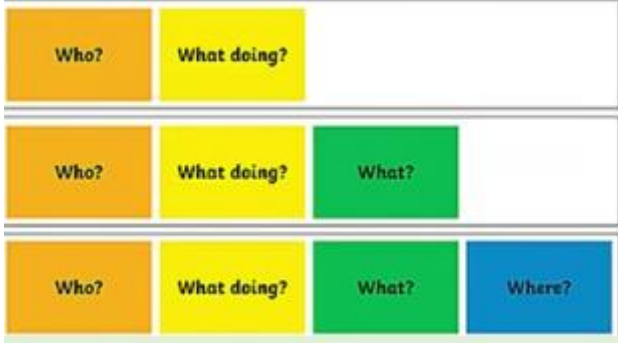


Summer 1: Key Driver Question: How does a caterpillar change into a butterfly?		
Literacy Focus Text: The Very Hungry Caterpillar Linked EOD Texts: Superworm The Butterfly Dance One is a snail Norman the snail with a silly shell Jack and the Beanstalk Linked songs/Rhymes: Incey Wincey Spider There's a tiny caterpillar on a leaf Lady bird lady bird The mini beasts came in 2 by 2	SEND Alternative text: That's not my spider That's not my butterfly	ELGs NW: Explore the natural world around them making observations and drawing pictures of animals and plants NW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. PP: Know the differences between things in the past and now, drawing on experiences. S: Use past, present and future tenses and conjunctions with support. C: Anticipate – where appropriate – key events in stories; C: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play BIE: Invent, adapt and recount narratives and stories with peers and their teacher. W: writes words/sentences using sounds they have been taught BI: Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others. Moves in time to music. EMM: Explore texture, form and function with materials
	Differentiation of speech expectations 	
Taught Vocabulary: Spider, snail, scorpion, caterpillar, pupa, cocoon, crysalis, butterfly, legs, antennae, body part,		
First 100 words taught: Mum, Dad, brother, family, baby, cat, coat, hat, socks, tv, light, tree, grass, there, in, on, off, bath, bed, house, light, phone tv		
Cold Task: Write a sentence/sentences that tell the story TLRH Hot Task: Write 3 sentences that tell the story of the very hungry caterpillar.		
Our Big Create: At the end of this theme, children will draw, write, tell and perform their own mini beast stories.		
Enrichment: <i>Ins: Caterpillars Outs: Tropical World</i>		
PSED Sequence: Being the same and different Over coming challenges		
Week 1: All children will know 3 features of themselves (eye colour, skin tone, height) KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)	Week 2: All children will know 3 features of themselves (eye colour, skin tone, height) KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)	Week 3: pop up week for pre teach All children will be able to sort food we can have lots of and food we can have little of.. KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)
Week 4: All children will be able to compare their features with a friend that they drew on their body map. KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)	Week 5: All children will know that we are all different but we can still be friends: Hassans Hijab KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)	Week 6: All children will know that we are all different but we can still be friends: Meesha makes friends KP: All children will say one thing they have done that they are proud of that was a challenge (resilient rhino)

Communication and Language Sequence: Story Invention

<p>Week 1: One rainy morning.... Who (alliterate name) +what+whatdoing+Where (mini beast)</p>	<p>Week 1: One rainy morning.... Who (alliterate name)+what+whatdoing+Where (mini beast)</p>	<p>Week 3 One rainy morning.... Suddenly)Villain)+what doing because</p>
<p>Week 4: One rainy morning.... Suddenly)Villain)+what doing because</p>	<p>Week 5 One rainy morning.... SO.....The solution-What+what doing</p>	<p>Week 6 One rainy morning.... SO.....The solution-What+what doing-The end</p>

Literacy Sequence: The Very Hungry Caterpillar T4W

<p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week (Mini beasts and Life cycles) Shared writing focus: Non fiction: A caption that explains what is happening in a picture with a conjunction (and). Who+ What doing (The/is/are)/and.... Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will use 'and' in a sentence when writing. CL Aims: All Children will; Point to or say what a diagram is Say a who to name a minibeast Say a who+what doing sentence with new vocab; Say what a mini beast is called and what it is doing (who+ what doing). Ask a simple question about the photos they see. Some children might Know what a contents page is and use one Say what heading is Say a who+what doing+where sentence using new vocabulary Give one fact about a min beast Use the word 'because' to explain an answer.</p>	<p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: Narrative: A sentence that tells us the first event from the story with a conjunction 'and'. First Who+ What doing (The/is/are/and ... Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will write a sentence starting with 'First'. Aims: All Children will; Show interest in the new story Know the main character is a caterpillar Know that the story takes place in an mini beast habitat (leaves, grass, outside) Say the food names in the story Say what happens first in the story. Draw a picture to represent the story. Join in with the repeated refrain Answer a who/what and where question about the pictures. Some children might; Begin to retell the story using Pie Corbitt actions and language. Create a story map to represent the story. Anticipate what happens next in the story. Answer a why and how question about the story, linking their answers</p>	<p>Week 3 Adult led Literacy T4W Text focus: Imitate Learn the Story map and actions Shared writing focus: Narrative: A sentence that tells us the 'next' event from the story with a conjunction 'and'. Next Who+ What doing (The/is/are/and... Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will write a sentence starting with the word 'next' Children will re-read their sentence back to themselves with a reading finger. Aims: all children will: Name the whos and whats in the story Anticipate and say the repeated refrain Show in own way (verbal or gesture) the next event in the story in response to 'what happens next?' Make marks to represent the characters in the story Say 3 events in the story in order Use the puppets to show the story sequence independently. Imitate actions for each event in the story. Some children might; Retell the story using first, next, then, after that and finally. Answer why questions about the story Use actions and language to retell the story. Represent 2 events in the story using pictures and a sentence.</p>
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<p>Week 4 T4W Text focus: Innovate Change the characters and setting Shared writing focus: Narrative: Sentences that tell us two events from the story. After that ...Who+ What doing (The/is/are)and/but so.. Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will write a sentence starting with After that... Children will re read a sentence back for sense. Aim: All Children will; Give one idea to change the 'what' character based on what we have learnt about mini beasts. Give one idea to change the 'what' based on what we know about food choices. Join in with the new repeated refrain Order the events in the story using the new props Draw the new characters using their own representations Contribute to the box up grid. Some children might; Make several suggestions to change the characters and whats in the story with reasons. Change the 'where' in the story based on own knowledge. Make links between new knowledge about the mini beasts and their own ideas Write a simple sentence about 2 events. Make own boxing up grid of ideas</p>	<p>Week 5 T4W Text focus: Innovate Learn the new story Shared writing focus: Narrative: 3 Sentences that tell us two events from the story. First/Next,after that/and./but/so ...Who+ What doing (The/is/are)and.. Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will write 3 sentences, with full stops to show where each ends. Children will re read a sentence back for sense. Aim All Children will; Put the props in the correct order of the new story; adding words or gestures. Say a who and what doing, but sentence to say what is happening in the story. Change food names independently (box up) Make own marks about the new characters and events. Retell the new class story by imitating actions. Some children might Make their own innovations using the box up grid: setting, characters, whats. Retell the new story with props and story maps. Retell own new story with actions Draw their own story map Write 3 sentences, one for beg, middle and end with pictures to guide.</p>	<p>Week 6 Non fiction week: Caterpillar Life Cycle Shared writing focus: Diagrams with captions Word/Sentence level writing focus: Children will use single words to label a diagram using the phonics that they know. Children will write a caption/s to explain the cycle. Aims: All Children will; Point to new photos and say the who+what doing to describe that part of the life cycle. Imitate actions to retell the life cycle of a caterpillar. Use first, next, after that to describe each event in the life cycle. Some children might Describe the life cycle in detail with connectives and because, coming away from the frame. Draw the life cycle of a caterpillar and add captions using the phonics they know.</p>
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Understanding the World Sequence: Mini Beasts, habitats and life cycles.

Range of Mini-beast Non fiction texts

<p>Week 1 All children will learn the names of popular mini beasts that we see in our environment. All children will learn the type of environment each minibeast likes to live in. All children will learn what each mini beast likes to eat. Some children will name a characteristic of each mini beast (legs/eyes).</p>	<p>Week 2 All children will learn what a caterpillar looks like. All children will learn that a caterpillar spins a cocoon and learn the vocabulary. All children will know that a caterpillar turns into a butterfly. Some children will learn the names of different butterflies and their colours. All children will know how to keep butterflies safe with kind hands.</p>	<p>Week 3 (PCC) All children will learn that fishes live in water. All children will learn the difference between the ocean and a pond/tank. All children will know that fish and minibeasts need different habitats. Some children will name a type of fish Some children will say why fish need to live in water.</p>
<p>Week 4 All children will learn that a caterpillar spins a cocoon and learn the vocabulary. All children will know that a caterpillar turns into a moth. All children will know that moths are nocturnal and like lights. Some children will know the differences between butterflies and moths.</p>	<p>Week 5 All children will know that a seed is planted and it will grow if we give it nutrients, light and water. All children will know what a bean seed is and how it grows. All children will make observations of a bean as it grows. Some children will use size language to describe this change.</p>	<p>Week 6 All children will learn that a worm lives in the soil. All children will know what a worm hole is. All children will know a worm cannot see. Some children will know that worms have rings and how they are used All children will know that a spider spins a web. All children will know what a spider eats. All children will know that the web is sticky All children will know that a spider uses the web to catch prey. Some children will explain a spider's day.</p>

All children will observe the caterpillars life cycle.

Past and Present Sequence: Technology from the past!

<p>Week 3: Children will learn that phones were different in the past. Children will compare an old land line phone, old mobiles and current phones. Some children will explain that these were used in the past.</p>	<p>Week 4 Children will learn that computers were different in the past. Children will compare an computer set, old computers and ipads/laptops. Some children will explain that these were used in the past.</p>	
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Fine Motor sequence: Writing on a line

<p>Week 1 Pattern: loops All children will write the sound spelling qu</p>	<p>Week 2 Pattern: uuuuu All children will write the sound spelling ch sh</p>	<p>Week 3 Pattern: all covered All children will write the sound spelling :ng th</p>
<p>Week 4 Pattern: all covered All children will write the sound spelling ck ll</p>	<p>Week 5 Pattern: all covered All children will write the sound spelling ff</p>	<p>Week 6 Pattern: all covered All children will write the sound spelling ss</p>

EAD Sequence: working towards creating their own mini beast puppet

<p>Week 1 All children will be able to attach lolly sticks and straws to card using tape.</p>	<p>Week 2 All children will be able to attach 2 pieces of card with tape with a gap for a hand or a finger.</p>	<p>Week 3 All children will be able to cut small circles and glue together (eyes).</p>
<p>Week 4 All children will explore creating textures with wool, matchsticks and cellophane.</p>	<p>Week 5 All children will be able to design their own puppet: they will draw and specify colours and function.</p>	<p>Week 6 All children will create their own mini beast puppet with function of choice.</p>

Possible Paths of Play

<p>Create (Mark Making) Word read Writing FM CL EAD</p> <p>Mini beats big draw Life cycle big draw Mini beast fact books Mini beast diagrams Mini beast habitat big draw Story map and box up frames</p>	<p>Create (DT) Word read writing EAD FM CL</p> <p>Making a variety of mini beasts with features Illustrating the life cycles Mini beast puppet skills Felt explore (cocoon/butterflies) Butterfly wings with cellophane Represent a habitat</p>	<p>Relax Word reading Comprehension PCC/PP CL</p> <p>Topic Word cards Books about mini beasts Stories about mini beasts VHC sensory story basket Box up grids Story map grids</p>
<p>Messy CL M EAD</p> <p>Butterfly paint Worm pattern paint Worm holes in sand Mini beast small world in sand (habitat scorpion) Water beasts Mini beast drinks</p>	<p>Construct CL EAD PSED</p> <p>Own mini beats stories (new what basket) Mini beast habitats (fabrics) Mini beast homes</p>	<p>Imagine EAD PSED Comprehension CL</p> <p>Role play of the story Role play of own stories Objects from the past in home corner Mini beast tea party</p>
<p>Maths Number Numerical Pattern</p> <p>Butterfly patterns Worm/caterpillar repeated lines Comparing mini beast sizes Mini beast maths problems</p>	<p>Phonics Word Reading</p> <p>Find the minibeast label using initial sound spot Lists of mini beasts they find</p>	<p>Finger Gym Fine Motor</p> <p>Pipe cleaner spiders, snails, worms</p>
<p>Outdoors Move Gross Motor PSED</p> <p>Butterfly dances Caterpillar life cycle movements Move like a(mini beast)</p>	<p>Outdoors Create NW/PCC Maths CL EAD Word read</p> <p>Large scale butterfly wings Mini beast list</p>	<p>Outdoors messy Gross motor Fine motor EAD Word Reading</p> <p>Snail trails Mini beast food Feed the bees/worms</p>
<p>Outdoors: Imagine/Construct EAD PCC/PP CL PSED</p> <p>Butterfly dance role play</p>	<p>Outdoors Funky Fingers Fine Motor PSED</p> <p>Cocoon making (stick wrapping)</p>	<p>Outdoor Maths, maths maths! Number Numerical pattern</p> <p>Make collections Count Sticks Order size Fill and pour: capacity Problems in the pit</p>

