

Medium term planning (Moon Class)
Minibeasts (2020-2021)

Literacy	Mathematics	Communication and language
<p>Children will revise reading and writing words containing the digraphs ll, ss, ck, ff, qu, sh, ch, th, ng.</p> <p>Children will learn to read and write words containing ai, ee, igh, oa and oo.</p> <p>Children to carry out 'Talk for Writing' activities linked to our class stories 'The Hungry Caterpillar' and 'The Billy Goats Gruff.'</p> <p>Individual readers listened to daily.</p> <p>Children to answer questions using colourful semantics.</p> <p>Non-fiction writing – life cycle of a butterfly, growing sunflowers. 40-60</p> <p>Writes own name.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Writes labels.</p> <p>Writes captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Begins to use anticlockwise movement and retrace vertical lines. ELG</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Children can spell phonically regular words of more than 1 syllable.</p> <p>They spell many irregular but high-frequency words.</p> <p>They use key features of narrative in their own writing.</p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>They are beginning to be able to write on lines and control letter size.</p>	<p>Children to solve maths problems linked to our class stories 'The Hungry Caterpillar' and 'The Billy Goats Gruff.' 40-60</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Says the number that is one more than a given number.</p> <p>ELG</p> <p>Children count reliably with numbers from 1 to 20, place them in order.</p> <p>Children estimate a number of objects and check quantities by counting up to 20.</p> <p>Say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p> <p>Using quantities and objects, they subtract two single-digit numbers and count back to find the answer.</p> <p>They solve problems by doubling.</p> <p>They solve problems by halving.</p> <p>They solve problems by sharing.</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10.</p> <p>They solve practical problems that involve sharing into equal groups.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p>Children to learn to retell our class stories using Makaton and 'Talk for Writing.'</p> <p>Topic vocabulary</p> <p>Children to answer questions about our stories using colourful semantics.</p> <p>Children to answer questions in role as a character from our stories.</p> <p>Children to ask questions to a character in our class story.</p> <p>'Lego Therapy' and other communication activities. 22-36</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is...?) 30-50</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 40-60</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Links statements and sticks to a main theme or intention. ELG</p> <p>Children listen attentively in a range of situations.</p> <p>Children listen to and follow instructions.</p> <p>They can listen in a larger group, for example at assembly.</p> <p>They listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>

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Physical Development	Personal, social and Emotional development	Expressive art and Design	Understanding the world
<p>Outdoor PE sessions in the MUGA. Yoga sessions Active start 30-50 Can catch a large ball. 40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ELG Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Turn taking games such as 'Beehive.' Communication games such as 'Lego Therapy.' Circle time Zones of regulation 40-60 Can describe self in positive terms and talk about abilities. Confident to speak to others about own needs, wants, interests and opinions. Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of the boundaries set, and of behavioural expectations in the setting. ELG Children play cooperatively, taking turns with others. They say when they do or don't need help.</p>	<p>Draw, paint, make 3d junk models of minibeasts. Make playdough / plasticine minibeasts Retell class stories with small world characters in tuff tray. Retell class stories with puppets in class puppet theatre. Act out class stories with masks. 40-60 Create simple representations of events, people and objects. Constructs with a purpose in mind, using a variety of resources. Explores what happens when they mix colours. Plays cooperatively as part of a group to develop and act out a narrative. Introduces a storyline or narrative into their play. ELG They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Observation of change in season. Growing grass, cress, sunflowers, vegetables. Observing the life cycle of a butterfly. Minibeast hunts, habitats Use of beebots/cameras Weekly class cooking session 40-60 Looks closely at similarities, differences, patterns and change. ELG Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. They talk about the features of their own immediate environment and how environments might vary from one another. They select and use technology for particular purposes.</p>