

Medium term planning for Key Stage 1 Summer Term 1 Wriggle and Crawl (science base topic) **Child initiated suggestions**

	Literacy	Geography	Art& design	Computing	PE	Maths	Science	RE & PSHE	History	Music	French
Skills	<p>Spoken Language Explain a task or experience, structuring talk so that the main points are clear.</p> <p>Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).</p> <p>Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.</p> <p>Ask questions and make comments, based on textual cues.</p> <p>Write instructions, selecting vocabulary to meet the purpose.</p>	<p>Draw simple maps or plans using symbols for a key.</p>	<p>Use line and tone to draw shape, pattern and texture.</p> <p>Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <p>Organise, store, manipulate and retrieve data in a range of digital formats.</p>	<p>Understand the importance of exercise and the effect it has on your body.</p> <p>Follow rules of a game and know that each player has a specific role.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line (e.g. quadrilaterals and polygons).</p>	<p>Define the terms 'habitat' and 'micro-habitat', giving examples and identifying animals that live in each place.</p> <p>Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise.</p> <p>Do things in the correct order when performing a simple test and begin to recognise when something is unfair.</p>	<p>Look at books from different religions. How are they treated which shows they are special? What information does it give to the followers on how they should behave?</p>	<p>Identify ways we can improve the school environment.. Understanding what habitats mini beasts need ensure that we protect and encourage mini beasts by providing the correct habitat.</p>	<p>Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).</p>	<p>Learn the colour names and how to pronounce them correctly.</p>

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Activities:	<p>Look back at photos and video footage to remember and describe things they saw and did during their visit. Describe the minibeasts they found and explain how they identified them using keys or images. Describe where they found different minibeasts and how their location helps them survive. Write an alphabetical list of all the minibeasts they found.</p> <p>Imagine they are writing a guidebook for other children visiting the site of the hunt.</p>	<p>Make a simple sketch map of the area where they carried out their minibeast hunt. Talk about the physical and human features that they saw, using geographical vocabulary. Add a key to indicate features on their sketch maps</p>	<p>Draw detailed sketches of collected minibeasts using pen or pencil. Use a hand lens or digital microscope to look closely at each specimen collected, making careful line drawings of their observed features.</p> <p>Take parts of different insects and put them together to create a new minibeast.</p> <p>Use clay to create owls.</p>	<p>Rewrite Eric Carle's 'The Very Hungry Caterpillar' as an algorithm! Think carefully about the different steps the caterpillar goes through, including which ones repeat and draw a flow diagram to illustrate the story. Read the whole story again to check that the 'algorithm' is correct and there are no gaps or jumps</p>	<p>Participate in stations which increase fitness. Time activities and ensure children are making progress.</p> <p>Learn the rules for rounders and participate as a team.</p>	<p>Identify lines of symmetry in minibeasts by studying images of butterflies, dragonflies, worms, snails, woodlice and ladybirds. Use digital software to make symmetrical patterns out of a range of 2-D shapes, then design their own symmetrical butterfly.</p>	<p>Explore small trees and bushes in their local environment to discover what's hiding in them.</p> <p>Use simple classification (identification) keys or pictures to identify species found and create a tally chart to record the different types and frequency. Back in the classroom, transfer their data to a simple data handling program, calculating the total number of each creature found in the sample area.</p> <p>Be responsible for looking after a visiting pet (guinea pigs.)</p> <p>Create a minibeast home to enable them to keep, observe and care for a range of minibeasts. (Ant , caterpillars and wormery)</p>		<p><i>Look at the Bible, Torah, Quran. Watch video clips which show how they are handled and read.</i></p> <p><i>Listen to stories from the religious books, children to discuss what messages it tells their followers.</i></p> <p><i>"The Big Spring Clean" children to come to school in old clothes, clean and wash resources in our room.</i></p>	<p>Add tuned and percussion sounds to a class poem, or other poems studied in the Develop Stage of the project, for dramatic effect. Discuss appropriate instruments that could be used for representing different minibeasts.</p> <p>Learn the words to "Mini beast" song, add actions.</p>	

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	<p>Work as a class to compile a list of dos and don'ts for a successful minibeast hunt. Work in pairs to add further points</p> <p>Use a range of information sources, including non-fiction books, to find out how to care for and meet the needs of the minibeasts</p> <p>Reflect on what they have learnt about common wildlife and how to care for it. Present their information in any way they choose.</p> <p>Write a non-fiction booklet which includes a variety of mini beasts.</p>			<p>Insert photos of minibeasts, their habitats, artwork and links to computing activities from earlier in the project, including videos into a file and be able to retrieve the file later to show in assembly.</p> <p>Use the computer drawing programme with the symmetry tool to create butterflies.</p>			<p>Investigate how far, how fast and in which direction snails move! Look under and in dark, damp places to find snails and collect them in plastic tubs. Use small dots of nail varnish to colour code the snails' shells</p> <p>Go out and hunt for minibeasts and bring back into the classroom to identify them.</p> <p>Identify animals that are nocturnal and the reasons why.</p>				

