

Subjects	Objectives	Key Concepts	Vocabulary	Skills	Activities/ Tasks
History (Understanding the World)	Objectives may be covered as child's interests are pursued.				
Geography	<ul style="list-style-type: none"> <li>•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.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Talk about what they see with a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p>To know different places, have different characteristics.</p> <p>To know that animals live in different habitats</p>	<p><b>Nursery</b>  Wet  Dark  Muddy  Pond  Water  Web  Plant  Food  Safe  Home</p> <p><b>Reception</b>  Location  Environment  Habitat  Familiar  Different  Characteristics  Features</p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>•Children are encouraged to talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>•Children develop their own narratives and explanations by connecting ideas or events</li> </ul>	<p>Look at different minibeast homes under stones, pond, trees and air.</p> <p>Explore the school grounds to find different habitats.</p> <p>Go on a web hunt. Draw and describe webs.</p>
Science	<ul style="list-style-type: none"> <li>•Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>•Understand the effect of changing seasons on the natural world around them.</li> <li>•Use all their senses in hands-on exploration of natural materials.</li> <li>•Talk about what they see, using a wide vocabulary.</li> </ul>	<p>To know that a mini beast is a small animal.</p> <p>To know that mini beasts are different to one another and they move in different ways.</p> <p>To know that mini beasts live in different places.</p> <p>To know that minibeasts have a life cycle.</p> <p>To know the different stages of the cycle. A butterfly's life cycle is egg, pupa, chrysalis, butterfly.</p> <p>To know that most mini beasts need food and water to live.</p> <p>To know that butterfly wings have the same pattern on each wing.</p> <p>To know that spiders make webs that they use to catch food.</p> <p>To know that spiders eat other minibeasts.</p> <p>To know that worms eat parts of plants.</p>	<p><b>Nursery</b>  Chrysalis  Life cycle  Leg  Wing  Antennae  Sort  Web  Wormery</p> <p><b>Reception</b>  Curious  Senses  Explore  Experience  Groups  Explanation  Sequence  Connects  Stages</p>	<p><b>Asking Questions &amp; Planning Enquiries</b></p> <ul style="list-style-type: none"> <li>• Comment and asks questions about aspects of their familiar world</li> <li>• Show curiosity about objects, events and people</li> <li>• Question why things happen</li> <li>• Choose the resources they need for their chosen activities:</li> </ul> <p><b>Testing, Measuring &amp; Recording</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore the world around them.</li> <li>• Handle equipment and tools effectively.</li> <li>• Select and use technology for a particular purpose</li> <li>• Find ways to solve problems</li> <li>• Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and solve problems.</li> </ul>	<p>What is a Mini beast - go on a minibeast hunt.</p> <p>Look into the bug hotel</p> <p>Notice that minibeasts are different to one another. Talk about how they move and how their bodies are equipped. Draw pictures and take photos of what we find. Look at non-fiction books and digital media.</p> <p>Move like different minibeasts in PE.</p> <p>Sort minibeasts and not minibeasts</p> <p>Sort minibeasts in different ways, colour size, length.</p> <p>Make minibeast homes outdoors. Look for minibeasts indoors</p> <p>Read the Bad-Tempered Ladybird. Snail Trail. What the Ladybird Heard. The Very Quiet Cricket.</p> <p>Life cycle of a butterfly. Observe metamorphosis from caterpillar to chrysalis to butterfly. Act out the stages in dance. Reflect on body parts of caterpillar/butterfly and what they do. Symmetry of wing pattern.</p> <p>Order the stages and stick onto a paper plate.</p> <p>Taking care of butterflies</p>

		<p>To know that worms make tunnels in the soil for water and air and take food into the soil. This helps us to grow plants.</p>	<p>Symmetry Body parts (minibeast names)</p>	<p><b>Concluding</b></p> <ul style="list-style-type: none"> <li>• Make links and notice patterns in their experience</li> <li>• Develop ideas of grouping, sequences, cause and effect.</li> <li>• Develop their own narratives and explanations by connecting ideas or events</li> <li>• Talk about why things happen and how things work.</li> </ul>	<p>Read the Hungry Caterpillar Eric Carle Spiders. Parts of the body and their purpose. Making webs. Read the Very Busy Spider Eric Carle. Worms - Make a wormery and observe movements. Talk about how they move and eat. Talk about why worms are important. Taking care of worms. Read Super Worm - Julia Donaldson. Pond visit – dipping for water living mini-beasts.</p>
<p>Art (Expressive Arts and Design)</p>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>•</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<ul style="list-style-type: none"> <li>• To know that art can be a form of printing and how patterns can be created.</li> <li>• To know different textures and be able to use them effectively.</li> <li>• To know the use of colour when painting and talk about why they have used certain colours.</li> <li>• To know how different materials can be used for printing.</li> <li>• To know how to create simple shapes to represent what they are drawing.</li> <li>• To know how to use tools safely.</li> <li>• To know how to use a range of techniques, such as cutting, sticking, rubbing, collage.</li> <li>• To know how to explain what they are doing in simple terms.</li> </ul>	<p><b>Nursery</b> Print Fold String Spiral Artist</p> <p><b>Reception</b> Symmetry Collage Attach Design Create Model Evaluate</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology</li> </ul> <p><b>Form (Sculpture)</b></p> <ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Experiments to create different textures.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• To use simple techniques appropriately.</li> </ul>	<p>Butterfly wing printing - talk about symmetry Make paper chain caterpillars Print caterpillar- using hand prints. Spider pictures printing and dragging paint. Play dough modelling. String web patterns on a paper plate. 3-D minibeast structures. Make bug hotels – junk modelling The Snail – Matisse. Explore spirals.</p>

**Durham Lane Primary School: Topic Planning Year B**

**Topic: Creepers and Crawlers**

**Term: Summer 2 Class: Nursery & Reception**

**Teacher: Mrs Guest & Mrs Khan**

				<ul style="list-style-type: none"><li>• To be able to understand the skill of printing with a range of objects.</li><li>• To explore a variety of techniques.</li><li>• To experiment printing using natural and man-made objects.</li><li>• To explore different shapes that can be created with print.</li></ul>	
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