

Wriggle and Crawl Summer 1 2021
Half Termly Planning Objectives KS1

	12 th – 16 th April 2021 Engage -Memorable experience Focus Lists and Leaflets	19 th – 23 rd April 2021 Develop- Instructions	26 th – 30 th April 2021 Develop-Reviews and Information Books.	3 rd May- 7 th May 2021 Develop- Poetry	10 th – 14 th May 2021 Express- Writing for different purposes.	17 th – 21 st May 2021	24 th 28 th May 2021
Phonics	<p><u>Song of Sounds Stage 2:</u> Revise all phonemes known, practise reading green words, reading and writing sentences.</p> <p>DM: ie, i-e, igh</p> <p>SPAG- Year 1 - suffix –ing and -ed MA- er and est Year 2 – contractions.</p>	<p><u>Song of Sounds Stage 2:</u> Alphabetical order, practise using letter names,</p> <p>DM: ay, ai, a-e</p> <p>SPAG Year 1 suffix -s and -es Year 2- Possessive apostrophe</p>	<p><u>Song of Sounds Stage 2:</u> Practise letter names, alphabetical order, upper and lower case.</p> <p>DM: re-cap on tricky words:</p> <p>SPAG Year 1 – using capital letters Year 2 – suffix -ly, -ment</p>	<p><u>Song of Sounds Stage 2</u> Practise reading and writing green and tricky words and sentences.</p> <p>DM: oa, o-e, ow . Practise reading and writing a sentence.</p> <p>SPAG Year 1 – suffix -ed and -ing Year 2- suffix less,</p>	<p><u>Song of Sounds Stage 2:</u> To read real words and nonsense words without sound buttons.</p> <p>DM: Reading and writing CVC words and build words. SPAG Year 1 – write sentences using capital letters. Year 2 – Homophones</p>	<p><u>Song of Sounds Stage 2:</u> Assessment spelling rules</p> <p>DM: reading and writing words that contain diagraphs and split diagraphs.</p>	<p><u>Song of Sounds Stage 2:</u> Assessment</p> <p>DM: Read And write words with two and three syllables</p>
Maths	<p><u>Year 1 Place Value within 20</u></p> <p><u>Year 2: Addition and subtraction</u></p>		<p><u>Year 1: Addition and subtraction within 20.</u></p> <p><u>Year 2: Addition and subtraction</u></p>			<p><u>Shape</u></p>	

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>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</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 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</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 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</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).</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 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.</p>	<p>Spoken language Listen and respond appropriately to adults and their peers.</p> <p>Writing Write for different purposes. Write poetry.</p> <p>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</p>	<p>Email Subject: Please help!</p> <p>Hello children,</p> <p>My name is Dr Fran and I'm the chief scientist at Cornerstones Education. I'm currently preparing a new online resource for schools all about the life cycles of different minibeasts. Problem is, I'm so busy observing my specimens and working in the lab that I don't have enough time to prepare everything I need.I'd really love to have some high quality animations to show the life cycles of different minibeasts. I need something that other children could download and watch to help them understand this amazing feat of nature.</p> <p>I've heard you have been doing</p>
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Guided Reading	<p>Superworm by Julia Donaldson</p> <p>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 they are unsure of or don't understand in a dictionary.</p> <p>Note</p> <p>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.</p> <p>Answer and ask questions.</p> <p>Reading</p> <p>Ask questions and make comments, based on textual cues.</p> <p>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.</p> <p>Note</p> <p>Non-fiction texts</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, The Bad-Tempered Ladybird</i> and <i>The Very Busy Spider</i> all by Eric Carle.</p> <p>Predict what might happen at different points in the stories during reading.</p> <p>Note</p> <p>These stories are only suggestions - there are many brilliant examples to choose from!</p> <p>Highlight strategies for decoding new words and encourage children to join in with repetitive phrases. Talk about who is telling each story. For example, <i>Aaaarrgghh, Spider!</i> 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</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. 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> 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. Identify favourite words and phrases in each poem and explain why they like them.</p> <p>Note</p> <p>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.</p>	<p>Reading</p> <p>Non-fiction text</p> <p>Life cycle of a butterfly.</p>		
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Science	<p>Plants and animals Year 1 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 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 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</p>	<p>Plants and animals Year 1 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 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>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. Collect specimens from the local area, including</p>	<p>Plants and animals Year 1 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 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>notice that animals, including humans, have offspring which grow into adults</p> <p>Science 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</p>	<p>Plants and animals Year 1 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 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 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>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</p>	<p>Plants and animals Year 1 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 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>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</p>	<p>Science Identify and name a variety of plants and animals in their habitats, including micro-habitats. Notice that animals, including humans, have offspring which grow into adult Name and match animals to their offspring. Notice that animals, including humans, have offspring which grow into adults. 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 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 new hatchlings</p>	
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Wriggle and Crawl Summer 1 2021
Half Termly Planning Objectives KS1

RE	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?	<u>Islam:</u> Who is Muslim and what do they believe?
PHSE	Hallie's Paw Prints Relationships Families	Hallie's Paw Prints Relationships Making friends	Hallie's Paw Prints Relationships Greetings	Hallie's Paw Prints Relationships People who help us	Hallie's Paw Prints Relationships Being my own best friend	Hallie's Paw Prints Relationships Celebrating my special relationships	Hallie's Paw Prints Relationships
P.E.	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC	NUFC

This planning may change due to the children's interests, learning needs and creative partnership workshops.