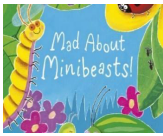

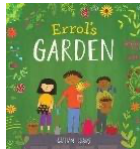


Mad about Minibeasts - Reception Summer 1

School Trip: Queen Elizabeth Country Park		Entrance Point: Bug Visit Minibeast Carnival		Exit Point:		School Value: Kindness		The Arts: Carnival Music Composition	
Writing Texts				Reading Texts			PSED:		
<div> Vocabulary</div>				<div> Vocabulary</div>			<div> Vocabulary</div>		
body habitat legs wings minibeasts		cobweb dragline egg sac habitat		germination plants soil sun water grow		Complained Tackle Sighed		Non-fiction Glossary Topic Language based on the bugs looked at	
						Stump Slickety Shame Silky		Communication and Language	
								L.I. To use new vocabulary through the day. L.I. To ask questions to find out more and to check they understand what has been said to them. Context – Finding out Minibeast facts L.I. To learn rhymes, poems and songs. Context – Minibeast poetry and songs	
Physical Development							Expressive Arts and Design		
Ball Skills L.I. To further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Gross and Fine Motor Skills L.I. To revise and refine the fundamental skills they have already required. L.I. To develop the overall body strength, co-ordination and balance needed to engage successfully in future physical education sessions. Context – Outdoor Classroom L.I. To progress towards a more fluent style of movement, with developing control and grace. L.I. To combine different movements with ease and fluency. Context – Minibeast Parade L.I. To develop their small motor skills so that they can use a range of tool safely. L.I. To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Context – Scissor skills and pencils for writing							Art L.I To explore, use and refine a variety of artistic effects to express their ideas and feelings. L.I. To create collaboratively, sharing ideas, resources and skills. Context – Creating a papier-mâché Minibeast head piece. Music L.I. To sing in a group or on their own, increasingly matching the pitch and following the melody. L.I. To explore and engage in music making and dance, performing solo or in groups. Context – Minibeast Parade.		
Understanding the World				Religious Education –			History -		
Geography – L.I. To explore the natural world around them. L.I. To draw information from a simple map. L.I. To describe what they see, hear and feel outside. L.I. To understand the effects of changing seasons on the natural world around them. Context – Trip to Queen Elizabeth Country Park				L.I. To understand that some places are special to member of their community. L.I. To recognise that people have different beliefs and celebrate special times in different ways. Context – Eid and making Eid sweets. Science L.I. To understand the effect of changing seasons on the natural world around them. L.I. To develop understanding of life cycles.			L.I. To talk about members of their immediate family and community. L.I. To name and describe people who are familiar to them. L.I. To comment on images of familiar situations in the past. Context – Looking at coaches from the past and the coach we got to our school trip. Context – Life Cycle of a Butterfly. Computing L.I. To connect ideas and actions. Context – To instruct a Beebot.		