

Initial Hook / Wow:

Receive a letter from my caterpillars telling children to keep an eye out for them or receive caterpillars in the post.

Experience / Opportunity:

- Watch the caterpillars develop and change into butterflies.
- Go on a minibeast hunt
- Forest School

Audience / Purpose / Product:

- To change part of a story
- To write a story.
- To write the lifecycle of a caterpillar.

English skills

To write a story— The Sweet Talking Potato—
[https://classroom.thenational.academy/units/the-](https://classroom.thenational.academy/units/the-sweet-talking-potato)

Phonics

- Continue with RWI Set 1, Set 2 and Set 3 sounds.
- Recognising and writing set 1, set 2 and set 3 red words.

Reading

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense. Write simple sentences.

Books

- The Very Hungry Caterpillar (Non-Fiction)
- What The Ladybird Heard (Fiction)



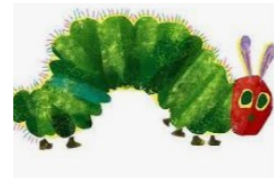
Physical Development:

Gross Motor Skills

- **Real PE—Physical— Juggling—** Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- **Athletic Skills**

Fine Motor Skills

- Shows preference of dominant hand Experiments with different ways of moving
- Hold pencil in correct way.



The Very Hungry Caterpillar



Summer 1— Minibeasts

Communication and Language Skills:

Listening, Attention and Understanding

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.

Speaking

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

Understanding the World

The Natural World

- Explore the Natural world around them—Forest School
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that different to the one in which they live—Learn about the habitats of minibeasts
- The Lifecycle of a butterfly
- Understand the effect of changing seasons on the natural world around them.
- Identify parts if a butterfly and different characteristics
- Identify features of minibeasts

<https://classroom.thenational.academy/units/woodland-f2b5>

Personal, Social and Emotional Development:

Self Regulation

- Children will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

Managing Self

- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

Building Relationships

- They show sensitivity to others' needs and feelings.

PSHE— SCARF Unit— Being My Best

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/parental-engagement-scarf-at-home-activities>

Author Focus Eric Carle

Vocabulary: Word Aware

Maths: More, less, fewer, add, take away, total, altogether, sharing, double, half, 2D and 3D name shapes and properties.

Understanding the World

- **Parts of a butterfly**—body, wings, antennae, legs, proboscis
- **Lifecycle of a caterpillar** - egg, larvae, caterpillar, cocoon, pupa, chrysalis, metamorphosis.
- **Snails**—foot, tentacles, eyes, shell, slime, trail, snailery,

RE:

Somerset AMV— Special Stories—God

School Christian Value— Forgiveness

Maths skills:

Counting

- Combining two groups using part, part whole models.
- Using a 10 frame.
- Counting beyond 10
- Adding more and taking away

<https://classroom.thenational.academy/units/addition-and-subtraction-within-10-d631>

Cardinality

- Counting accurately objects 1-10
- Matching right numeral to right amount 6-10
- Represent amounts using symbols and marks. 1-10
- Represent amounts using numerals 1-10, 11-20

<https://classroom.thenational.academy/units/numbers-within-15-7d41>

Composition

- Number bonds and fact within 5
- Number bonds in numbers up to 10

Subitising - Up to 6 and beyond.

Expressive Arts and Design

Creating with Materials—They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- **Clay Minibeast**— Return to and build on previous learning, refining ideas and developing their ability to represent them.
- **Snail Art Collage**—based on Henri Matisse
- **Building a minibeast hotel**—Create collaboratively sharing ideas, resources and skills, use and refine a variety of artistic effects to express their ideas.
- **Charcoal sketches**—Explore.
- **Making and Snailery**—Create collaboratively sharing ideas, resources and skills, use and refine a variety of artistic effects to express their ideas.

Being Imaginative and Expressive

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- **Role Play Masks**—Develop storylines in their play.
- **Small world**— Develop storylines in their play.
- **Musical Instruments**—Explore and engage in music making and dance, performing solo and in groups.

Music—Charanga—Big Bear Funk

Sing Up Music—Reception—Sing 6—Five Fine Bumble Bees.