

MINIBEASTS



English

Description

Children will look at the different characters from the story 'Spinderella' by Julia Donaldson and describe their appearance and behaviour.

Instructions

Children will explore different sets of instructions. They will write a set of instructions for our Zoo trip – what they need to take with them and write a set of instruction on how they will behave during the trip.

Narrative

The children will listen, retell and write about the different parts of the story 'Spinderella' by Julia Donaldson – Beginning, build up, climax and ending.

Adaptation

The children change the characters of the story into their own by drawing them and describing their appearance and behaviour.

Narrative

The children will create their own story using their Spinderella plan. Throughout the week the children will plan, tell and write about the different parts of their new story.

SATs Practice

Maths

Counting and understanding numbers

Learning to add more than two numbers together. Understand and find the difference between two numbers.

Time

Children deepen their understanding in telling the o'clock and half past time. Learn how to tell the time to the nearest 15 and to the nearest 5 minutes.

Money

Recognise the different coins; be able to make different amounts. Learn how to add and take away two numbers in a context eg. Money.

Shapes

Know the properties of 2D shapes and 3D shapes.

Symmetry

Finding lines of symmetry of different shapes.

SATs Practice

Science

Living things and their habitats

Explore and compare different minibeasts. Use their observations and ideas to suggest answers to questions.

Living, dead and never alive

Explore and compare the differences between things that are living, dead and things that have never been alive by thinking about life processes.

Use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.

Local habitats

Identify and name a variety of plants and animals in their habitats by mapping a habitat and identifying its inhabitants.

Identify and classify and sort objects into categories by sorting objects that are living, dead and have never been alive.

Microhabitats

Identify minibeasts in microhabitats. Gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.

World habitats

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for their basic needs of different kinds of animals and plants by researching habitats and animals that live in them.

Geography

Mapping it out

Devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.

Routing around

Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.

Devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.

Atlas skills, UK

Devise simple maps and use & construct basic symbols in a key. Use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.

Atlas skills, world

Use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.

Name and locate the world's seven continents and five oceans in the context of the developing atlas skills.

Viewing from above

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds

and the key human and physical features of its surrounding environment in the context of aerial photographs.

DT

Children will be researching, designing and making bug hotels.

PE

Every Thursday afternoon

Indoor Cricket with a cricket coach

Other

Trip to Newquay Zoo on Wednesday 4th March

Forestry every Monday afternoon. Children can come into school in their forestry kit.