changes in the Seasons to Spring and Summer
- \*Use our school environment and local environment – What can we do to help bugs to live in our school garden?
- \*Devote designated "Awe and Wonder Time" – Magical stories and role play
- \*Encourage self-awareness and reflection – Listen to each other's views
- \*Value art, music and dance in the curriculum related to marvellous minibeasts
- \*Go to our beautiful church and just be
- \*Occasionally lead the children through a visualisation or stilling activity – Worship eg stop and look at the candle, focus on the flame, look at the colours. In the garden or outside and take notice of the weather or what we can see.
- \*Probe with questions to get deeper understanding – Meanings in stories
- \*Not to be afraid to ask the big questions in RE and about God - ...also Why is the word 'God' so important to Christians?
- \*Encourage the "wholeness" mind, body and spirit
- \*Give time for thinking, space for reflection and structured opportunities for pupils to listen and talk to each other
- \*Value achievement more widely than in curriculum subjects
- \*Model good personal habits and encourage children

