

Summer 1 Animals and Minibeasts					
Theme	Week 1 21/4/25	Week 2 28/4/25	Week 3 5/5/25	Week 4 12/5/25 Trip to Nell Bank 'Tidy workshop'	Week 5 19/5/25
	What makes a good helper?	Which animals can you name and describe?	What is a habitat?	How do we care for our environment?	What is a life cycle?
Key Texts	Handa's surprise –friendship/diversity	The Crocodile Under the Bed Little Kids first book of animals	The Ugly five Little Kids first book of animals	Can we really help the polar bears?	Tadpoles Promise Caterpillar to Butterfly The Hungry Caterpillar
Knowledge/ UTW (what do we want the children to know, learn and remember?)	<p>I know that there are rules at school and home.</p> <p>I know that helpful means to be willing to help or useful.</p> <p>I know a good friend is kind, helpful and caring</p> <p>I know that religious people follow the rules of their religion.</p> <p>Challenge: I know Jesus is a special person for Christians.</p> <p>I know the prophet Mohammed is a special person to Muslims.</p>	<p>I know that some animals live on land.</p> <p>I know that some animals live in water.</p> <p>Challenge: I know that a minibeast is a small animal e.g., ladybird, ant, fly.</p>	<p>I know a habitat is a place an animal makes its home.</p> <p>I know that a habitat is a place where animals can find shelter, water, food and space.</p> <p>Challenge: I know a desert is a hot, sandy habitat.</p> <p>I know a grassland is a habitat covered in grass.</p> <p>I know that pond habitats are the home to lots of different animals and plants.</p>	<p>I know the environment is the space around me.</p> <p>I know that we need to care about our environment to help plants, animals and humans.</p> <p>Challenge: I know that I can help care for the environment by picking up litter, walking to school to reduce pollution and recycling.</p>	<p>I know all animals have a life cycle.</p> <p>I know that a life cycle is when an animal is born, grows, has babies and dies.</p> <p>I know a caterpillar turns into a butterfly.</p> <p>I know a tadpole turns into a frog.</p> <p>Challenge: I know plants have a life cycle.</p>
Key vocabulary	Home Family School Community Good manners Rules Friends	Land Water Animal Minibeast	Habitat shelter water desert Jungle grasslands Pond	Environment pollution Litter Recycle	Life cycle Tadpole Frog Caterpillar Butterfly
Learning behaviour- Creative thinker	<p>I can...</p> <ul style="list-style-type: none"> Show confidence to initiate ideas, try new activities and speak in a familiar group. Persevere and stay involved when solving a problem. Test out my own ideas through provision though not always able to explain my thinking. Be willing to have a go at new experiences. Use imagination to make things. Show tenacity when working on a task; either independently or with others. 				
PSED	Revisit school rules Children respect the class rules and can change their behaviour if needed.	Children follow hygiene procedures (wash their hands after touching animals)	Children can regulate their emotions when faced with challenges. Children support each other using the rule 'Ask three friends.	Children understand why we take turns, wait politely, and tidy up our environment.	Children listen to feedback. Children talk about how their learning can be improved. Children talk about and learn from mistakes.

	Introduce the learning behaviour creative thinker.	Children start to use initiative and do not need directing through familiar routines. Children start to understand how other children and adults feel.		Children choose their own equipment that is necessary to complete a task and explain why they've chosen it. Children participate in a wide range of activities.	
Rhyme of the week	Oranges and lemons	Look at the sneaky crocodile	Hurt no living thing	The animals went in two by two	There's a tiny caterpillar on a leaf
Computing knowledge sentences:	I know that a code is a set of instructions for computers to follow.				
Maths	NCETM wk 27 WRM To 20 and beyond Step 1 Build numbers beyond 10 (10 - 13) Step 2 Continue patterns beyond 10 (10-13) Step 3 Build numbers beyond 10 (14-20) Step 4 Continue patterns beyond 10 (14-20)	NCETM wk 28 WRM To 20 and beyond Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns	NCETM wk 29 WRM How many now? Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away?	NCETM wk 30 WRM Manipulate compose and decompose Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements	NCETM wk31 WRM Manipulate compose and decompose Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes
Art progression	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used. Artist – Elizabeth Frink (sculpture) link it to animal sculpture • Use hands to manipulate malleable materials in different ways- rolling, kneading, squashing, pinching. • Begin to arrange blocks and boxes in different ways: stacking, lining up, enclosure. • Create models using recycled materials. • Work with other children to create a group piece of work.				
Cooking	Jam tarts- rolling and using cutters	Jam tarts- rolling and using cutters	Jam tarts- rolling and using cutters	Cheese straws – weighing, grating, rolling, cutting, shaping, brushing	Cheese straws – weighing, grating, rolling, cutting, shaping, brushing