



St Nicholas at Wade CE Medium Term Planning

Topic Title:	Creep, Wriggle and Crawl
Entry Point:	Bee hive and bee keepers equipment arrival. Local honey to make biscuits.
Exit Point:	Children have made and tasted their own honey biscuits Children have an understanding of the lifecycle of a bee and caterpillar. Children have watched their own caterpillar eggs grow. Trip to a local farm Monkton Nature Reserve
Link Text:	The Hungry Caterpillar
Vocabulary:	Life cycle, honey, pollen, nectar, queen, worker bee, pupa, larvae, egg, cocoon, caterpillar, butterfly, hive, worms, snails, insect, mini-beast, ladybird, snail, thorax, antenna,
Parents as Partners:	Work celebration Perform mini-beasts songs
Values and St Nicholas Experience:	<p>This terms topic "Creep, wriggle and crawl" The children will have a visit from a local beekeeper who will help them understand the process of making honey and also the importance of looking after our bees. They will make honey biscuits from the local honey supplied.</p> <p>They will explore the lifecycle of a bee and plant wildflowers for the bees. We will be lucky enough to have our own caterpillar eggs and we will watch them grow into healthy butterflies before letting them into the wild.</p> <p>We will continue to tend to our allotment area and make sure that it is well watered, watching the changes and collecting our fruits.</p> <p>A school trip to Monkton Nature Reserve will help us to understand the process of growing and we will be able to pick our own fruits.</p> <p>The children will learn a selection of mini-beast songs, of which they will perform these to their parents with the use of instruments.</p>

	The children will be fully emerged in our Talk4Writing text and will act/orally rehearse the story of The Hungry Caterpillar.	
Cultural Capital:	This term there will be a series of enrichment opportunities where the children will take part in their first sports day and Bounce Ability. They will encompass all our school values. The school will be celebrating its own Earth Day. This will be an opportunity for the children to reflect on our beautiful world and other places within it. Watching our own caterpillar eggs grow will be our first physical encounter of watching a lifecycle.	
Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans		
Communication and Language	Learning Intentions (Development matters)	Learning Journey
<p>Use talk to help work out problems and organise thinking; explaining why things might happen.</p> <p>Ask question to find out more and to check they understand what has been said to them.</p> <p>Listen and talk about selected non-fiction and develop a deep familiarity with new knowledge and vocabulary</p> <p>To learn new vocabulary</p> <p>To use new vocabulary throughout the day in different contexts</p> <p>Learn increasing number of rhymes, songs and poems</p>	<p>Make comments about what they have heard and ask questions to clarify thinking.</p> <p>Retell a story with some exact repetition and in their own words.</p> <p>Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.</p> <p>Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p>	<p>In Term 6, we will learn about Creep, wriggle and crawl. During this the children will be have a wealth of opportunities to ask questions to find out information about lifecycles, min-beats and insects.</p> <p>With a visit from a local beekeeper they will learn new vocabulary and have an opportunity to ask questions and seek more information.</p> <p>They will listen to a range of fiction and non-fiction stories which they will learn to retell with increasing detail.</p> <p>They will describe how a seed grows and what it needs to grow in detail. They will also identify how a caterpillars eggs Throughout the term, the children will always be encouraged to talk in full sentences where appropriate and to develop their ideas by using a range of conjunctions.</p> <p>The children visit Monkton Nature Reserve where they will have an opportunity to look for bugs and explore their natural habitat.</p>

Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
<p>See themselves as a valuable individual. Show resilience and perseverance in the face of a challenge. Build constructive and respectful relationships. Is able to manage conflict with increasing independence.</p>	<ul style="list-style-type: none"> • Understands some strategies to deal with anger and frustration. • Able to identify and moderate own feelings. • Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. • Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. • See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. • Can seek out a challenge and enjoy the process. • Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy. • Can take account of the ideas of others about how to organise and activity. • Can show sensitivity to others' needs and feelings. • Can resolve conflict and able to compromise. • Take responsibility for their own actions. • Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. 	<p>Through our Heartsmart unit "No way through isn't true!" We learn that making mistakes is normal and helps us to learn. We will have a go at and complete a series of different challenges and show our St Nicholas value of resilience so that we can keep trying when something is difficult. We will be exploring life cycles –animal and human changes, thinking about our transition into Year One and how we will cope.</p>
Physical Development	Learning Intentions (Development matters)	Learning Journey
<p>Develop skills including throwing, catching, kicking, passing, batting and aiming. Develop and refine a range of ball skills. Develop the foundations of a handwriting style with is fast, accurate and efficient.</p>	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>In Dance-</p> <ul style="list-style-type: none"> • Able to demonstrate two-dimensional shapes 	<p>This Term, the children will learn about a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine).</p>

	<ul style="list-style-type: none"> • Able to demonstrate scuttling actions • Able to move with floaty and fluttery dynamics • Able to move in the space using forwards, backwards, and sideways actions • Able to develop relationships- away, towards, and around partner 	<p>Throughout the term, the children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently. The children will have regular Write Dance sessions where they will develop skills so that their handwriting becomes more accurate and all letters are formed correctly. Throughout the term, the children will continue to develop patience, turn-taking and self-control when they need to line up and wait. They will also develop their understanding of how to eat with good manners. Through PE sessions, the children will be further developing the skills they have already been taught this year (e.g. movement, ball skills, dance skills).</p> <p>They will participate in their first sports day where they will demonstrate the St Nicholas Way.</p>
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Specific areas of learning:

Literacy	Learning Intentions (Development matters)	Learning Journey
<p>Read some common exception words. Read simple words and phrases. Re-read books to build up their confidence in word reading. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds. Write short sentences with words and using a capital letter and full stop. Re-read what they have written to check it makes sense.</p>	<ul style="list-style-type: none"> • Play influenced by experience of books-act out stories through role-play activities, using simple props and appropriate vocabulary. • Innovate a well-known story. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. • Read some tricky words from Phase 4. 	<p>During this term, the children will be listening to a range of fiction and non-fiction books. They will be encouraged to predict what they think will happen and to retell the story by thinking of the main events in the story.</p> <p>In Term 6, in Little Wandle, will continue to learn to blend words in our head. We will be focsuuing on long vowel sounds CCVC CCCVC CCV CCVCC, reading longer words and root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/.</p> <p>They will consolidate the tricky words that they have learnt this year.</p> <p>The children will also be learning to write short phrases and sentences and will learn to use</p>

	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment. • Read a book consistent with their phonic knowledge. • Phase 4-Revisit GPC's • Tricky words: said so have like some come love do were here little says there when what one out today • Read words with short vowels and with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -es • Read sentences using phonic knowledge, write digraphs and trigraphs. • Show awareness of the different audience for writing. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Write different forms for different purposes (e.g. lists, stories, instructions.) • Begin to discuss features of their own writing. • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. • Spell tricky words independently. 	<p>capital letters, finger spaces and full stops. In addition, the children will be learning to re-read what they have written to check that it makes sense and make changes as appropriate.</p>
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	<ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. 	
Maths	Learning Intentions (Development matters)	Learning Journey
<p>Compare quantities up to ten. Automatically recall number bonds to 10. Begin to explore and solve mathematical problems involving addition and subtraction Begin to use time to sequence events. Begin to experience different time durations Identify patterns around us. Recognise the relationship between the size and number of units. Begin to use units to compare things. Create a repeating pattern.</p>	<ul style="list-style-type: none"> • Explore the composition of numbers beyond 10. • Subitise (conceptual) • Automatic recall number bonds 0-10 • Adding more • Taking away • Number bonds • Shape – spatial reasoning • Doubling • Sharing and grouping • Even and odd • Patterns and relationships 	<p>To start the term, the children will learn how to share equally (with numbers to 10) and they will learn to identify odd and even numbers. They will explore and represent double facts within numbers to 10 and learn to recall number bonds, including subtraction facts, for numbers 0-5. The children will learn to compose and decompose shapes so that they recognise a shape can have other shapes within it. They will learn to describe the properties of 2D shapes. Later on in the term, the children will learn to compare numbers using appropriate vocabulary. Finally, they will make a pattern which repeats around a circle and make a pattern around a border with a fixed number of spaces Within our Rapid Recall, we will rehearse our number bonds and answer questions linked to our prior learning.</p>
Understanding of the world	Learning Intentions (Development matters)	Learning Journey

<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<ul style="list-style-type: none"> • Order experiences in relation to themselves and others, including stories. • Identify features of growth and change. • Recognise some environments that animals live in. • Recognise minibeasts and know how to respect and care for them. • Create own maps using grid paper and symbols • Animals (British Wildlife)-Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. • Describing habitats and some microhabitats. • Make close observations of animals in the natural world. • Make comparisons and identify similarities and differences. • Understand through books and observations how animals change. 	<p>During Creep, wriggle and crawl, the children will learn about lifecycles of bees and caterpillars. They will look at how they change and the process in which these changes happen. Asking questions to deepen their understanding. On their trip to Monkton, they will generate maps, appreciate their local area and ask questions about their local habitat. They will also learn to understand the need to care for the natural environment. The children will also plant seeds and take care of growing plants; recognising what plants need to grow well.</p>
<p style="text-align: center;">Creative Development</p>	<p style="text-align: center;">Learning Intentions (Development matters)</p>	<p style="text-align: center;">Learning Journey</p>
<p>Explore colour and colour mixing; knowing how to add white to lighten and black to darken a colour.</p> <p>Explore different textures (creating own textured paint/using natural and man-made materials in collage).</p> <p>Explore different ways of joining materials; discuss which method works best for different materials.</p>	<ul style="list-style-type: none"> • Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition • Share and perform the learning that has taken place • Produce more detailed work and say what they have included. • To be able to choose a particular colour for a purpose. 	<p>In Creep, wriggle and crawl, the children will explore the artwork of Andy Goldsworthy. They will then work as a group to use natural materials to create a piece of artwork. The children will also develop their artistic skills by creating different observational pieces (e.g. trees and flowers). They will also use different art mediums to create artwork to show their own interpretation of Matisse “snail.</p>

<p>Sing in a group, increasingly matching the pitch and following the melody. Create and re-tell stories</p>	<ul style="list-style-type: none"> • Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. • Symmetrical printing - butterflies as inspiration. • Sewing using a pre-running stitch with natural resources.. • Tie-die with pipettes and felt tips • Use scissors for a particular purpose when combining different media and materials. 	
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Learning Journey:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Tues- Bee keeper and delivery of bee keepers equipment Make honey biscuits. Make 2D shape bees Weds- Write instructions for making biscuits. Thurs- Make 2D shape bees Fri- Write instructions for making biscuits. *Oral rehearsal of The Hungry Caterpillar *Bee keeper visit * St Nick's Earth Day</p>	<p>Mon- P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Labelling of bee and writing of bee facts Weds- Bee addition number sentences. Sikh stories- Milk and Jasmine flower Thurs- Father's Day card making and writing. Fri- Bee problem solving questions Forest Friday- Bee seed bombs</p>	<p>Mon- P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Story map beginning/middle Weds- Subtract number sentences. Sikh stories- Milk and Jasmine flower Thurs- Story map end Fri- Problem solving involving subtraction facts Forest Friday- "Beenoculars" *Caterpillar eggs arrive * Sports Day</p>	<p>Mon- P P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Story beginning-write Weds- Teddy bears picnic-new intake Thurs- Butterfly doubles. Hindu worship Story writing-middle Forest Friday- What the ladybird heard</p>	<p>Mon- P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Butterfly sentences. Weds- Butterfly shapes Thurs- Transition Day- New intake stay and play Fri- Forest Friday – Making butterflies using tools.</p>	<p>Mon- P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Ladybird doubles Weds- Ladybird rhymes Thurs- Trip to Monkton Nature Reserve Fri- Write a recount. Forest Friday-</p>	<p>Mon- P.E-Team races, using hoops, bean bag balancing, skipping and throwing. Tues- Measuring worms Weds- Add labels for lifecycle Class party Thurs- Make Norman the snail Fri- Forest Friday- Minibeast hunting</p>