

## Willow Class Topic Planning Summer 1

Very Hungry Caterpillar book, Eric Carle Author focus

Minibeast Factfile of insects from around the world (Geography)

Making a wormery (DT)

Minibeast art

Insect Lore metamorphosis

Timing	Subject	Objective / Learning Outcome	Direct Teaching & Follow up activities	Assessment
1 lesson	Science	To find out what the children already know about Mini Beasts and to find out what they would like to learn about Mini beasts through this topic.	<p><b>Introduce this term's topic Mini-Beasts.</b>            What are mini-beasts? Where do they live?            What do we already know? Look at pictures of mini beasts. Who can name them? What are their features? Build up a picture of prior knowledge.</p> <p>Children to work in pairs to complete a 'What I already know' and 'What I would like to find out' activity. Bring these ideas to the carpet. Write questions on thinking bubbles for the learning wall to begin Mini-beasts display.</p> <p>Read Mini Beast Poem to the children. See end of planning.</p>	<p>What do we already know?</p> <p>Note children who have a lot of knowledge and are able to ask relevant questions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Statutory requirements</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Statutory requirements</b></p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> </div>
1 lesson	Science	I can identify common mini-beasts	<p><b><i>Start the butterfly farm - introduce diaries</i></b>            Look at a variety of mini beasts using the smart board. Discuss what features they have. How do they move, see, smell, feel? How should we care for the creatures?</p> <p>Talk about mini beasts being <i>invertebrates</i>.</p> <p>Children look at mini beast cards and match them to</p>	<p>Which children can name common mini beasts?</p> <p>Can children talk about how to care for mini beasts?</p>

			<p>their names. Talk to partners about the mini beasts. Talk about what they know about them.</p> <p>Match the mini beasts to their names in Topic books.</p>	
1 lesson	Science	I can match mini beasts with their habitats.	<p><b><i>Review the butterfly farm - observe and record any changes. Update diaries.</i></b></p> <p>Look at a selection of mini beasts again. Ask children to name mini beasts they know. Talk in partners about where these mini beasts live. Look at PowerPoint Habitats <a href="#">T-T-10435-Minibeasts-and-Their-Microhabitats-PowerPoint.ppt</a> Use the grassy area to hunt for mini beasts. Use magnifying glasses and take photos. Note where they are found. This will also be a focus for trip to Stover.</p> <p>Tell the children the correct term for where they live - habitats.</p> <p>Match mini beasts to their habitats.</p>	Can children talk about habitats for different mini beasts? Are they able to match the mini beasts to their habitats.
1 lesson	Science	I can talk about the life cycle of a butterfly.	<p><b><i>Review butterfly farm. Observe changes. Update diaries</i></b></p> <p>Read The Very Hungry Caterpillar or similar story with life cycle.</p> <p>Complete a caterpillar lifecycle (cut and stick) Label in Topic books.</p>	Which children are able to describe the life cycle of a butterfly?
1 lesson	Science	I can talk about the life cycle of a frog.	<p><b><i>Review butterfly farm. Record observations</i></b></p> <p>Read <b><i>Growing Frogs</i></b>. Look at PowerPoint frog life cycle <a href="#">T-T-5230-Frog-Life-Cycle-Powerpoint-V.ppt</a></p> <p>Complete a frog lifecycle. Label in Topic</p>	Which children are able to describe the life cycle of a frog?

			Books. (Hopefully Stover Trip for pond dipping)	
1 lesson	Science	I can classify mini beasts	<p><b><i>Review butterfly farm. Record observations</i></b></p> <p>How can we sort and classify mini beasts?</p> <p>Colour, where they live, how they move, number of legs etc.</p> <p>Look at classification chart. Answer the questions to find out which creature goes where. <a href="#">T-T-12808-Minibeast-Classification-Game.pdf</a></p> <p>Chn to complete the classification chart.</p>	Can children think of their own questions?

ART and DESIGN: Make a variety of mini beasts using different techniques and styles.

21.4.17	ART	Paper plate spider with web	Wool, paper plates, paints, hole punch	<p>Children to choose from given materials to make their own interpretation of different minibeasts. Display on our Topic working wall.</p> <p><u>Children will be taught to use a range of materials creatively to design and make products.</u></p> <p><u>Children will be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</u></p>
28.4.17	ART	Handprint caterpillar	Paints, potato stamps	
5.5.17	ART	Bee	Use a paper plate to make a bee – paint base colour yellow then black detail	
12.5.17	ART	Ladybird	Ladybird split pin	
19.5.17	ART	Paperchain insect	use the paperchain template with legs and head to make insect. (see twinkl resource)	
26.5.17	ART	Minibeast in a jar	Glass painting, Use pipe cleaners to make a bug/Split pin butterfly	

## Music:

19.4.17 1 lesson	Music	<p>LO: I can select and play instruments to reflect a mood.</p>	<p>Read the class the story 'The Very Hungry Caterpillar'. Explain that we are going to use the instruments to make the story more interesting. Go through the story page by page, asking for sound suggestions for the various components.</p> <p>The first instrument or sound selected needs to be one that could make a 'popping sound' to illustrate the caterpillar emerging from the egg. Next ask for suggestions for the caterpillar walking along. As he's very hungry, and looking for food, is he going to be walking fast or slowly? Now sounds need to be selected to illustrate the different days, with perhaps one beat per item of food eaten that day.</p> <p>As he gets towards the end of the week ask the children if they think he is still moving and eating so quickly. How can we show that in sound? What instrument or sound would show that the caterpillar had a tummy ache and didn't feel very well? How can we show that he's gone to sleep? The final sounds selected are of him emerging from the cocoon and being transformed into a beautiful butterfly.</p> <p>Once the sounds have been explored, read the story through again with the sound effects and ask the children if they think there is anything that needs to be improved or changed. When the class is happy with everything, ask them to suggest ways of giving instructions of which sound is made, or which instrument is played, and when.</p> <p>Suggest ways of producing hand signals or pictorial cue cards to go with the different pages of the story. Children could spend time producing a 'musical score' for the story and this could be used to repeatedly play from.</p>	<p>Children will be able to use sound expressively to illustrate a story. Children will be able to select and play instruments to reflect a mood. Children will be able to produce and follow a musical score.</p>
26.4.17	Music	<p>LO: I can recognise long and short sounds and make them with my voice.</p>	<p>Now using the technique of short and long sounds, move on to imitating particular sounds with their voices. For example, typing, a telephone dialling and ringing, sawing, a motorbike, a horse, a steam train or a lawnmower. It may be helpful to have a sound effects tape to remind children of these sounds.</p>	<p>Can children identify long and short sounds?</p> <p>Can children produce long and short sounds?</p> <p>Can children respond to long and short sounds with movement?</p>

			<p>Ask the children to work in pairs and choose the object they are going to imitate. Some of the children can share these with the rest of the class. Can the class guess which object they are imitating? Talk about where long and short sounds were needed and how they were put together.</p> <p>With the whole class, using the rhyme 'Humpty Dumpty' work on sound effects to accompany the rhyme.</p> <p>For example;  Humpty Dumpty sat on the wall  <i>Who can think of a heavy sound for Humpty sitting on the wall? Does it need to be a short sound or a long sound?</i>  Humpty Dumpty had a great fall  <i>What sort of sound can we make here? Long or short?</i>  All the King's horses  <i>Can anybody make a horse sound?</i>  And all the King's men  <i>Will they be running to help Humpty? Can we make fast short sounds?</i>  Couldn't put Humpty together again.  <i>How could we show this? Do you think they might sound puzzled?</i></p> <p>Now sing the song through to the class whilst the children listen. Can they put their hands up when you sing a long note? Where do the long notes come?</p>	
3.5.17 1 lesson	Music	LO: I can perform long and short sounds in response to symbols.	<p>Give each child an instrument, and ask them to explore the sounds they can make on them. Ask them to play one beat on their instrument and listen very carefully to the sound it makes. Was the sound a long sound or a short sound? Can you play the instrument differently to change the length of the sound? For example, a triangle could be played by running the beater around the inside - and the same with a drum or tambour. Give the children time to explore ways of making different length sounds on their instruments. Ask some the class to share their findings. Ask the class if individual instruments are better suited to make either a short or a long sound. Can some instruments do just one sound whilst others can do both?</p> <p>Using the 2 hoops, group the instruments to make a Venn diagram of the sounds they make. Each child can then recall this on paper. The children may be able to cope with an overlapping central</p>	<p>Can children use instruments imaginatively to make a range of sounds?</p> <p>Can children sort instruments according to whether they make long or short sounds?</p> <p>Can children follow a conductor to play as a class?</p>

			<p>section for those instruments that can play long and short sounds.</p> <p>Give each child 2 pieces of card. They are to think of a symbol they can draw to represent 'a short sound'. They draw this on one piece of card. On the other they are to draw a symbol that will represent 'a long sound'. Ask the children to explain why they chose their symbol. Give a few children the chance to 'conduct' the class playing the instruments with their flash cards. The teacher can now use a similar set of cards to help conduct a longer sound sequence. It may be helpful to divide the class into those with the instruments that make short sounds, and those with the longer sounding ones.</p> <p>Invite several children to use the symbol cards to conduct their own pieces of music.</p>	
10.5.17	Music	LO: I can talk about long and short sounds used in music.	<p>Show the class the following instruments one at a time (Pictures will do if you can't get the real thing!): flute, violin, piano and trumpet. Ask the class to name each instrument and mime how they are played. Then, for each instrument play a recording of the sound they make, or if possible have an older child from the school who can play, demonstrate it.</p> <p>Discuss what type of sounds each instrument makes. Now play just the sounds i.e. if using real instruments the players need to be hidden from the classes sight. Can the children tell which instrument is playing? Listen for long notes and short notes.</p> <p>Next, listen to some recorded pieces, and see if the children can identify some of the instruments that are playing. First play 'The arrival of the queen of Sheeba'. What instrument can you hear? Are the notes mainly long or short? Is the music fast or slow? What makes it sound fast? Ask the children to indicate when they hear a change of instrument. Repeat for the other pieces of music listed above.</p> <p>Ask further questions; How do long notes make the music sound? How does this piece of music make you feel? Would the music sound the same played on a different instrument?</p>	<p>Can children identify a variety of instruments?</p> <p>Can children talk about the instruments and long and short sounds used in music?</p> <p>Can children talk about the emotions that can be created using long and short sounds?</p>
17.5.17	Music	LO: I can keep a steady beat.	<p>Clap out a steady 4 beat pulse, counting 1,2,3,4 as you do it. Ask for the class to join in counting and clapping with you. Next clap on beat 1, and hold it for 2,3,4. Ask the class to repeat it back with you. Once they have grasped it, move on to clapping on beats 1 and 2 and clap and hold on beats 3 and 4. i.e. 1 2 3 4 clap clap clap----</p>	<p>Can children clap out and use instruments to play long and short notes?</p> <p>Can children keep to a steady beat?</p>


			<p>It is important to keep counting so that the children understand that a long beat is held. Repeat several times until the children are confident with it. Now transfer the exercise onto percussion instruments. See if the children can remember which make the short sounds and which make the long sounds. Separate the class into 2 groups depending on which instrument they have.</p> <p>Next, beat out and count the rhythm to the following sentences;</p> <p>I like appl-es 1 2 3 4</p> <p>Yel-low lor -ry Pur - ple lor-ry 1 2 3 4 1 2 3 4</p> <p>Sprouts - - - 1 2 3 4</p> <p>Beans on toast--- 1 2 3 4</p> <p>These will take some practice! To start, it may be beneficial to put the more experienced children on the long sounding instruments. Let the children think up some of their own simple phrases.</p> <p>Now it's time to work on the rhythm to a simple song such as 'Twinkle Twinkle Little Star' so that the children can begin to identify the long notes within music. Speak the words through whilst beating out the rhythm on a drum. i.e. Twin-kle Twin-kle Lit-tle Star - 1 2 3 4 1 2 3 4</p> <p>How I Won-der What you are - 1 2 3 4 1 2 3 4</p> <p>etc..</p> <p>Emphasise that the long notes come at the end of each phrase. The children can sing and clap the rhythm through before transferring it onto instruments.</p>	
24.5.17	Music	LO: I can use an instrument to make a sequence of long and short sounds.	<p>Show the class the picture of Jack and Jill. Discuss with the children the various components of the rhyme. For example; 'Jack and Jill went up the hill' <i>What sort of sounds would they make climbing up a hill? Long sounds or short sounds?</i> 'to fetch a pail of water'</p>	<p>Can children choose sounds and ways of playing an instrument to tell a story?</p> <p>Can children work and perform together in a group?</p> <p>Can children appraise each others work and talk musically</p>

		<p><i>Would that be light or heavy? What sort of noise would it make filling up a bucket of water?</i></p> <p><i>'Jack fell down'</i></p> <p><i>Would this be fast sounds or slow sounds? How can we make a sound on an instrument sound fast?</i></p> <p><i>'And broke his crown'</i></p> <p><i>What sort of sound would that be? Can any one think which of our instruments would make a good 'breaking' sound?</i></p> <p><i>'And Jill came tumbling after'</i></p> <p><i>Would this sound be the same as Jack falling down? Are there any sounds which are continuous throughout the rhyme?</i></p> <p>Repeat the same process to discuss the other rhymes. Break the class down into groups, and give each group one of the pictures. They now need to work out how to tell the story through just the instruments. When the groups have had time to practice, they can perform their sound pictures to the rest of the class. Can the others guess which rhyme it is?</p>	about the sounds they produced?
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Assessment Notes:

## Geography – Minibeasts in our local area compared to insects in another country

### Write a factfile on minibeasts

19.4.17 1 lesson	Geography	<p>LO: I know which mini beasts can be found in our part of the world.</p>	<p>Introduce Minibeasts and habitats topic using minibeasts powerpoint.</p> <p>Mini beast hunt (Twinkl – mini beast hunt checklist)</p> <p>Minibeast bar graph activity sheet (Twinkl)</p> <p>What minibeasts can we find in our local area?</p> <p>GD: Chn write about minibeasts we found in the grassy area/what the habitat is like.</p>	
26.4.17	Geography	LO: I can create a factfile about minibeasts.	<a href="http://www.bbc.co.uk/education/clips/z44g9j6">http://www.bbc.co.uk/education/clips/z44g9j6</a>	Children to investigate using maps, computers, videos and books. Children to gather pictures from books and the internet.
3.5.17				



10.5.17			Introduce fact files – look at different examples of fact files.	Children will be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
17.5.17			Children to collect bits of information about minibeasts and build up a factfile over the next few weeks using the given format or one they have created themselves.	
24.5.17			Each child/pair of children to create one booklet about minibeasts in our area (linked to initial lesson) and another booklet about insects in another country – eg. poisonous spiders in Australia.  Use marvellous minibeasts activity sheets to extend HA to think about the habitat (link to science work) and write about this as well as the insect.	
Assessment Notes				
Design and Technology: Design and Make a Wormery				
This project will show children how worms turn plant waste into soil, introduce them to 'recycling' and 'useful waste', and encourage them to look closely at worms and other garden wildlife.				
20/4/17 1 lesson	DT	I can investigate a wormery.	Show children the books about wormeries. Show the BBC video clip about worms. <a href="http://www.bbc.co.uk/gardening/gardening_with_children/homegrownprojects_watchworms.shtml">http://www.bbc.co.uk/gardening/gardening_with_children/homegrownprojects_watchworms.shtml</a> Look at the tips and advice section. Put children into ability groups. HA: Children to write advice to another child designing a wormery. M: Children to write short Top Tips for their own wormery. LA: Teacher to support children putting the instructions into order as a group. Get the groups to feedback their learning to a friend from a different group.	<u>Tips and advice</u>  The children are likely to find this project much easier to do than you are! Do try to overcome any squeamishness, as worms are so vitally important for the gardener. Not only do they aerate the soil and improve its condition by breaking down rotting plant waste in the soil, they will also produce even higher quality compost in your compost heap, eating their way through quantities of kitchen waste at the same time. When children are collecting and observing the worms, they need to be aware that worms do not like to be in the dry or the light for any length of time. They could try holding them on wet hands, or looking at
27.4.17 1 lesson	DT	I can write a list of resources needed to make a wormery.	HA: Use the prompt pictures to write a list of all the resources needed. Extend this group to writing in sentences. M: Match the pictures and labels for the resources needed to make a wormery. LA: Read the simple words and match to simple pictures.	

4.5.17 1 lesson	DT	I can begin to set up my wormery following instructions.	In ability groups children to get all the resources ready to start to set up their wormery. HA: Follow given instructions for each of the layers of the wormery. Discuss the best place in the classroom for the wormery to be kept. Make a poster to let others know how to handle the wormery and a sign it's location. M and LA: work through the instructions step by step with teacher in order to make the wormery. HA to feedback to the whole class.	them on black paper (not as easy to see them), or using several, each one just for a few minutes.  Children may wish to investigate the two main types of worm (earth and tiger). They can set up two jars and compare what happens in them. This is an important scientific skill, which will be developed in school.  Always ensure the contents of the jar are moist, not too wet and definitely not too dry. Worms 'breathe' through their skin, which must be damp for this to happen. The jar should not be put anywhere too cold.  There is no danger with this project, apart from when handling the soil, and your children should be vaccinated against tetanus already. Worms do not bite or produce any skin irritant.  Charles Darwin studied worms for 39 years, and concluded that life on earth would not be possible without them. Mainly because they increase soil fertility so efficiently, but also because they reduce quantities of plant waste.
11.5.17 1 lesson	DT	I can write about the necessary equipment needed to design my wormery.	Look at the wormeries and discuss the equipment used to make the wormery. As a group draw pictures (and Label M and HA groups) the equipment used – put on topic display. Discuss recycling and how we have recycled jars to create the wormery. How do the worms recycle?	
18.5.17 1 lesson	DT	I can add the worms to my wormery and discuss it's suitability.	Read the non fiction book about the wormery. Ask children to give 5 instructions for making a wormery. In the outdoor area children to add their worms and put the wormeries in a cool place.	
25.5.17 1 lesson	DT	I can work with my group to evaluate our wormery design.	Give children an differentiated evaluation sheet to complete in their groups. Discuss as a class and look at the effect the worms have had.  <b>Write a poem about the worms</b>	

#### Assessment Notes

### PSHE Summer 1 : Caring for Myself

Building on from work completed last term 'Caring for Others'

#### Key Objectives:

- own their own feelings, making "I" statements
- carry out personal routines
- develop skills for maintaining personal hygiene, cleaning teeth, washing hands
- be motivated to be clean and healthy
- think about what can go on their body and in their body and that some substances can be harmful
- begin to understand how infections are passed between people
- know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines.

20.4.17 1 lesson	PSHE	I can recognise what I like and dislike. I can recognise what is fair and unfair.	I can talk about my own feelings using 'I...' Recap on learning from last term about likes and dislikes. Ensure children feel confident to share their opinions in a circle time setting by setting 'talk time ground rules'. Pass an object round and give everyone a chance to speak. Show children pictures on the SMART board of different scenarios – a boy stealing carrots from the shop, someone helping a friend, a girl having twice as many sweets etc... Ask children to read the statements and discuss fair or unfair with their talk partner.	Children to order the pictures across the floor – which is most unfair which is most fair – draw out lots of discussion about why something might be more unfair than another. Take photos of the activity for Class PSHE book.
27.4.17 1 lesson	PSHE	I can tell you what is right and what is wrong.	Recap learning from last session about fair and unfair. Children to decide whether all the statements we decided were 'unfair' are also wrong? Can children give examples of right and wrong? How do you know when something is wrong?	Talk to children about making choices and what happens when we make a 'wrong' choice, what might happen when we make the 'right' choice. Ask children is there always a right or wrong choice?
4.5.17 1 lesson	PSHE	I can talk about personal hygiene.	<b>Invite Environmental Health Officer to visit.</b> Children to look at the germs on their hands using the ultra violet light. Environmental Health Officer to give talk about hygiene and why it is important. <i>Use the Twinkl visual aids to support learning.</i>	Children to decide 5 rules for keeping clean and hygienic. Put rules in the class PSHE book and on the toilet door/above the water fountain.
11.5.17 1 lesson	PSHE	I can identify hygiene routines.	Take the personal hygiene quiz and talk about the answers with the class. Get children to choose a card with personal hygiene routine, act out and the class guess.	Take photos of the children miming each of the routines – put these on the display and in the class PSHE book with the children comments on each one.
18.5.17 1 lesson	PSHE	Taught how some diseases spread and can be controlled	Visit the school kitchen – Cook to explain some of the measures to help make the school kitchen clean – wearing hats/special clothes, washing hands, food prep area, dishwasher, cleaning routine etc.  Back in the classroom recap the illnesses that we avoid by keeping the kitchen clean. Recap the personal hygiene lessons and talk about sickness, colds etc.	Ask children to recap the measures that cook takes to keep the kitchen clean and hygienic and record these in the class PSHE book.
25.5.17 1 lesson	PSHE	Chn should be taught that all household products, including medicines, can be harmful if not used properly.	Show the children [Empty] medicine packets – eg Calpol, plasters, paracetamol, bandages, first aid kit and cleaning kit – soap, disinfectant.  Ask children to design a label to explain where the chosen item should be kept and what key information people should know about it. Could do this on sugar paper on tables in groups. Discuss each one.	Put labels into class PSHE books.

## Assessment Notes

