

# Medium Term Plans

## Summer 1

### Minibeasts



## Foundation Stage Medium Term Planner - Personal Social and Emotional

## Summer 1 - mini beasts

Learning Intentions	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>1.Continue to be interested, excited and motivated to learn.</p> <p>2.Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>3.Maintain attention, concentrate, and sit quietly when appropriate.</p> <p>4.Respond to significant experience showing a range of feelings when appropriate.</p> <p>5.Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>6.Have a developing respect for their own cultures and beliefs and those of other people</p> <p>7.Form good relationships with adults and peers.</p> <p>8.Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p> <p>9.Understand what is right, what is wrong, and why.</p> <p>10.Consider the consequences of their words and actions for themselves and others.</p> <p>11.Dress and undress independently and manage their own personal hygiene.</p> <p>12.Select and use activities and resources independently.</p> <p>13.Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</p> <p>14.Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>*Contribute to circle time - talk, listen and ask questions.</p> <p>*Share achievements with the group</p> <p>*Show work to class and in assemblies</p> <p>*Establish simple routines for various points in the day:</p> <ul style="list-style-type: none"> <li>- beginning and end of day</li> <li>- tidy up time</li> <li>- lunch time</li> </ul> <p>*Use busy bee/ ladybird to have special helpers throughout the day.</p> <p>*Take turns to use limited equipment- bikes, computer etc.</p> <p>*Work in pairs and small groups at classroom activities</p> <p>*Talk to adults and peers in various situations</p> <p>*Put on coats, aprons, dressing up clothes, wet suits.</p> <p>*Dress and undress for P.E</p> <p>*Communicate needs</p> <p>*Wash hands and manage personal hygiene.</p> <p>*Use planning names</p> <p>*Join in discussions about stories and books that emphasise moral issues</p> <p>*Introduce different customs through books, stories etc.</p>	<p>*Circle time - contribute to discussions about looking after mini beasts both in the local environment and in the classroom</p> <p>*Write instructions about looking after mini beasts in the classroom.</p> <p>*Role play scenarios about mistreating mini beasts and discuss what is right and wrong</p> <p>*Circle time to discuss consequences of not looking after mini beasts properly</p> <p>*Make poster displaying rules for treating mini beasts with care</p> <p>*Circle time to discuss fear of certain mini beasts</p> <p>*Ask a visitor questions about mini beasts</p> <p>*Look at books and videos about mini beasts</p> <p>*Discuss consequences of mistreating mini beasts</p> <p>*Empathise with the friendly ladybird in "The bad tempered ladybird"</p> <p>*Talk about the behaviour of the bad tempered lady and discuss potential consequences.</p> <p>*Recount personal account of being afraid of a mini beast or counteracting fear.</p>	<p>Visit from Bugs and Stuff</p> <p>Caterpillar and Butterfly farm</p> <p>Mini beast hunt</p> <p>Visit local park</p>

# Foundation Stage Medium Term Planner - Communication, Language and Literacy

## Summer 1 - Mini beasts

Learning Intentions	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<ol style="list-style-type: none"> <li>Interact with others, negotiating plans and activities and taking turns in conversation.</li> <li>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</li> <li>Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</li> <li>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs rhymes and poems.</li> <li>Extend their vocabulary, exploring the meanings and sounds of new words.</li> <li>Speak clearly and audibly with confidence and control and show awareness of the listener.</li> <li>Use language to imagine and recreate roles and experiences.</li> <li>Use talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>Hear and say sounds in words in the order in which they occur.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</li> <li>Explore and experiment with sounds, words and texts.</li> <li>Retell narratives in the correct sequence, drawing on language pattern of stories.</li> <li>Read a range of familiar and common words and simple sentences independently.</li> <li>Know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.</li> <li>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</li> <li>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</li> <li>Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</li> <li>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ol>	<ul style="list-style-type: none"> <li>*Talk about personal experiences in class and group times circle times</li> <li>*Use imaginative talk in role play, small world, puppet play</li> <li>*Listen attentively in group times and play.</li> <li>*Converse with others in all classroom areas</li> <li>*Develop language skills through structured and unstructured discussions.</li> <li>*Choose to look at books with others and alone</li> <li>*Read class labels, names, signs</li> <li>*Talk about pictures and words in books</li> <li>*Retell familiar storied in role play, small world etc.</li> <li>*Join in with stories, rhymes and songs</li> <li>*Talk about and relate own experiences to books</li> <li>*Make up own stories inspired by books, songs etc.</li> <li>*Make marks to signify writing</li> <li>*write name at every opportunity               <ul style="list-style-type: none"> <li>- sign up for activities</li> <li>- label models</li> </ul> </li> <li>*Practice forming letters using different media</li> <li>*Use school library</li> <li>*Write cards, invitations, lists, letters, labels, signs, messages, instructions.</li> </ul>	<p>Texts: "The Very Hungry Caterpillar", "The very busy spider", "The bad tempered ladybird", "What the Ladybird heard"</p> <ul style="list-style-type: none"> <li>* Play letters and sounds games</li> <li>*Listen to texts on tape-recorder</li> <li>*Retell texts with magnetic story props/small world toys/puppets/ role play</li> <li>*Make a zig-zag book of a snail's trail using positional language</li> <li>*Contribute to class lift the flap book - who lives here? - mini beast habitats</li> <li>*Write instructions for looking after and feeding minibeasts</li> <li>*Make a poster about minibeast rules</li> <li>*Make own I spy book</li> <li>*Write a caterpillar diary</li> <li>*Sequence own Hungry caterpillar book</li> <li>*Compose party invitations for the ugly bug ball</li> <li>*Make own information book about 1 minibeast</li> <li>*Write a letter to the bad tempered ladybird</li> <li>*Change ending and character in Little Miss Muffet to compose own rhyme</li> <li>*Compose own verses for Anthony Ant song</li> <li>*Thank you card to visitor</li> <li>*Form letters in name correctly using different media</li> </ul>	<p>Mini beast hunt in school / local area</p> <p>Bugs and Stuff road show</p> <p>Visit local park</p>

## Foundation Stage Medium Term Planner - Mathematics

## Summer 1 - Mini beasts

Learning Intentions	Ongoing and spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>1. Say and use number names in order in familiar contexts.</p> <p>2. Count reliably up to 10 everyday objects.</p> <p>3. Recognise numerals 1 to 9.</p> <p>4. Use developing mathematical ideas and methods to solve practical problems.</p> <p>5. In practical activities and discussion begin to use the vocabulary in adding and subtracting.</p> <p>6. Use language such as 'more' or 'less' to compare two numbers.</p> <p>7. Find one more or one less than a number from one to 10.</p> <p>8. Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.</p> <p>9. Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.</p> <p>10. Talk about, recognise and recreate simple patterns.</p> <p>11. Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.</p> <p>12. Use everyday words to describe position.</p> <p>13. Use developing mathematical ideas and methods to solve practical problems.</p>	<p>*Sing number songs and rhymes</p> <p>*count 1-5, 1-10, 1-20</p> <p>*Errors in counting forward and backwards using puppet:</p> <ul style="list-style-type: none"> <li>- missing number</li> <li>- repeated number</li> <li>- wrong order</li> </ul> <p>*Recite number names in order, continuing forwards or backwards from a given number</p> <p>*Count a set of objects, giving one number name to one object.</p> <p>*Estimate small numbers and check by counting</p> <p>*Recognise none and zero - when counting and in songs, stories and rhymes</p> <p>*Count sounds, movements, moving things</p> <p>*Count quietly on fingers and in head</p> <p>*Count in tens and twos</p> <p>*Recognise numerals 1-9 then 0 and 10 then beyond 10</p> <p>*Compare two numbers and say which is more or less</p> <p>*Say a number which lies between two given numbers</p> <p>*Begin to use the vocabulary of adding and subtracting</p> <p>*Find one more or less than a number 1-10</p> <p>*Solve simple practical problems and respond to "what could we try next?"</p>	<p>*Solve simple practical problems E.g. Arrange 5 snails on 2 leaves, make equal number of legs on each side of minibeast</p> <p>*Contribute to graph showing number of legs for various minibeasts</p> <p>*Collect information in a survey about favourite minibeasts and count responses - make own tallies</p> <p>*Represent information about favourite minibeasts in a pictogram / graph and analyse results</p> <p>*Sort out sets of minibeasts into wings, no wings, fast, slow, patterned, plain</p> <p>*Represent minibeast sets in a Carroll diagram</p> <p>*Count fruit in hungry caterpillar story and represent in a pictogram</p> <p>*Ask and answer questions about the above activities using more and less</p> <p>*Make ladybird domino sets using dots up to 12. Make up one more and one less games with these</p> <p>*Sort sets of minibeasts according to number of legs - compare using more and less to compare</p> <p>*Measure length of different minibeasts</p> <p>*Explore symmetry using mirrors</p> <p>*Make a minibeast lotto game</p> <p>*Explore minibeast patterns</p> <p>*Use positional language in snail trail book</p>	<p>Mini beast hunt in school / local area</p> <p>Bugs and Stuff road show</p> <p>Visit local park</p>

# Foundation Stage Medium Term Planner - Understanding the World

## Summer 1 - Mini beasts

Learning Intentions	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>1. Investigate objects and materials by using all of their senses as appropriate.</p> <p>2. Find out about, and identify, some features of living things, objects and events they observe.</p> <p>3. Look closely at similarities, differences, patterns and change.</p> <p>4. Ask questions about why things happen and how things work.</p> <p>5. Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.</p> <p>6. Select the tools and techniques they need to shape, assemble and join materials they are using.</p> <p>7. Find out about and identify the uses of everyday technology and use information communication technology and programmable toys to support their learning.</p> <p>8. Find out about past and present events in their own lives, and in those of their families and other people they know.</p> <p>9. Observe, find out about and identify features in the place they live and the natural world.</p> <p>10. Find out about their environment, and talk about those features they like and dislike.</p> <p>11. Begin to know about their own cultures and beliefs and those of other people.</p>	<p>*Explore textures - wet/dry sand, gravel, dough</p> <p>*Make models with junk materials</p> <p>*Make family puppets</p> <p>*Build construction houses for play people families</p> <p>*Get to know where things are kept in the classroom</p> <p>*Become familiar with regular journeys within the school- dinner hall</p> <p>*Observe things closely and record through drawing and modelling</p> <p>*Discuss changes, patterns, similarities and differences</p> <p>*Use computers, calculators, programmable toys, tape recorders and cameras confidently</p> <p>*Explore modelling through clay, junk, cookery</p> <p>*use small world and role play to explore other lives and environments</p> <p>*visit other people and places</p> <p>*find out about the world through books, artefacts, pictures and talking to visitors</p> <p>*develop language of time through sequencing events and daily routines</p>	<p>*Find out about life cycles, minibeasts habitats, food that they eat and special features by looking at books and videos</p> <p>*Closely observe minibeasts in the outside environment and in the classroom.</p> <p>*Draw pictures of minibeasts using magnifying glasses to help pick out main features - colour, patterns, size, legs, wings, segments, antennae,</p> <p>*Label parts of minibeasts</p> <p>*Label a diagram of the life cycle of a caterpillar</p> <p>*List similarities and differences of various minibeasts</p> <p>*Make information book about 1 minibeast</p> <p>*Go on a minibeasts trail in the local environment</p> <p>*Identify features of the environment - geography walk</p> <p>*Experiment with different foods for minibeasts</p> <p>*Sort minibeasts e.g. wings, no wings, fast and slow</p> <p>*Make a minibeast menu of favourite foods for different minibeasts</p> <p>*Have a snail race - predict the winner and measure distance travelled</p> <p>*Observe life cycle of caterpillar - butterfly</p> <p>*Listen to stories on the classroom tape recorder</p> <p>*Make a graph of popular minibeasts on the class computer</p> <p>*Draw caterpillars, worms, snails, bees etc on colour magic</p> <p>*Use internet to find out more about minibeasts</p> <p>*Make construction models of minibeasts using interstar, constructo straws, etc</p>	<p>Mini beast hunt in school / local area</p> <p>Bugs and Stuff roadshow</p> <p>Observe Caterpillar transformation</p>

## Foundation Stage Medium Term Planner - Physical Development

## Summer 1 - Mini beasts

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>1. Move with confidence, imagination and safety.</p> <p>2. Move with control and co-ordination.</p> <p>3. Travel around, under, over and through balancing and climbing equipment.</p> <p>4. Show awareness of space, of themselves and of others.</p> <p>5. Recognise the importance of keeping healthy and those things which contribute to this.</p> <p>6. Recognise the changes that happen to their bodies when they are active.</p> <p>7. Use a range of small and large equipment.</p> <p>8. Handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>*Explore a range of climbing, balancing and sliding apparatus, wheeled toys and bats and balls, hoops etc in outside area</li> <li>*Join in with P.E lessons that focus on travelling skills (running, hopping, skipping, jumping) and body parts</li> <li>*Develop throwing and catching skills through P.E lessons and outdoor play</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>*Make a range of jigsaws</li> <li>*Sewing - cards, binca, holes punched in paper</li> <li>*Threading beads, reels, pasta, shapes etc.</li> <li>*dressing up</li> <li>*Make collages/ models using junk, scissors, glue, tape</li> <li>*Use woodwork tools with support</li> <li>*Use paintbrushes and mark makers</li> <li>*Play with sand and water toys</li> <li>*Use computer keyboard and mouse</li> <li>*Model with dough, clay, plasticine, rolling pins ,cutters etc</li> <li>*Explore textures- gravel, talc,</li> <li>*use cutlery independently at lunchtimes</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>*Adopt health and hygienic routines throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>*Explore ways of travelling by making pathways</li> <li>-follow skipping ropes to make pathways</li> <li>-travel in straight pathways to 3 places on different body parts</li> <li>-run making curved patterns</li> <li>-travel in curved then straight paths</li> <li>-travel on apparatus in curved/straight paths</li> <li>-travel backwards and sideways in curves and straight lines</li> </ul> <ul style="list-style-type: none"> <li>*Create dances to contrast Minibeast movements e.g. scurrying ants, buzzing bees, slow snails,</li> <li>-contrast speeds slow and fast</li> <li>-contrast flow (smoothness of movement)</li> <li>-explore directions as various minibeasts</li> <li>-follow different pathways as minibeasts</li> <li>-explore body shape as different minibeasts</li> </ul> <ul style="list-style-type: none"> <li>*Cut spiral mobiles inspired by snail shells</li> <li>*Make junk model flying minibeasts</li> <li>*Make pipe cleaner spiders to sit in webs</li> <li>*Make clay models of minibeasts</li> <li>*Make a collage hungry caterpillar and food</li> <li>*Design and make masks for minibeast world</li> <li>*Observation drawings of minibeasts</li> <li>*Print winding lines of ants to decorate a display border</li> </ul>	<p>Mini beast hunt in school / local area</p> <p>Bugs and Stuff roadshow</p>

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>1. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>2. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> <p>3. Use their imagination in art and design, music, dance, imaginative and role play and stories.</p> <p>4. Respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p>5. Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.</p>	<p>*Collage with different fabrics, papers, foods and materials</p> <p>*Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</p> <p>*Printing with string, shapes, food, leaves, lino,</p> <p>*Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</p> <p>*Modelling with junk, clay, dough, construction, wood</p> <p>*Look at paintings and other forms of art and discuss content and style</p> <p>*Recreate and make up new characters and stories through imaginative and small world play</p> <p>*Make music through singing, body sounds, classroom objects and musical instruments</p> <p>*Listen to a wide range of music from around the world and from different times</p> <p>*Respond to music through painting, drawing and writing</p> <p>*Dance to a range of music from around the world and from different times</p>	<p>*Make a collage minibeast to contribute to a larger class frieze of a garden/park with lift the flap hiding places</p> <p>*Observation drawings minibeasts using chalks/charcoal</p> <p>*Make masks for Minibeast world</p> <p>*Make clay models of minibeasts</p> <p>*Paint flowers to go on class frieze</p> <p>*Print ladybird spots on paintings</p> <p>*Cut spiral mobiles inspired by snail shells</p> <p>*Make a small world play mat using collage and junk materials for Minibeast dough models</p> <p>*Sew a spiders web onto black card</p> <p>*Make junk model minibeasts</p> <p>*Paint/print symmetrical butterflies</p> <p>*Model dough snails</p> <p>*Role play scenes in the minibeast world using masks</p> <p>*Small world play with clay models</p> <p>*Sing songs relating to minibeasts e.g. "tiny caterpillar on a leaf", "Ants went marching 2x2", "Wiggly Woo", "The Ugly bug ball"</p> <p>*Make music for Minibeast dances e.g. scurrying ants, buzzing bees, slow snails,</p> <p>*Create dances to contrast Minibeast movements</p>	<p>Mini beast hunt in school / local area</p> <p>Bugs and Stuff roadshow</p>