

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	16 th April-20 th April 2018 Engage -Memorable experience Focus Lists and Leaflets	23 rd April-27 th April 2018 Develop- Instructions	30 th April-4 th May 2018 Develop-Reviews and Information Books.	8 th May – 11 th May 2018 Develop- Poetry	14 th May- 18 th May 2018 Express- Writing for different purposes.	21 st May – 25 th May 2018
Phonics	Letters and sounds Yr 1-Recap phase 4 and 5 Yr 2- Phase 6 – l sound in cry, fly, try. Silent k at beg of words (knife, knight) SPAG- Year 1 - suffix –ing and -ed MA- er and est Year 2 – contractions.	Letters and sounds Yr 1 -Recap phase 4 and 5 Yr 2 -Phase 6 – spelling rules SPAG Year 1 suffix -s and -es Year 2- Possessive apostrophe	Letters and sounds Yr 1 -Recap phase 4 and 5 Yr 2 Phase 6 – spelling rules SPAG Year 1 – using capital letters Year 2 – suffix -ly, -ment	Letters and sounds Yr 1 – Recap phase 4 and 5 Yr 2 Phase 6- spelling rules SPAG Year 1 – suffix -ed and -ing Year 2- suffix less,	Letters and sounds Yr 1 – Recap phase 4 and 5 Yr 2 - Phase 6- spelling rules SPAG Year 1 – write sentences using capital letters. Year 2 – Homophones	Letters and Sounds Yr 1 – Recap phase 4 and 5 Yr 2 Phase 6 – spelling rules
Maths	<u>Year 1 Place Value</u> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number □ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens □ given a number, identify one more and one less □ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least □ read and write numbers from 1 to 20 in numerals and words.	<u>Year 1 Place Value</u> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number □ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens □ given a number, identify one more and one less □ identify and represent numbers using objects and pictorial representations including the number	<u>Position and Direction</u> Year 1 describe position, direction and movement, including whole, half, quarter and three - quarter turns. Year 2 order and arrange combinations of mathematical objects in patterns and sequences □ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a	<u>Position and Direction</u> Year 1 describe position, direction and movement, including whole, half, quarter and three - quarter turns. Year 2 order and arrange combinations of mathematical objects in patterns and sequences □ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing		

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

<p>Children build on their previous learning of numbers to 50. They continue grouping in 10s to make counting quicker and more efficient.</p> <p>Children are introduced to the hundred square and use it to count forwards and backwards within 100.</p> <p>Reasoning and problem solving linked to representing numbers.</p> <p>Partitioning numbers and comparing numbers</p> <p>Year 2 - Statistics</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words.</p> <p>Comparing numbers using <, > and = and objects.</p> <p>Children use the language 'more than', 'less than' and 'equal to' alongside the inequality symbols.</p> <p>Which number has the most/least tens? Which number has the most/least ones?</p> <p>If the number is greater/less which direction will we move on the number line?</p> <p>How can we count efficiently?</p> <p>Ordering numbers, one more and one less.</p>	<p>turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Year 2 Describe movement and turns Children use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line. Children will practically follow and give directions with a partner before writing directions for routes and recording routes on 2D grids. Teachers need to have discussions around the direction objects are facing in order to correctly complete left and right movements.</p> <p>Reasoning and problem solving linked to describing movement.</p> <p>Year 1 Describe turns and position Children use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes/objects. Children should be exposed to objects, shapes and themselves turning in different directions but do</p>	<p>between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Year 2 Making patterns with shapes.</p> <p>Children build on previous knowledge of patterns and repeating patterns from Year 1 and their understanding of turns to now create patterns that involve direction and turns. Children use the language 'left', 'right', 'clockwise', 'anticlockwise', 'quarter', 'half' and 'three quarters' to create and describe patterns.</p> <p>Year 1 Continue to work on describing position linked to reasoning and problem solving.</p>		
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

<p>ask and answer questions about totalling and comparing categorical data</p> <p>Children should be confident counting in 5s and have an understanding of the vocabulary total, altogether, more, less and difference.</p> <p>Tally charts need to be taught as a systematic method of recording data as a running total for an unknown quantity</p> <p>Complete a tally table, create their own.</p> <p>Reasoning and problem solving linked to tally charts.</p> <p>Introduce Interpret pictograms</p>	<p>Year 2 – Statistics</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p> <p>Continue to work on pictograms and draw pictograms.</p> <p>Block diagrams</p>	<p>not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns.</p> <p>Reasoning and problem solving linked to describing turns.</p>			
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Wriggle and Crawl Summer (1) 2018
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English	<p>Visit a local woodland, grassland, heathland, fen or wetland to observe and identify minibeasts in their natural habitat. Before the trip, talk to the children about what they might expect to see and encourage them to come up with questions about different minibeasts and the environments they live in. Give them dental mirrors so they can take a sneaky peek into holes and crevices and nets to sweep beneath the surface of ponds and puddles, then lift stones and logs and clear away leaf litter to see what they can find. Collect specimens using pooters, spoons and nets, then observe the creatures closely using magnifying pots, hand lenses and digital microscopes. Ask them to listen to an expert describe how the environment supports the animals that live there, and ask questions to improve their knowledge. Finally, the children should use recording sheets, digital photography and video footage to record their experience. They can also draw the minibeasts and make notes on how they move, the creatures they were found with and other observations. Make sure the children return all minibeasts to their natural habitat.</p>	<p>Writing Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.</p> <p>Write for different purposes. Begin to write a set of instructions that inform others how to care for a chosen minibeast, referring back to their features checklist to help them structure their writing. Use a range of imperative verbs at the start of each sentence, choosing the most appropriate for the instruction. Give their instructions a title such as: 'How to care for a worm' or 'How to keep a spider'.</p> <p>Note Model examples before asking children to write independently. Demonstrate how to write instructions with numbers and bullet points, making sure they are in the present tense. Explain that they need to put the sentences in order so the</p>	<p>Writing Talk through the content of what they are going to write about, considering the sequence of sentences. Plan or say out loud what they are going to write about. Choose a favourite book about minibeasts and tell a partner what they like about it. Write a simple book review, explaining what the story is about, who the characters are and why they enjoyed it so much. Give their book a 'star rating', depending on how much they enjoyed it.</p> <p>Note Model how to review a book En W C 2c Encapsulate what they want to say, sentence by sentence. En W C 1d, 2b; En W VGP 2b; En SL 1, 6, 9 with the whole class. Explain that reviews are about giving an opinion and not just retelling the story. Encourage children</p>	<p>Spoken language Ask questions to clarify understanding and learn new vocabulary.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Play the guessing game, 'Who am I?' Think about a minibeast, but don't tell the rest of the group its name. Give 'yes' or 'no' answers to their questions as they try to work out what minibeast it could be. Provide no more detail - the only answer allowed is 'yes' or 'no'.</p> <p>Note Encourage children to think about questions that will give them as much information as possible. They should ask about the minibeast's movement, habitat, food and behaviour. This activity could extend to writing riddles about mystery minibeasts.</p> <p>Writing Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives). Brainstorm adjectives and adverbs that describe what minibeasts look like and how</p>	<p>Spoken language Sustain attention in purposeful conversations and stay on-topic. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Discuss ideas for improving their local environment to attract wildlife. Make a list of suggestions that they could put into action to attract more minibeasts. Compare ideas with the class and come up with a plan of action!</p> <p>Note Improvements could include planting wildlife-friendly flowers, making outdoor minibeast homes and cordoning off an area of the school grounds to create an outdoor minibeast laboratory with logs, stones and rotting wood.</p> <p>Spoken language</p>	<p>Spoken language Listen and respond appropriately to adults and their peers. Writing Write for different purposes. Write poetry. Reading Be introduced to non-fiction books that are structured in different ways. Working in groups, choose a favourite minibeast studied during the project. It could be a butterfly, honey bee, woodlouse, fly or ladybird. Check what your group knows about its life cycle. Show your favourite minibeast's life cycle as a flow diagram. Make sure there are no errors in it! Of course, you could always debug it if it has! Make models of each stage of your minibeast's life cycle. Use soft modelling dough or draw the stages on card and cut them out. If your chosen minibeast is a butterfly, you'll need to make or draw a butterfly, an egg, a caterpillar and a pupa. Let's get crafty!</p>

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>Spoken language Explain a task or experience, structuring talk so that the main points are clear.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Look back at photos and video footage to remember and describe things they saw and did during their visit. Describe the minibeasts they found and explain how they identified them using keys or images. Describe where they found different minibeasts and how their location helps them survive. Write an alphabetical list of all the minibeasts they found.</p> <p>Give the children simple classification keys and picture sheets to help them identify what they found. Provide a range of non-fiction books that the children can use to support their ideas</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Draw pictures and note down ideas, key words and new vocabulary in a simple planning format. Work as a class to compile a list of dos and don'ts for a successful minibeast</p>	<p>reader can follow the instructions easily.</p> <p>Writing Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). Proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]. Revisit their instructions with a writing partner to check spelling, grammar and punctuation, making corrections where necessary. Word process their instructions and add illustrations using images from the web or by creating their own with drawing or painting software. Print their instructions and display them next to the minibeast habitats.</p> <p>Note Encourage children to use a spell checker before they print their work. Be aware that it may suggest incorrect alternatives to some of their misspelt words!</p>	<p>to use descriptive vocabulary and connectives to join ideas. You could even look at examples of book reviews online.</p> <p>Writing Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Write for different purposes. Watch Bee Movie and read Bee & Me by Elle J. McGuinness. Discuss what they liked and disliked about the film and the book and explain why. Write a film review of Bee Movie, summarising the plot and describing the main characters. Express an opinion on the film and give it a star rating.</p> <p>Note You could begin by showing children reviews that others have written about the film, highlighting any adjectives that are used. Alternatively, you could model your own review, sharing your opinions about the film.</p>	<p>they move. Choose one of the words, then work as a class to find a rhyming word that goes with it. Compose simple sentences orally and create a class word bank of rhyming words. Write finished versions of the sentences.</p> <p>Note Model words that the children suggest and encourage use of them in their sentences. Ask them to practise saying their sentences out loud before they write them down. Praise examples of alliteration, adjectives and adverbs.</p> <p>Writing Use poetic techniques including humour and word play independently. Write poetry. Work together to create a class poem about minibeasts using rhyming words to create simple couplets. Read their class poem together and suggest ways it could be improved, such as by adding 'wow' words, adjectives, adverbs and alliteration.</p> <p>Note Show the children images and film footage of minibeasts to help them generate ideas. Recap phrases that use alliteration.</p>	<p>Explain a task or experience, structuring talk so that the main points are clear. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Share work from the project with parents and carers and talk about what they have learnt, using scientific language. Name and describe the main characteristics of their favourite minibeast. Explain how they have acted as entomologists during the project. Ask parents and carers to write a comment in a scientist's book or on a comment wall. Write a letter to Mrs Hutchinson about how to improve our nature garden. Look at features of a letter.</p>	<p>What kind of background do you want for your animation? Why not take a look in books or online for ideas? Watch as your teacher demonstrates how to use the animation software. Practise using it before you get started on your animations. Find out what onion-skinning is and make sure you use it when doing your animations! Set up your work area. Secure your background with masking tape and make sure your models are all ready. Come on busy bees Watch your animations back as you work. Great... you've finished your animation. Does your animation show the minibeast's full life cycle in the right order?' With help, save your animation, then export it as a movie file. Import your movie file into editing software, such as Movie Maker. You're real worker ants! Watch as your teacher shows you how to use the 'edit</p>
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>hunt. Work in pairs to add further points,</p> <p>including symbols or illustrations using clip art.</p> <p>Note</p> <p>Model examples, such as: 'Do put minibeasts back where you found them', and 'Don't break spider webs'. After writing their lists, children could design their own warning signs to put up around school. A spider's web inside a red triangle, for example, could tell other children not to damage spider webs.</p> <p style="text-align: center;">Warning symbols</p> <p style="text-align: center;">Including symbols or illustrations from clip art.</p> <p style="text-align: center;">Note</p> <p>Model examples, such as: 'Do put minibeasts back where you found them', and 'Don't break spider webs'. After writing their lists, children could design their own warning signs to put up around school. A spider's web inside a red triangle, for example, could tell other children not to damage spider webs.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly].</p>	<p>Writing</p> <p>Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives)</p> <p>.Encapsulate what they want to say, sentence by sentence. Use their imaginations to write creative instructions on how to be a particular minibeast! Draft out their ideas using their observations as a starting point. Aim to tell the reader how to behave.</p> <p>Note</p> <p>Model an example to help the children understand the task. For example, the following instructions inform the reader 'How to be a worm'. 1) Find a muddy spot. 2) Dig a burrow by digesting the soil. 3) Look for tasty things to eat, like rotting leaves or vegetable peelings. 4) Listen carefully for rain. 5)</p>	<p>Writing</p> <p>With support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists). Plan or say out loud what they are going to write about. Read a range of information books to find out about bees. Look at examples of different pages, thinking about how they are organised and what features have been used. Use correct terminology when describing headings, sub-headings, a contents page, index, diagrams, captions and pictures. Begin to think how they would organise a mini information book all about bees and jot down ideas, drawings and plans, sharing their ideas with an adult.</p> <p>Note</p> <p>Children could work in twos or threes to make a 'big book', collaborating to write different sections.</p> <p style="text-align: center;">Writing</p> <p>Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for</p>	<p>Writing</p> <p>Read aloud their own writing clearly, audibly and with appropriate intonation. Read aloud what they have written with appropriate intonation to make the meaning clear. Work in pairs to write a poem about one or more minibeasts. Use a writing frame to help structure the poem, or write a free verse poem that doesn't have to rhyme. Perform the poem for the class using appropriate intonation, actions or sound effects.</p> <p>Note</p> <p>Provide rhyming dictionaries and access to the web to help children generate couplets. You can record the poems with a digital voice recorder and transfer them to the computer, where the children can add other sounds.</p>	<p style="text-align: center;">Note</p> <p>Make time for the children to share their work and involve parents and carers in their learning. Children could invite them to an open morning or afternoon, where they perform part of the project in a song, dance or poem.</p> <p style="text-align: center;">Writing</p> <p>Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Write for different purposes.</p> <p>Reflect on what they have learnt about common wildlife and how to care for it. Discuss whether their opinions on creatures, such as spiders, slugs and worms, have changed. Write a pledge about how they will care for and promote wildlife, particularly minibeasts in their local habitat.</p>	<p>movie' tool to add a title to your animation. Wow it's transforming right before my eyes! Use the 'edit movie' tool to add credits to your animation. You could add sound effects or narration to your film. Why not write a poem to use as a soundtrack? Save your animation as a project file as you work. When you have finished, save it as a movie! Watch another groups' animation and write a review about it - give it a star rating! Email your movies to Dr Fran.</p> <p style="text-align: center;">CONGRATULATIONS! You have completed your Innovation Challenge.</p>
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated accurately). Discuss what other information they might need to include, then work independently to complete their own guidebook. Check that sentences and paragraphs make sense and that words are spelt correctly. Use dictionaries and spell check tools for help. Include their own photos or images downloaded from the web to illustrate their guides.</p> <p style="text-align: center;">Note</p> <p>Children could add a labelled map, illustrations of minibeasts, safety information, a 'what to wear' section or a glossary. Provide appropriate resources and support to help the children develop their ideas. Children will need to design a cover for their guidebook and give it an appropriate title. Print and fold the finished guidebooks and display them with photos from their memorable experience.</p> <p>Retell the story of Superworm.</p> <p>Year 1</p> <p>To begin to punctuate sentences using capital letters and full stops.</p>	<p>Watch out for hungry birds. Link this task with the computing activity on page 7.</p>	<p>improvement. Evaluate their writing with the teacher and other pupils.</p> <p>Continue working on their bee books using a variety of sources to collect relevant and interesting information and to check facts. Work with a partner to read through their developing work, making any edits and changes as necessary. Add illustrations, photos and captions on paper or digitally to create a finished book.</p> <p style="text-align: center;">Note</p> <p>Display children's finished books with a selection of non-fiction books on the theme and encourage them to read them quietly during independent reading time.</p>		<p style="text-align: center;">Note</p> <p>Build confidence by making sure that all the children have an opportunity to contribute, either on their own or in a small group. Model how to write a pledge. Allow children to write their pledges on minibeast paper shapes, or upload them to the class blog or school website.</p> <p style="text-align: center;">Writing</p> <p>Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Write for different purposes. Plan a special assembly on the theme of 'Wriggle and Crawl'. Work together to think about what it should include and allocate different roles within the group. Work independently or in pairs on a small spoken piece, poster, poetry reading or demonstration. Practise reading their</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>To begin to use suffixes in their writing.</p> <p>Year 2</p> <p>To punctuate sentences correctly.</p> <p>To use subordinates to extend their sentences.</p> <p>To use suffixes ly, ment, less and ful within their writing.</p>				<p>work in preparation for the performance.</p> <p>Note</p> <p>Children could create minibeast-themed invitations to their special assembly. They could even prepare minibeast-themed snacks and nibbles, such as iced spider biscuits and butterfly cupcakes. Yum!</p> <p>Spoken language</p> <p>Speak clearly with appropriate intonation, varying talk to capture and hold the listeners' attention. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Present their special assembly, speaking confidently and clearly to an audience. Be prepared to answer questions. Plan an activity that parents and carers can join in with, such as a rhyme, song or poem.</p> <p>Note</p> <p>Parents and carers will love finding out what</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

					the children have been learning. You could even build a minibeast hunt into the assembly, so that parents and carers can see what lives in the school environment! Children can lead the session by encouraging the audience to collect minibeasts.	
Guided Reading	<p>Superworm by Julia Donaldson Predict what might happen on the basis of what has been read so far.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p> <p>To sequence sentences to form short narratives.</p> <p>Year 2</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>Non-Fiction how to make habitats</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Reading</p> <p>Use age-appropriate dictionaries or thesauri to find the meaning of new words, with adult/peer support.</p> <p>Read and discuss written instructions on how to make a range of habitats for keeping minibeasts in the classroom. Identify the features of the instructions to make a features checklist. Work in pairs to look up words that</p>	<p>Reading</p> <p>Predict what might happen next using evidence from the text.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Visit the local library to find stories about minibeasts, such as <i>Aaaarrgghh, Spider!</i> by Lydia Monks, <i>The Very Greedy Bee</i> by Steve Smallman, and <i>The Very Hungry Caterpillar</i>, <i>The Bad-Tempered Ladybird</i> and <i>The Very Busy Spider</i> all by Eric Carle. Predict what might happen at</p>	<p>Reading</p> <p>Note effective language choices and show skill in discussing their favourite words and phrases (e.g. 'slimy is a good word'). Discuss their favourite words and phrases.</p> <p>Read and listen to traditional poems and rhymes about minibeasts, such as <i>There's a Worm at the Bottom of My Garden</i>, <i>Caterpillar</i>, <i>Caterpillar</i> by C. Richard Miles and <i>Hurt No Living Thing</i> by Christina Rossetti. Talk about the poems and rhymes, spot any rhyming words and describe the imagery that they create.</p> <p>Identify favourite words and phrases in each poem and explain why they like them.</p>	<p>Reading</p> <p>Non-fiction text</p> <p>Life cycle of a butterfly.</p>	

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

they are unsure of or don't understand in a dictionary.
Note
Provide children with instructions for building a range of minibeast habitats as outlined above. Children can build their chosen habitat during their Curriculum Enrichment time.

Answer and ask questions.
Reading
Ask questions and make comments, based on textual cues.
Use a range of information sources, including non-fiction books, to find out how to care for and meet the needs of the minibeasts they will be making habitats for. Work with a partner to ask questions that arise from the texts, making a note of these and discussing them with an adult or answering them themselves by further reading.

Note
You may want to provide your own information for the children to read to make it age appropriate. You will need to describe how the habitat should be kept, what the minibeasts

different points in the stories during reading.

Note
These stories are only suggestions - there are many brilliant examples to choose from! Highlight strategies for decoding new words and encourage children to join in with repetitive phrases. Talk about who is telling each story. For example, *Aaaarrgghh, Spider!* is told from the point of view of the spider. Encourage children to bring in their own stories from home to share with the class

Note
Help children to develop an understanding of rhyme and pattern in poetry by reading examples to them. *Jump or Jiggle* by Evelyn Beyer is a great place to start and includes other animals.

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

		need to eat or drink, and where in the classroom their habitat should be placed.				
Science	<p>Plants and animals Year 1</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.</p> <p>Year 2</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Define the terms 'habitat' and 'micro-habitat', giving examples and</p>	<p>Plants and animals Year 1</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.</p> <p>Year 2</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>To describe how animals obtain their food from</p>	<p>Plants and animals Year 1</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.</p> <p>Year 2</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>Plants and animals Year 1</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.</p> <p>Year 2</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</p>		<p>Science</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Notice that animals, including humans, have offspring which grow into adult</p>

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>identifying animals that live in each place.</p> <p>Explore small trees and bushes in their local environment to discover what's hiding in them. Work in groups to hold a white cotton sheet under a bush or small tree. Shake the tree or bush over the white sheet and work quickly to catch minibeasts with spoons, pooters and fingers! Use simple classification (identification) keys or pictures to identify species found and create a tally chart to record the different types and frequency. Back in the classroom, transfer their data to a simple data handling program, calculating the total number of each creature found in the sample area. Use the information to produce a computer-generated or hand-drawn pictogram or block graph.</p> <p style="text-align: center;">Note</p> <p>Flying minibeasts often live in trees and bushes, including ladybirds, lacewings and small moths. Their ability to fly means that they can escape, so the children must work quickly! Try searching a range of evergreen and deciduous trees and bushes and note which yielded the most minibeasts and why. Take macro photos using a digital camera to get good close-ups of the different minibeasts. Ensure minibeasts are returned safely to their homes after</p>	<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Create a minibeast home to enable them to keep, observe and care for a range of minibeasts.</p> <p>Collect specimens from the local area, including snails, spiders, worms and slugs.</p> <p>Look closely at the minibeasts using a digital microscope or hand lens.</p> <p>Devise a range of questions that can be arranged into the following categories: those that can be answered by immediate observation ('Are the spiders alive?'), those that need further observation or research ('Can worms climb?') and those that may</p>	<p>and name different sources of food.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips. Use their observations and ideas to suggest answers to questions.</p> <p>Find out why and how bees make honey. Look at video footage and images of bees using their proboscis to collect nectar from flowers. See how they get covered in pollen as they feed.</p> <p>Identify parts of the flower that the bee collects pollen and nectar from. Draw a diagram and label it with captions to explain how bees make honey.</p> <p style="text-align: center;">Note</p> <p>If possible, invite a local beekeeper into school to</p>	<p>and identify and name different sources of food.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips. Use their observations and ideas to suggest answers to questions.</p> <p>Find out how a minibeast's appearance can help it avoid being eaten. Look at a range of camouflaged creatures, such as the peppered moth, stick insect and shield bug. Describe their camouflage and compare them with butterflies, ladybirds, wasps and hornets, which have bright colours and patterns. Think about how these creatures avoid being eaten.</p> <p style="text-align: center;">Note</p> <p>Ladybirds, wasps and</p>		
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>they have been identified and counted.</p> <p>Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Think about the creatures they have seen and explain what they think minibeasts need to survive. Complete a table or annotate pictures of the minibeasts with information under the following headings: What do I eat and drink? How do I breathe? What do I live in/under? How do I protect myself?</p> <p>Note</p> <p>Model how to complete the table or annotations. A slug for example: What do I eat and drink? - living and dead plants; How do I breathe? - breathe air through a breathing hole (pneumostome); What do I live</p>	<p>require a test ('What is a slug's favourite food?').</p> <p>Note</p> <p>Set up the children's minibeast homes in a suitable part of the classroom to create a 'minibeast laboratory'. Encourage the children to work as entomologists. Explain that they must treat and handle the minibeasts with care and respect. You can find creatures outside or buy more unusual minibeasts such as mealworms and locusts from pet and reptile shops. Children could complete a daily log to record their observations over time. Link this task to the English instructions activity on page 6.</p> <p>Do things in the correct order when performing a simple test and begin to recognise when something is unfair. Perform simple tests.</p> <p>Investigate how far, how fast and in which direction</p>	<p>talk to the children about beekeeping, honey production and the life cycle of a bee.</p> <p>Science</p> <p>Describe the life cycles of some common animals and humans. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Learn about the life cycle of a honey bee or bumblebee, including their egg, larval, pupal, and adult stages. Draw the bee's life cycle in a diagrammatic form and label accordingly, adding short captions to explain each stage.</p> <p>Note</p> <p>A bee's life cycle is described as holometabolous. Other holometabolous minibeasts include butterflies, wasps and ants. You could buy butterfly chrysalis online or maggots from a fishing shop to observe the</p>	<p>hornets have bright colours to warn other creatures that they might be dangerous. Ladybirds don't look harmful, but they secrete a yellow liquid that is toxic to some creatures. Minibeasts such as hoverflies and horntails have evolved to mimic these warning colours, but they are not dangerous. Other mimics include butterflies. Rotate an image of the peacock butterfly 180 degrees and it looks like a totally different animal - an owl!</p> <p>Science</p> <p>Name and match animals to their offspring. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Match pictures of baby and adult minibeasts, including ladybirds, worms, earwigs, moths, woodlice and spiders. Group the animals according to whether or not the babies look like their parents. Find out more about the life cycle of their favourite</p>		
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>in/under? - damp, dark places, under rocks and wood; How do I protect myself? - camouflage and slime.</p> <p>Provide the children with a range of books and posters to help gather facts and information.</p>	<p>snails move! Look under and in dark, damp places to find snails and collect them in plastic tubs. Use small dots of nail varnish to colour code the snails' shells, making sure it doesn't touch their soft, fleshy body. Record information about each snail, including its size, species (such as <i>Helix aspersa</i> or <i>Helix lucorum</i>) and any other notable features. Release the snails from a single location in the playground then try and find them again the following morning. Mark where each one was found on a paper or digital map of the playground and work out which snail travelled the greatest distance,</p>	<p>stages of holometabolous development. You could also use dried pasta to model each stage: risoni (egg), fusilli (caterpillar), conchiglie (pupa), farfalle (butterfly).</p>	<p>minibeast. Think about why minibeasts have such different life cycles.</p> <p>Note Woodlice lay eggs, which they keep in a brood pouch under their body. The eggs hatch in the brood pouch and the pale, tiny woodlice stay there until they have moulted several times and are better equipped to survive. Some woodlice species stay close to their babies until they reach adulthood. Minibeasts that have evolved to go through complete metamorphosis, such as butterflies and ladybirds, have a significant survival advantage, because adults and larvae are so different, they have different predators and do not compete for the same food.</p>		
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

including any differences between species. Make a note of any snails that they couldn't find.

Note

If time allows, the children could spend five minutes each day for a week searching for and recording each snail's location. Encourage them to search high and low, as snails often move up vertical surfaces. Tell them not to move the snails if they find them, just to mark their location on the map. Children could also record the weather to see if it affects how far or how fast the snails move each day.

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

RE	<p>To know and be able to retell the stories of Jesus.</p> <p>Begin to be able to make the connection between the Bible stories and Christian belief.</p> <p>Be making links between values and behaviour. Who did Jesus make friends with? Create a list of all the people the children can remember.</p> <p>Jesus made friends with everyone. He made time to speak to everyone, especially those who were considered by others, as not worthy of being spoken to by anyone. These stories remind us of Jesus' love for people of all ages and from any social background.</p> <p>Jesus and the children In Jesus' time children were not thought of with any high regard. So when people brought their children to be blessed by Jesus several adults tried to stop them. However, Jesus told them to let the children come to him.</p> <p>Many images of Jesus welcoming the children can be found through Google. Show several of these pictures to the children and ask</p>	<p>To know and be able to retell the stories of Jesus.</p> <p>Begin to be able to make the connection between the Bible stories and Christian belief.</p> <p>Be making links between values and behaviour.</p> <p>Ask and respond sensitively to questions about their own and other people's feelings and experiences. The Ten Lepers There is an excellent retelling of this story in The Lion Storyteller Bible - Bob Hartman. Retell the story using drama, mime or dance. Use movement and facial expressions to interpret the hurt and rejection felt by the lepers. Then change these expressions to reflect the new feelings of the people after they were healed. Take photos for your class RE Scrapbook that can be annotated by the children. Discuss situations within the children's own experiences when they have felt rejected and</p>	<p>Ask and respond sensitively to questions about their own and other people's feelings and experiences. Blind Bartimaeus Before telling the story play games using blindfolds and feely bags. Hopefully this will help the children to try and empathise with Bartimaeus.</p> <p>Tell the story and talk about the ways in which Bartimaeus' life was transformed. Record this discussion. Everyday people walked passed and ignored him. On that day Jesus took notice. Jesus saw him, listened and helped. Why? I wonder how Bartimaeus felt when Jesus spoke to him. Big Question....</p> <p>I wonder how Bartimaeus felt when Jesus spoke to him?</p>	<p>To know and be able to retell the stories of Jesus. Recap on last weeks work and story- Blind Bartimaeus In today's world this would be a sensational news story. What would be the headline? Re-write the story in the style of a newspaper report.</p>	<p>To know and be able to retell the stories of Jesus.</p> <p>Begin to be able to make the connection between the Bible stories and Christian belief.</p> <p>Be making links between values and behaviour.</p> <p>Ask and respond sensitively to questions about their own and other people's feelings and experiences. The man lowered through the roof. Use the scene from The Miracle Maker film to watch this story. Discuss the following as a class. Why did the four men do this for their friend? How did the man feel as he was lowered? How did the man feel when Jesus spoke to him? How did he feel as he walked out of the house?</p>	<p>Begin to be able to make the connection between the Bible stories and Christian belief.</p> <p>Be making links between values and behaviour.</p> <p>Ask and respond sensitively to questions about their own and other people's feelings and experiences.</p> <p>Recap... The man lowered through the roof. Children participate in hot seating different characters from the story. Discuss.... In what ways does this story show Jesus was a friend to everyone? How do these stories help us to understand Jesus and the character of Jesus? I wonder how and why did Jesus did these things to help these people? What did Jesus want us to learn from his behaviour? How do these stories connect to what we know about Christian beliefs? Do any of these stories help us to understand and explain Christian beliefs? Big question....</p>
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>them to decide which ones truly reflect Jesus' actions and teaching. Children create their own interpretation (in an art medium) of this event in the life of Jesus and then talk about it.</p> <p>Cross Curriculum Link - Art</p>	<p>hurt and then 'wounds' have been healed. Hot seat the leper who came back to say thank you. Take photos for your class RE Scrapbook What was their life like before? What was their life like after they were healed? Why did Jesus stop and help them? Write a thank you letter to Jesus from the leper who came back to say thank you. <i>Why is saying thank you so important?</i> <i>Do you always remember to say thank you?</i> <i>Why did the other lepers forget?</i></p>			<p>What were the disciples/crowd/owner of the house thinking? Write answers to these questions from the point of view of the characters on thought bubble shapes. Record Individually</p>	<p>Why did Jesus speak to everyone?</p>
History/ Geography	<p>Geography Draw simple maps or plans using symbols for a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Make a simple sketch map of the area where they carried out their</p>				<p>History</p>	

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>minibeast hunt. Talk about the physical and human features that they saw, using geographical vocabulary. Add a key to indicate features on their sketch maps and plot the route they took around the site. Identify stopping points or sampling areas along the route.</p> <p>Note You could give the children a simple map or plan to annotate during their visit and mark on the location of different stopping points. Back at school, they could transfer their notes and marks to create their own sketch map. Alternatively, you could prepare a blank digital map for children to populate by inserting clip art and symbols to highlight stopping points and show where different minibeasts were found.</p>					
Art D/T	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use line and tone to draw shape, pattern and texture.</p> <p>Draw detailed sketches of collected minibeasts using pen or pencil. Use a hand lens or digital microscope to look closely at each specimen collected, making careful line drawings of their observed features.</p>	<p>Mathematics Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line (e.g. quadrilaterals and polygons).</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify lines of symmetry in minibeasts by studying images of</p>	<p>D&T Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants). Understand where food comes from.</p> <p>Observe, smell and taste raw honeycomb and a range of local honey in different flavours. Discuss the taste of each honey and decide which one they prefer. Draw a picture of the honeycomb, focusing on the shape and size of its individual 'cells'. Use the honey to make</p>	<p>Art & design Choose appropriate materials and techniques for a given project.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Make an army of ants! Work alone to create an ant out of pipe cleaners and half the base of an egg box. Use pipe cleaners for the ant's legs and antennae, attaching them to the correct body part. Paint the ant brown and display it</p>	<p>D&T Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Use their knowledge of camouflage and warning</p>	

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

	<p>Note Provide a range of illustrations of minibeasts for children to look at and talk about before drawing their own. Use a digital microscope to take pictures of the entire or key parts of the minibeasts – the children can then use these images to aid their drawing. Minibeasts are not great at staying still!</p>	<p>butterflies, dragonflies, worms, snails, woodlice and ladybirds. Use digital software to make symmetrical patterns out of a range of 2-D shapes, then design their own symmetrical butterfly.</p> <p>Note Talk about the properties of shapes, including their number of sides, corners and lines of symmetry. Most painting software packages, such as Colour Magic and Paint, include symmetry tools.</p>	<p>delicious baked treats including honey flapjack, honey-baked bananas and honey buns.</p> <p>Note The flavour of honey depends on the type of flower its nectar came from. Flavours include heather, apple blossom, borage and dandelion! It is thought that eating local honey can reduce the symptoms of seasonal allergies, such as hay fever. The idea is that honey exposes us to pollen, which builds our immunity.</p>	<p>with others to make a class ant army!</p> <p>Note The three dimples of the egg box represent the ant's head, thorax and abdomen. An ant's legs are attached to its central thorax. To attach the ant's legs, either punch holes and thread pipe cleaners through the body or attach them to the bottom with masking tape.</p>	<p>colours to design and make a 3-D model of a minibeast. Collect and use natural materials, such as leaves, twigs and bark, and a range of craft materials, including googly eyes, pipe cleaners and coloured pom-poms. Place their creature outside in their 'natural habitat' and take photos with a digital camera.</p> <p>Note Give the children chance to assess the success of their own and other children's creatures.</p>	
Music						
P.E.	Gymnastics to be delivered by gymnastics coach	Gymnastics to be delivered by gymnastics coach	Gymnastics to be delivered by gymnastics coach	Gymnastics to be delivered by gymnastics coach	<p>PE Perform movements to express ideas, emotions or feelings and repeat dance phrases. Perform dances using simple movement patterns. Move like a minibeast! Use their knowledge of how minibeasts move to practice wriggling, stretching and crawling like caterpillars and</p>	Gymnastics to be delivered by gymnastics coach

Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

					<p>worms. Climb like spiders, slide like snails, or do the bee's waggle dance! Practice making spirals like the patterns on a snail's shell, moving clockwise.</p> <p>Note Ask the children to produce sequences and dances based on minibeast movements, where they move both quick and slow on the floor and with apparatus.</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

<p>ICT</p>	<p>Computing Write and test simple programs. Create and debug simple programs. Go on a 'programmed' minibeast hunt! Working in teams, take it in turns to 'program' a member of their team to reach and collect numbered minibeasts. If their instructions are correct, they collect the minibeast and the team then 'programs' the next person to reach the next minibeast. If their instructions are incorrect the opposing team gets a chance to 'debug' the instructions and have a go at collecting the minibeast. The team with the most minibeasts at the end of the game wins.</p> <p>Note An algorithm is a precisely defined sequence of instructions for completing a predefined task. Programs are the steps taken to solve a problem defined by an algorithm. Place numbered minibeasts (pictures or models) around the classroom or outdoors. Define the starting position and devise a class list of 'commands' such as forward, back, right turn, left turn, quarter turn, or full turn as well as the distance to be travelled (such as strides). The children should write their program in full before reading the instructions to the team member being 'programmed'.</p>	<p>Computing Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Rewrite Eric Carle's The Very Hungry Caterpillar as an algorithm! Think carefully about the different steps the caterpillar goes through, including which ones repeat and draw a flow diagram to illustrate the story. Read the whole story again to check that the 'algorithm' is correct and there are no gaps or jumps. Refine the algorithm until they are certain it works.</p> <p>Note</p>	<p>Computing Recognise common uses of ICT beyond school. Recognise common uses of information technology beyond school. Watch live webcam footage of bees in a bee colony as they come and go from the hive and perform their duties. Look closely at the bees returning to the hive to see if some appear different to others. Pick out bees that have full pollen baskets on their legs and observe their different colours, which change depending on where they have foraged. See how bees communicate in and around the hive and watch footage of the waggle dance they perform to tell other worker bees the direction and distance of flowers that contain lots of pollen and nectar.</p> <p>Note The website explore.org has live webcams in and</p>	<p>Computing Organise, store, manipulate and retrieve data in a range of digital formats. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use stop motion animation software, such as I Can Animate, to make their ants march like an army across the classroom carpet or a table. Come up with ideas and suggestions for the animation by watching videos of ants working together. Create a background for the ants to 'march' in front of and add to the challenge with a gap that the ants must cross.</p> <p>Note Use a compatible camera, webcam or iPad on a tripod to 'film' the animation. You can find brilliant videos of ants working as a team on YouTube and the National Geographic Kids website. You might also show the children scenes from the film, <i>Antz</i>.</p>	<p>Computing Organise, store, manipulate and retrieve data in a range of digital formats. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use suitable software to create a slide about a favourite aspect of the project for a school assembly. Insert photos of minibeasts, their habitats, artwork and links to computing activities from earlier in the project, including videos and animations. Think about the information and skills they have learnt and any new things they'd like to learn in the future.</p> <p>Note Support the children with creating their slides. Take photographs of key pieces of their work before saving into a labelled digital folder for them to select from. Demonstrate how to insert images and text. The children's</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

		<p>Encourage the children to keep it simple and ignore the finer details of the story, such as which foods the caterpillar eats! An appropriate algorithm would be: Egg hatches > Caterpillar asks, 'Am I hungry?' > If the answer is yes, he eats food then goes back and repeats the question > If the answer is no, he pupates > Caterpillar becomes a butterfly. Start introducing programming language and abbreviations that they will come across as they get older, such as Repeat, If, Else, Fd (forward) and Execute. There are other children's books that have similar repetitive elements which can be used in the same way.</p>	<p>on beehives.. Did you know that pollen baskets, or corbicula, are located on the hind legs of honey bees and bumblebees? Bees vary in their ability to pack pollen into their baskets and can take between three and 18 minutes to complete a full load. They primarily use pollen as a food source for growing larvae</p> <p>.Computing Write and test simple programs. Create and debug simple programs. Program a 'bee' to leave its hive and visit a number of different-coloured flowers and a water source in a sequence outlined by a provided algorithm. Write down the instructions they gave the bee when it was successful. Make sure the instructions are written in a way that will allow other people to repeat the bee's journey.</p> <p>Note The 'bee' can be a programmable toy, such</p>		<p>individual slides can be merged into a single presentation for use in assembly. Children could also take photographs of themselves releasing the minibeasts kept during the project back into their natural environment.</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

			<p>as a Bee-bot or Roamer. On the floor or a table, create a simple scene that includes pictures of a hive, some flowers and a water source. Choose an algorithm that will see the bee visit specific flowers and the water source in a particular sequence. Ask the children to predict consequences, including what will happen if they change the direction that the bee sets off. Video the bees carrying out their programs so that the children can review their work and suggest improvements.</p>			
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

<p>Other activities STEM</p>		<p>Science Use simple scientific language to explain what they have found out. Use their observations and ideas to suggest answers to questions. Investigate which fruits butterflies prefer to eat. Make a range of butterfly foods using ripe fruit mixed with water and sugar. Place the fruit in a shallow bowl in a sunny area that butterflies typically visit. Take it in turns to watch the bowls and record any butterflies (or other minibeasts) that visit, using a tally chart. Find out what animals eat butterflies, such as birds, toads and dragonflies, then learn about the creatures that, in turn, eat those animals. Construct a food chain to show what they have discovered.</p> <p>Note Good fruits to use include peaches,</p>			<p>PSHE</p> <p>Talk about what they are good at and things that they find difficult. Feel positive about themselves (e.g. by having their achievements recognised and by being given positive feedback about themselves).</p> <p>Hold an event to screen their animation produced during the Innovate stage. Send out invites, put on their best outfits and pose for a picture on the red carpet. Sit back and enjoy the show.</p> <p>Note Turn the showcase into a glitzy event and give out special awards for different</p>	
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Wriggle and Crawl Summer (1) 2018
Half Termly Planning Objectives KS1 (JO)

		bananas, strawberries, raspberries, kiwi, pears and melon. Mash the fruit with half a cup of water and sugar or syrup. Position the bowls of fruit in a part of the school grounds where children will not be playing as wasps and other stinging insects may also visit!			categories, including best director, best minibeast, best life cycle and headteacher's favourite. Children could write a programme for the audience that shows the event's running order and introduces each film.	
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This planning may change due to the children's interests, learning needs and creative partnership workshops.