


FS2 Medium Term Plan

Summer Term 1 - Nature Detectives

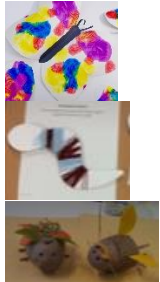
6 weeks

Key Dates/ Events:

*Butterflies – insect lore
 22nd April – World Earth Day Week 2
 15th May - School trip to The Butterfly House Week 5
 Week 4 Bank Holiday
 20th May – World Bee Day Week 6
 Bee Keeper Visit 20th May Week 6

Focus Texts	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Reading	Maths
	<p>Explore the meaning and use new language linked to the mini-beasts.</p> <p>Listen and join in group discussions about their favourite mini-beast.</p> <p>Ask questions to clarify their understanding about mini-beasts & habitats.</p> <p>Discuss and verbally order the lifecycle of a butterfly.</p> <p>Use hot seating to give verbal clues about our bug of choice.</p> <p>Talk about how they have changed and how mini-beasts change over time.</p> <p>Respond to daily stories.</p> <p>Express their ideas and feelings about their experiences.</p> <p><u>Bee Keepers Visit</u></p>	<p>Understand how our actions affect others.</p> <p>Work and play co-operatively, showing some sensitivity to others needs.</p> <p>To set and work towards goals and be proud of their achievements.</p> <p>The children will become confident in speaking in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.</p> <p>They will focus their attention and follow instructions.</p> <p>Manage their own basic hygiene and needs.</p>	<p>P.E Sessions – Gymnastics</p> <p>To develop core strength when balancing</p> <p>To develop core strength when climbing and rolling</p> <p>* Outdoor provision</p>	<p>Hold and use a pencil effectively.</p> <p>Use a range of small tools confidently including pencils, scissors, brushes, cutlery and tweezers.</p> <p>When sketching mini-beasts, begin to show accuracy and care.</p> <p>Create a minibeast – effective scissor control, use tape, hole punch, split pins, joining and fixing together skills.</p> <p>* Writing opportunities (Literacy, phonics, provision)</p> <p>Handwriting intervention</p>	<p>Little Wandle Letters and Sounds Scheme. Teach phase 3 and 4.</p> <p>Know the sounds for each letter in the alphabet and at least 8 digraphs.</p> <p>Sequence main events from a familiar story.</p> <p>Retell stories and narratives using the story shelves, using recently introduced vocabulary.</p> <p>Read (blend) words consistent with their phonic knowledge.</p> <p>Read aloud simple sentences.</p> <p>Talk about their reading for pleasure books.</p> <p>*Phoneme keyring</p>	<p>To explore and represent patterns in numbers including odds and evens</p> <p>To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Wk 1– Odd/ Even</p> <p>Wk2 – Doubling</p> <p>Wk3 – Halving</p> <p>Wk4 – Sharing</p> <p>Wk5 – Number bonds to 5</p> <p>Wk6 – Number bonds to 10</p>

	Discuss – what is their role? Why is it an important job? Taste locally sourced honey and describe the taste				<p>*Reading book</p> <p>*Reading for pleasure book</p>	<p>Symmetry</p> <p>Butterflies wings (stand-alone lesson)</p> <p>*White Rose Maths</p>
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Writing	Understanding the World Past and Present	Understanding the World People, Culture and Communities	Understanding the World The Natural World	Expressive Arts and Design Creating with materials	Expressive Arts and Design Being Imaginative and Expressive
<p>Have a secure, effective pencil grip.</p> <p>Form recognisable letters, forming most correctly.</p> <p>Can use their phonic knowledge to write a phonetically plausible simple sentence that can be read by others.</p> <p>Spell words by identifying the sounds and representing them.</p> <p>Begin to spell some common exception words – weekly CE word spelling test.</p> <p>Wk 1 - Hungry Caterpillar – JC Scheme</p> <p>Wk 2 – Superworm – JC Scheme</p> <p>Wk 3 – Mad about minibeasts - JC Scheme</p> <p>Wk 4 – What the ladybird heard – JC Scheme</p> <p>Wk 5 – Twist and hop minibeast bop – JC Scheme</p> <p>Wk 6 – Betsy Buglove</p> <p>All writing to link to JC units of work</p>	<p>To begin to use past, present and future forms when talking about events that have happened or are to happen in the future.</p> <p>Talk about how they have changed and how mini-beasts change over time.</p> <p>Thinking of past experiences where we have observed animals in their own habitat (zoo, farm visits). Bring in photos from home.</p>	<p><u>Bee Keepers</u></p> <p>Visit – what is their role? Why is it an important job? Taste locally sourced honey</p> <p>RE – Where do we belong</p> <p>To re-tell religious stories making connections with personal experiences.</p> <p>To share and record occasions when things have happened in their lives that made them feel special.</p> <p>To recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>To recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Forest Friday</p> <p>Mandala Art</p> <p>Stick Crowns</p> <p>Fire Safety</p> <p>observing and discussing the changes from spring to summer.</p> <p>Worms –</p> <p>Read & watch the story ‘Superworm’ – learn how to and practically take part in encouraging worms to come to the surface.</p> <p>Looking at worms and making a wormery to bring back to the classroom. Learn about why worms are important.</p> <p>Understand different mini-beasts habitats and why the mini-beasts choose to live there.</p> <p>Show care and concern for living things – How to look after and care for the animals who live in our school woodland.</p> <p>Discuss what we have observed in the school woodland, such as, plants, animals, natural and found objects.</p> <p>To celebrate Bee Day. What do we know about Bees?</p>	<p>Make a habitat for a mini-beast in our school woodland.</p> <p>Create mini-beasts using playdough.</p> <p>Cut out a butterfly template and using finger-painting to create a symmetrical design.</p> <p>Design and make a worm using a card outline and wool wrapping technique.</p> <p>Design and create a minibeast using clay, explaining choices for design. Use a range of tools and techniques. Share their creations and explain the process they used to create their minibeast.</p> <p>*bee painting</p> <p>*bubble wrap hive/ potato print bees</p> <p>Adult-Led Activities:</p> <p>Wk1&2 – symmetrical butterfly</p> <p>Wk3&4 – wool wrapped worm</p> <p>Wk5&6 – clay mini-beast</p> 	<p>Explore the role play area ‘garden centre’, create scenarios and act them out.</p> <p>Small World – bug hotel</p> <p>Learn the song ‘There’s a worm at the bottom of the garden’.</p> <p>Story Shelves linked to familiar focus texts.</p> <p>Music – Charanga Unit – Our World!</p> <p>To find the pulse and show others your ideas.</p> <p>To copy-clap some rhythms of phrases from the songs.</p> <p>To explore high pitch and low pitch using the images from the songs.</p>

			To celebrate Earth Day. Look at the Earth and describe it.		
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