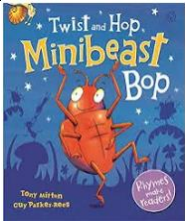

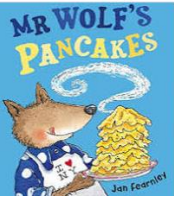
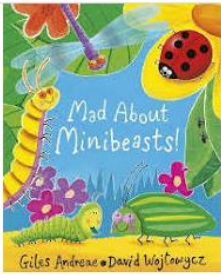


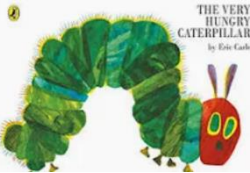
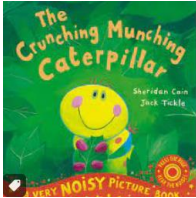
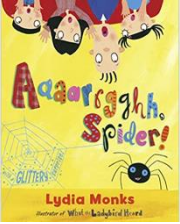
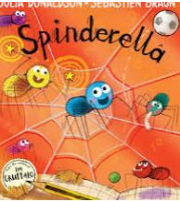
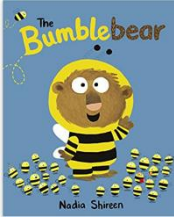

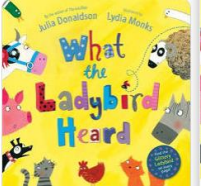
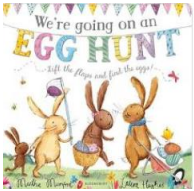
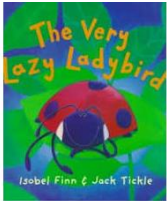


TERM Project: Magnificent Minibeasts		Week 1 (20.03.23-24.02.23) <u>Pancake day (Tuesday 21st)</u>	Week 2 (27.02.23-03.03.23) <u>World Book Day- Thursday 2nd</u>	Week 3 (06.03.23-10.03.23)	Week 4 (13.03.23-17.03.23)	Week 5 (20.03.23-24.03.23)	Week 6 (27.03.23-31.03.23) <u>Parent's Evening- Monday 27th/Wednesday 29th</u>
Weekly theme		<i>What is a minibeast?</i> <i>Where can you find a mini beast?</i> <i>What is Shrove Tuesday?</i>	<i>Can all minibeasts fly?</i>	<i>What is the lifecycle of a Butterfly?</i>	<i>Why do Spiders spin webs?</i> <i>How many legs does a spider have?</i> <i>What is a predator?</i>	<i>What job do bees do?</i>	<i>Revisit all previous big ideas questions!</i> <i>What are the signs of spring?</i> <i>How do people celebrate Easter?</i>
Key Texts and supporting prompt		  	  	 	 	 	  
Rhyme of the week		<i>Insects all around (twinkle, twinkle)</i> <i>If I were a minibeast (tricky – F2?)</i> <i>Creepy Crawlies wriggling around</i>		<i>Fuzzy wuzzy caterpillar</i> <i>There's a tiny caterpillar on a leaf</i>	<i>Incy wincy spider</i> <i>Little Miss Muffet</i> <i>Creepy Crawly Spider</i>	<i>Here is the beehive</i> <i>The bees are buzzing</i>	<i>ladybird song</i> <i>Ladybug, Ladybug</i> <i>Little Peter Rabbit</i> <i>Hop Little Bunny</i>
Poem of the week		<i>Pancakes</i>	<i>A Little Shell</i>	<i>Stepping Stones</i>	<i>Little Birdies</i>	<i>Honeybee</i>	<i>Spring Wind</i>
Phonics (See detailed daily plans- Phonological awareness overview- F1) (RWI – F2)	F1	Alliteration tuning into sounds. Intent: To develop understanding of alliteration. Introduce RWI Picture cards: j, v, y	Alliteration Listening and remembering sounds Intent: To listen to sounds at the beginning of words and hear the differences between them. Introduce RWI Picture cards: w, z, x	Alliteration - Talking about sounds Intent: To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word. Introduce RWI Picture cards: sh, ch, th (special friends)	Oral blending and segmenting Tuning into sounds Intent: To develop oral blending and segmenting of sounds in words. Revisit RWI Picture cards Start initial sounds m, a, s	Oral blending and segmenting Tuning into sounds Intent: To develop oral blending and segmenting of sounds in words. Revisit RWI Picture cards Start initial sounds d, t, l	Oral blending and segmenting Listening and remembering sounds Intent: To listen to phonemes within words and to remember them in the order in which they occur. Revisit RWI Picture cards Start initial sounds n, p, g Send home RWI picture cards first set
	F2	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words -Nonsense words -Spell using Fred Fingers.	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words -Nonsense words	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words -Nonsense words	Set 1 Group A/B/C Group: -Read first Set 1 sounds -Learn to blend: Word Time 1.1 - 1.4 -Spell using Fred Fingers PCM Ditty Group: -Set 1 Special Friends -Read words (1.5- 1.6) -Revisit previous green words -Nonsense words with sounds they know -Spell using Fred Finger Red Ditty Group: -Quickly review set 1 sounds -Teach word time 4 and 5 sound words -Review previous word time -Read nonsense words -Spell using Fred Fingers Green Group: - Set 2 Speed Sound Lesson -Teach Set 2 Sounds and corresponding Phonics Green Words - Review Set 1 and previously taught Set 2 Phonics Green Words -Nonsense words

			-Nonsense words -Spell using Fred Fingers.	-Nonsense words -Spell using Fred Fingers.	-Spell using Fred Fingers.	-Spell using Fred Fingers.	-Nonsense words -Spell using Fred Fingers.
Literacy <small>Comprehension Word Reading Writing</small>	F1	VIPERS vocab: minibeast, log, rock, gentle, hide, snail, slug, ant, worm, tiny, creature, pancake,	VIPERS vocab: shell, wings, fly, legs, butterfly, ladybird, bee, snail, beetle	VIPERS vocab: caterpillar, butterfly, pattern, leaf, egg, caterpillar, wriggle, munch	VIPERS vocab: spider, web, spin, fly, dry, wet, heavy, light	VIPERS vocab: stripes, honey, bumblebee, flower, wings	VIPERS vocab: ladybird, spots, whisper, wings, spring, tree, branch, tadpole, nest, easter
	F2	VIPERS vocab: minibeast, legs, antennae, protect, gentle, woodlouse, beetle, tiny, habitat, ingredients, pancake, recipe, Drawing club: What would you have on your pancakes?!	VIPERS vocab: shell, wings, fly, dragonfly, ladybird, bee, antennae, slug, habitat, Miricale (RE), compare, measure Drawing Club: Design a mini beast	VIPERS vocab: pattern, symmetrical, wing, antenna, egg, caterpillar, chrysalis, butterfly, lifecycle Revisit vocab: days of the week Drawing club: What food would you eat if you were the Very Hungry Caterpillar? Or draw something symmetrical (challenge)	VIPERS vocab: spider, web, spin, silk, spiral, predator, prey, fly, measure Drawing club: Incy Wincy Spider	VIPERS vocab: stripes, bumblebee, nectar, pollen, waggle dance, collect, beehive, honeycomb, antennae, abdomen, sting, protect Writing: Bee Fact Files	VIPERS vocab: ladybird, lifecycle, whisper, dome, hibernate, season, daffodil, tulip, blossom, frogspawn, chick, lamb, nest, easter, celebrate Writing: WANTED posters for Hefty Hugh and Lanky Len – short sentences (description) Drawing Club: Design a farm Assessment: Writing simple sentences/captions that can be read by others
C&L <small>Listening, Attention and understanding. Speaking</small>	F1	Makaton signs: where? Revisit: Good morning/Good Afternoon Poetry basket	Makaton signs: look, under, over, through, in Poetry basket	Makaton signs: slow, quick Poetry basket	Makaton signs: friend, spider, what? Poetry basket	Makaton signs: how? why? Poetry basket	Makaton signs: who? What? Animals from what the ladybird heard story Poetry basket
	F2	Listens to a story and recalls the main parts or a part they enjoyed.	Starts to understand and distinguish between non-fiction (fact) and fiction (stories) with adult prompts.	Re-calling story with detail and story language - S maps	Re-calling story with detail and story language - S maps	Answering questions (what, how, why etc) Articulating what they know- speaking in longer sentences beginning to use ‘because’ & ‘and’ to join sentences with prompts from adults	Re-calling story with detail and story language Answering questions (what, how, why etc)
Maths <small>Number Numerical patterns shape, space and measures</small> See Mastering the Curriculum LTP for more detailed progression overview	F1	Consolidate 1 - 5	-Number 6 -Introduce 10 frame	Height & Length <ul style="list-style-type: none">• Tall and short• Long and short• Tall/long and short	Mass Relate to books -3 little pigs’ & goldilocks	Capacity	Consolidation Drip: positional language
	F2	White Rose: Building 8, 9 & 10 - Representing 9 and 10 -Sorting 9 and 10 in different ways -Order numbers to 10 -Composition of 9 and 10 -Bingo – Numbers to 10 Drip: subitising 5 frames	White Rose: Building 8, 9 & 10 -Counting backwards from 10 -Comparing within 10 -Comparing numbers within 10 -Making 10 Drip: pattern & shape	White Rose: Building 8, 9 & 10 Building 9 and 10 -Matching 3D Shapes -Real life objects -Making 3D Prints -Patterns -Movement Patterns Drip: Subitising/what 1-minute feels like	White Rose: Consolidation Activities for: -Composition of 5 Equal and unequal groups -Measurement -Zero Drip: subitising 10 frames	White Rose: Consolidation Activities for: -Combining 2 groups -Length and height -Number 6 -Number 7 -Number 8 Drip: time	White Rose: Consolidation Activities for: -3D and Pattern -Assessment 3D and real-life images -Investigate 3D shapes -Patterns White Rose: Assessment Week-filling gaps/interventions & consolidation
UW <small>Past and Present People, Culture and Communities The Natural World</small> (Science Geography History)	F1	Teddy Bears Hospital (Wednesday) We need to be gentle and respectful with all living creatures and their homes	Insects have 6 legs	Caterpillars transform into butterflies	A spider has 8 legs	Bees make honey	I can make comments and observations on different mini beasts. I am beginning to compare.
	F2	Teddy Bears Hospital (Wednesday) how do we stay healthy? Mini-beast hunt - what can you see? Minibeasts are ‘small’ animals We need to be gentle and respectful with all living creatures and their homes	Some minibeasts have a hard shell to live in Insects have 6 legs	The lifecycle of a butterfly egg (egg-caterpillar-chrysalis, butterfly) - observing in the classroom What happens? What changes? Key vocab. Planting a butterfly/wildflower garden Noticing symmetry- look at natural photos/patterns on drains etc	A spider isn’t an insect because it has 8 legs. Insects have 6 legs. It takes a spider about an hour to spin their web and they usually build a new one each day. Spiders use silk to spin their webs to catch their prey	Honey is produced by bees. Bees drink nectar from flowers and take it back to the hive where it is changed into honey.	Ladybirds are carnivores There are lots of species of ladybirds coming in all different colours and patterns (seven spot ladybird is the one we see lots of) I can compare mini beasts with their features (e.g. where they live, wings, legs, body parts) Signs of spring: warmer weather, flowers start to bloom, blossom appears on trees, birds nesting, insects

							emerging, baby animals (lambs, chicks)
Technology Computing and e-safety		Taking photos on the iPad (mini-beast habitats) collating on pic-collage		Creating patterns on the IWB Top marks game & independently using notebook	Drawing on the IWB- selecting tools and colours for a purpose (Weekly challenge- save and print for learning journals)	Programming BeeBots	On the farm- CBeebies interactive game
PSED Self-Regulation Managing self Building Relationships See Jigsaw planning for more detail	F1	Keyworth code: being a kind friend	Keyworth code: sharing/taking turns	Keyworth code: sharing/taking turns	Keyworth code: showing respect (including to our environment/creatures)	Keyworth code: showing respect (including to our environment/creatures)	Trying new things
	F2	Jigsaw- Healthy Me Weekly celebration: Have made a healthy choice Intent: Everybody’s Body. I understand that I need to exercise to keep my body healthy.	Jigsaw- Healthy Me Weekly celebration: Have eaten a healthy, balanced diet Intent: We like to move it, move it! I understand how moving, and resting are good for my body	Jigsaw- Healthy Me Weekly celebration: Have been physically active Intent: Food, Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices.	Jigsaw- Healthy Me Weekly celebration: Have tried to keep themselves and others safe Intent: Sweet Dreams. I know how to help myself go to sleep and understand why sleep is good for me.	Jigsaw- Healthy Me Weekly celebration: Know how to be a good friend and enjoy healthy friendships Intent: Keeping Clean. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	Jigsaw- Healthy Me Weekly celebration: Know how to keep calm and deal with difficult situations Intent: Stranger Danger-I know what a stranger is and how to stay safe if a stranger approaches
RE (Brons) – SEE MTP for more detail)		What is a miracle? What happened to the man who was blind?	What kind of miracles did Jesus perform?	Why do Christians celebrate Easter? What happened to Jesus on Palm Sunday and at the Last Supper?	What happened to Jesus on Good Friday and Easter Sunday? Why do we celebrate it?	What is the story about Jesus at Easter?	How do Christians Celebrate Easter?
PD + PE SEE MTP PE planning for more detail	F1	See PE curriculum overview	See PE curriculum overview	See PE curriculum overview	See PE curriculum overview	See PE curriculum overview	See PE curriculum overview
	F2	See PE curriculum overview Gross motor: bikes and scooters Fine motor: cutting around a circle	See PE curriculum overview Gross motor: bikes and scooters Fine motor: sculpting playdough	See PE curriculum overview Gross motor: exploring hoops Fine motor: paperchains	See PE curriculum overview Gross motor: throwing & catching Fine motor: weaving and threading (spider webs)	See PE curriculum overview Gross motor: ring and circle games Fine motor: threading (beads)	See PE curriculum overview Gross motor: ring and circle games Fine motor: adding detail – small paintbrushes
EAD Creating with Materials Being Imaginative and Expressive	F1						
	F2	paint draw: Observational detail drawing (Austen’s Butterfly) print collage sculpture clay photography Skill: looking in detail/shapes/lines Artist: Music:	paint draw print collage: Matisse shapes and colours sculpture clay photography Skill: tearing shapes Artist: Matisse and the Snail Music:	Paint: Butterfly symmetry painting draw print collage sculpture- making butterflies/caterpillars clay photography Skill: painting/cleaning brush Revisit joining & fastening Artist: Matisse and the Snail Music:	paint draw print collage Sculpture –folding and cutting Mother’s Day cards/shapes clay photography Skill: weaving and threading Artist: Music:	paint draw print: Bubble wrap printing collage sculpture: Making flowers clay photography Skill: printing/using different tools and media Artist: Music: Dance to The Ugly Bug Ball and to The Flight of the Bumble Bee (Nikolai Rimsky-Korsakov)	paint draw print collage sculpture clay Photography Design- end of topic – what can you make for Easter? Applying all skills/media covered so far Skill: consolidation Artist: Music:
Extra info/resources		Planting for Mother’s Day Set up role play – vets. Lambs for Spring (Charlie’s Dad) Pancake day (21 st Feb) ORDER BUTTERFLIES- dispatch day 28 th Feb		Butterflies delivered!	Mother’s Day cards Spider in a bucket song	Beekeeper John visit	ladybird, bumblebee and butterfly song

[Everyday Makaton signs](#)