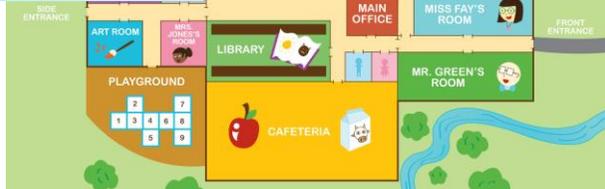
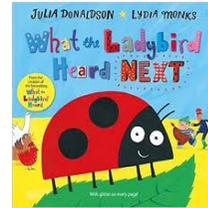
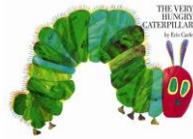
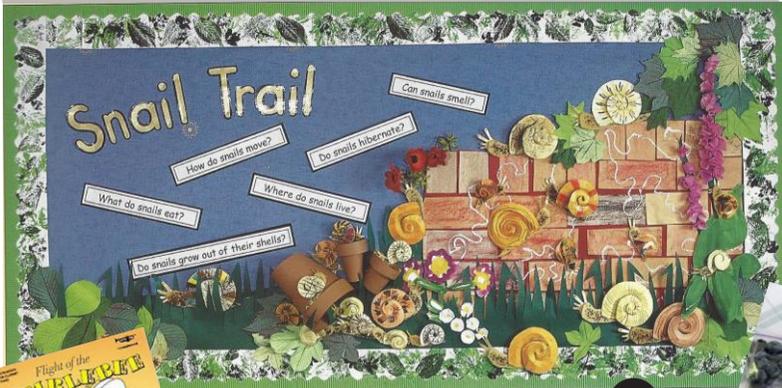


On Safari



Successful learners

Areas of Learning

As Scientists we will go on safari to find living creatures in our immediate environment and the local area. We will look at what caterpillars and other insects need in order to survive. We will observe closely real minibeasts and images in order to classify them according to their characteristics. We will investigate butterflies and look at their lifecycle and discuss how all animals including minibeasts grow and mature. We will investigate the habitats that creatures prefer.

As Geographers we will investigate our local area by asking and answering questions. We will use vocabulary to describe the land use around our school. We will use aerial views, maps and plans to explore our class and school. We will identify features and label them. We will use maps to show minibeast locations and then create and draw our own maps, both of our school grounds and the local area.

As Artists we will roll, sculpt and pattern different modelling materials to replicate snails, caterpillars and spiders and design our own imaginary bugs. We will also sculpt our own faces. We will use various collage materials and arrange them to create Matisse inspired snail, and autumn patterns.

As Musicians we will learn about sounds in the classroom and outside the classroom. We will make representations of these sounds. We will learn and sing a variety of songs about harvest and mini-beasts. We listen to Flight of a Bumblebee and then use our voices and instruments to compose and perform a bug symphony.

As users of technology (ICT) we will learn simple commands that we can give Beebot to complete a series of actions. We will write simple sequences of commands to send Beebot to different places on a map and then test them to see whether they worked. We will also use the iPads and ToGo to practice giving commands.

As Mathematicians we will estimate, count accurately groups of bugs, number them, add groups and measure the length of different mini-beasts. We will use pictograms to help us answer questions about bugs around our school.

As Writers we will label and write captions for mini-beasts and maps. We will read bug poems and use adjectives and expanded noun phrases to describe creatures in our own rhymes. We will use patterned language to write our own version of The Hungry caterpillar and We're going on a bear (bug) hunt and write an explanation about the Lifecycle of a butterfly.

PSHE – we will explore our relationships with family and friends. We will discuss rules for our classroom and think about how we can make our classroom friendly and 'productive'. We will look at ways we can take care of our school, mini-beasts and our local environment.

Confident individuals

Challenge

To become enterprising, confident and independent individuals we will:

Share our learning and harvest message with others.

Make bugs to sell at a bug auction.

Responsible Citizens

Spiritual & Moral

In our spiritual and moral development we will:

We will discuss how we form good relationships with our class mates and develop a class charter.

Marvel at the wonderful world that God created for us.

Thank God for all he has given us in our Harvest Festival.

We will learn how to care for our environment and protect local wildlife.

Enrichment

To enrich our learning we will:

Observe caterpillars transforming into butterflies and ants making a new home.

Visit the Hills and Hollows to identify Grantham landmarks and find minibeasts.

Roleplay - Create and make bugs with various materials in our bug making workshop e.g. sewing felt bugs, making bugs from K'nex, egg box caterpillars, making homes for bugs.

Outdoors – we will create bug hunting back packs for independent investigation and learning.

Communities

As members of a community we will:

Create an environment / bug hotel to encourage more minibeasts to live in our school grounds.

We will contribute to our school harvest and share the harvest produce with our community.

Science Threshold Concepts	Milestone 1
Work scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
Understand animals and humans	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are invertebrates. • Describe and compare the structure of a variety of invertebrates. • Notice that animals, have offspring which grow into adults.
Investigate living things	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
Geography Threshold Concepts	Milestone 1
Investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features.
Investigate patterns	<ul style="list-style-type: none"> • Identify land use around the school.
Communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. • Devise a simple map; and use and construct basic symbols in a key.
Computing Threshold Concepts	Milestone 1
Code - Motion	Control motion by specifying the number of steps to travel, direction and turn

Art Threshold Concepts	Milestone 1
Develop ideas	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
Master techniques: (Sculpture)	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use clay, card, paper and wire as materials. • Use techniques such as rolling, cutting, moulding and carving.
Master techniques: (Collage)	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.
Take inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.
Design Technology Threshold Concepts	
Master practical skills - Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
Master practical skills - Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms.
Design, make and evaluate	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses.
Music Threshold Concepts	Milestone 1
Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.

Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance.
Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
PE Threshold Concepts	Milestone 1
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.
To develop practical skills in order to participate, compete and lead a healthy lifestyle: Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.
PSHE Threshold Concepts	
Relationships - Families and Friendships	<ul style="list-style-type: none"> • How people make friends and what makes a good friendship • How to recognise when they or someone else feels lonely and what to do • Simple strategies to resolve arguments between friends positively • How to ask for help if a friendship is making them feel unhappy • How to listen to other people and play and work cooperatively

English	Mathematics
<p>Labelling bugs, creating lists and writing captions (Texts: Edward Goes exploring by David Pace, Polly's picnic Nature Trail)</p> <p>Poetry – List Poems (Texts: Mad about minibeasts poems, Autumn woods, Cats by Eleanor Farjeon, At the zoo by William Makepeace Thackeray, Performing Monkey by Joshua Seigal, What is pink? by Christina Rossetti, Tell me mama by John Lyons, Things I have been doing lately by Alan Ahlberg)</p> <p>(Stories with predictable phrasing – writing own version (Texts: The very hungry caterpillar, We're going on a bear hunt, Handa's hen) Explanation- Lifecycle of a butterfly)</p>	<p>As mathematicians we will be working specifically on the areas of:</p> <p>Counting, reading and writing numbers</p> <p>Magnitude of numbers</p> <p>Understanding place value</p> <p>Giving directions</p> <p>Time</p>
<p>Websites, books, resources</p> <p>http://www.stickinsect.org.uk/minibeast%20ideas.pdf</p> <p>Lore – caterpillar refill kit</p> <p>Snail and the whale, Super worm, What the ladybird heard, What the ladybird heard next , Spinderella - Julia Donaldson, Superworm https://www.youtube.com/watch?v=-rIaH7jqYnA</p> <p>The very hungry caterpillar – Eric Carle https://www.youtube.com/watch?v=75NQK-Sm1YY</p> <p>The very quiet cricket – Eric Carle https://www.youtube.com/watch?v=YdiGEjz5b0Q</p> <p>The very busy Spider – Eric Carle https://www.youtube.com/watch?v=4wZG-8GnjhQ</p> <p>The grouchy ladybird – Eric Carle,</p> <p>Edward goes exploring - David Pace,</p> <p>Ladybird Moves home, Bees Busy Day – Richard Fowler</p> <p>Emily legs – Dick King Smith (Class reader)</p> <p>The giant jam sandwich – John Vernon Lord</p> <p>Snail Trail – Ruth Brown</p> <p>Three hungry spiders and one fat fly – Bentley, Twinem</p> <p>Mad about minibeasts – Giles Andreae (poems)</p> <p>Diary of a spider – Doreen Cronin (recount)</p> <p>Wonderful earth – Nick Butterworth and Mick Inkpen</p>	