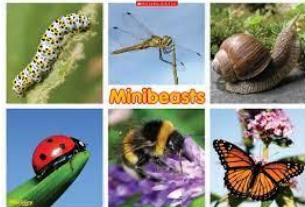

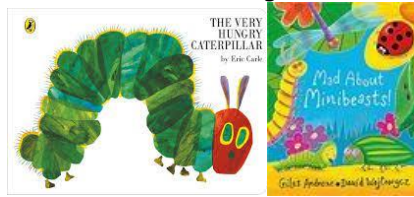






# Reception Curriculum Map – YEAR 1 Summer 1 – Minibeasts

<div></div>		<div>Possible Ideas / Lines of Enquiry</div> <div>What are minibeasts? What do minibeasts have on their bodies? How many legs do minibeasts have? How do Minibeasts catch their food? Find out where minibeasts live on a bug hunt Explore a lifecycle of a minibeast Build a suitable home for a minibeast What might make bees want to come to our garden?  How are (name of minibeast) and (name of minibeast) the same? How are they different?</div>		<div>Experiences and Trips - Summer Term</div> <div>Swimming lessons are Highley Pool Forest School Sessions at Pool Meadow Pond dipping experience Multi Sports Festival at Lacon Childe School TBC</div>		<div>Subject Vocabulary</div> <table><tr><td>Minibeasts</td><td>a 'minibeast' is simply a small animal. Spiders, snails, slugs, beetles, centipedes, worms, earwigs, caterpillars.</td></tr><tr><td>Habitat</td><td>A habitat is a place that an animal lives. It provides the animal with food, water and shelter.</td></tr><tr><td>Insect</td><td>is a minibeast that is characterised by six leg and up to four wings.</td></tr><tr><td>Endangered</td><td>a species of plant or animal that is in danger of becoming extinct.</td></tr></table>		Minibeasts	a 'minibeast' is simply a small animal. Spiders, snails, slugs, beetles, centipedes, worms, earwigs, caterpillars.	Habitat	A habitat is a place that an animal lives. It provides the animal with food, water and shelter.	Insect	is a minibeast that is characterised by six leg and up to four wings.	Endangered	a species of plant or animal that is in danger of becoming extinct.
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<div>Core Books</div> <div></div>		<div>Talk for Writing Text</div> <div></div>		<div>Antennae, thorax, wing, shell, leg, abdomen, sting</div>		<div>Parts of an insect's body</div>									
<div>Nursery Rhymes</div> <div>Five Little Woodlice Little Miss Muffet Incy Wincy Spider Lots of Minibeast I love Worms Ladybird, Ladybird Taking home my little bumblebee</div>		<div>Phonics</div> <div>Recap Phase 1: Alliteration, Phase 2 and Phase 3 Introduce Phase 4 blends VCC, CVCC, CCVC, CCVCC, CVCCC, CCCVC  Tricky Words: said, have, like, so ,do, some, come, little, one, were, out, what, when, there  Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</div>		<div>Word Aware Concepts</div> <div>Enough Half Second Next Early</div>	<div>Jigsaw PSHE Relationships</div> <div>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</div>		<div>Sticky Knowledge</div> <div>Things I Will Learn</div> <div>I can name some minibeasts.</div> <table><tr><td>spider</td><td>bee</td><td>butterfly</td><td>caterpillar</td><td>ladybird</td><td>snail</td></tr></table> <div></div>		spider	bee	butterfly	caterpillar	ladybird	snail	
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<div>Music</div> <div>Music Express Activities "Moving Patterns"; focus on structure Sing songs in relation to topic Refine ideas and improve; build on previous learning Explore and engage in music - making in small groups</div>	<div>Maths</div> <div><ul style="list-style-type: none"><li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li><li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li><li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li><li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li><li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li><li>continue to develop confidence and accuracy in both verbal and object counting.</li><li>explore the composition of 10.</li><li>order sets of objects, linking this to their understanding of the ordinal number system</li><li>comparing and measuring weight</li></ul></div>		<div>RE</div> <div>What places are special and why? Talk about somewhere that is special to themselves and why • Recognise that some religious people have places which have special meaning • Talk about the things that are special in a place of worship (Christian and one other) • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church and another place of worship • Express personal responses to the natural world.</div>		<div>I can name the body parts of some minibeasts.</div> <table><tr><td>antennae</td><td>wing</td><td>shell</td><td>leg</td></tr></table> <div></div>		antennae	wing	shell	leg					
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<div>PE</div> <div>Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking  Swimming - Thursday Mornings  Friday Forest Fun - Friday Afternoons</div>					<div>I can talk about some different places that I might find minibeasts.</div> <table><tr><td>log</td><td>leaf</td><td>web</td><td>soil</td><td>nest</td><td>flower</td></tr></table> <div></div>		log	leaf	web	soil	nest	flower			
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				<div>I can talk about some stages of the frog life cycle.</div> <table><tr><td>egg</td><td>tadpole</td><td>froglet</td><td>frog</td></tr></table> <div></div>		egg	tadpole	froglet	frog						
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<div>UTW Experiences (Science, History, Geography)</div> <div>Lifecycles - butterfly Identify minibeasts and go on a minibeast hunt Minibeast habitats Name and describe animals that live in different habitats (ponds, grass, tree and underground) Describe different habitats Planned Field Work: Bug Hunt, Where would we find different bugs. Where would be best to build a bug hotel?</div>		<div>ART:</div> <div>Artist Focus: Andy Goldsworthy</div> <div>Drawing Draw accurate representations of people and objects To talk about their own and others work Painting Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized, and shaped paper). To work from direct observation and imagination.</div>		<div>ICT:</div> <div>Logging onto computers independently and beginning to use the keyboard for 1 word captions (knowledge of capitals applied)  Continue mini mash and 2dos</div>		<div>DT: Sculpture</div> <div>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Structures can be made by putting separate objects or units together. (shape and join materials) Structures can be made and kept for a long time, others can be made and kept for a short time Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their outcome before making. DT Project: Design and make shelter for a minibeast /home</div>		<div>Imagination</div> <div>Indoor and Outdoor Role Play Area changed to children's reflect the children's interests.  Using small world to retell the story of Talk for Writing stories / news/ experiences</div>							

