

Boringdon Primary Medium Term Knowledge Progression Summer Term 1 2024 Classes FST/FAW Topic- Mini-beasts

Area of learning	Week 1	Week 2	Week 3	Week 4	Week 5 -	Week 6
<p>Pers onal, socia l and emot ional devel opment Celebr ating Heal thy Me</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.1. My Family and Me! Ask the children what a family is. Children to take it in turns to show their photo or simply talk about who is in their family. Questions: Who they are/what they do/what are they like?</p>	<p>I know how to make friends to stop myself from feeling lonely.2. Make friends, make friends, never ever break friends! Part 1, Show the lonely child photo, ask the children how they think she is feeling and why. Explain that she is lonely. What does 'lonely' mean? Can the children offer solutions? Build a friend game. In small mixed ability group Think of your friends: what is it you like best about them? What do they like about you?</p>	<p>I can think of ways to solve problems and stay friends. 3. Make friends, make friends, never ever break friends! Part 2 Read 'George and Martha: The Complete Stories of Two Best Friends'. Stop at strategic points of the book, e.g. when the friend's interactions are not always perfect. Can the children suggest ways to make things better? Questions: Have you ever argued/fallen out with a friend? What happened? Why? How did you feel? How did you make friends again?</p>	<p>I am starting to understand the impact of unkind words 4. Falling Out and Bullying Part 1 Role play with two teddies. 1 teddy saying/doing unkind things to the other. Ask TA to come in the room and get the children to say some of the negative statements - how do they feel when they hear these things? Now read the positive statements - how do they feel now? Squirt the cream on to the plate. Explain that bad words/unkind words are like the cream/foam: once they are out they can never go back in. So think before you speak.</p>	<p>I can use Calm Me time to manage my feeling 5. Falling Out and Bullying Part 2 Have you ever felt really angry? Discuss in talk partners. What do people do when they are angry? Think of ways that they could calm down. Practise them: clenching and releasing fists, deep breaths, walk away. In small groups, role-play with puppets: What could you do if you are feeling really angry and want to calm down?</p>	<p>6. Being the best friends we can be Match the pairs of friends e.g. Woody with Buzz, Timon with Pumba, etc. Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure that they stay good friends? Questions: What does being a friend mean? What things should you do? What things shouldn't you do?</p>
	<p>Self Regulation Children to set themselves a target they would like to achieve this term. Managing Self Children will be independent putting wellies on/off. Building Relationships Children to work together to set up obstacle courses.</p>	<p>Self Regulation Children to show perseverance linked to CP challenges. Managing Self Children will be independent putting puddle suits on/off. Building Relationships Children to work together to set up obstacle courses.</p>	<p>Self Regulation Children will be able to reflect on ways to solve problems with friends. Managing Self Children will be independent putting puddle suits on/off. Building Relationships Children will be able to reflect on ways to solve problems with friends.</p>	<p>Self Regulation Children will recognise the impact of using unkind words on friends and learn how to deal with their emotions when upset. Managing Self Children to organise themselves into teams with little prompting. Building Relationships Children will recognise the impact of using unkind words on friends and learn how to deal with their emotions when upset.</p>	<p>Self Regulation To be able to identify our emotions and how we can regulate them. Managing Self Children to organise themselves into teams with little prompting. Building Relationships Children to work as a group to build a sculpture of an animal.</p>	<p>Self Regulation What do they do to make sure that they stay good friends? Managing Self Children to organise themselves into teams independently. Building Relationships Children to work as a group to build a sculpture of an animal.</p>

P h y s i c a l D e v e l o p m e n t	C o l o u r i n g S k i l l s	<p>Power of PE 1. Warm-up - "The hungry , hungry caterpillar' -Call out something for the caterpillar to eat. Ch must bend their knees and pretend to pick up- 3 Juicy Plums! End of the warm-up turning into butterflies! 2. 'Copy Cat (erpillar)' 3. The Big, Sleepy garden spider - Adult sleepy garden spider & face away from the children in the middle of the garden. The children continue to move through the garden as Sleepy Spider will wake up!! - When the Big Spider wakes up the children must move as fast as they can back into the safe zone, moving like the mini-beast selected.</p>	<p>Power of PE 1. Warm-up - "The hungry , hungry caterpillar' -Ch must bend their knees and pretend to pick up- 3 Juicy Plums! The Big, Sleepy garden spider - Adult sleepy garden spider & face away from the children in the middle of the garden. The children continue to move through the garden as Sleepy Spider will wake up!! - When the Big Spider wakes up the children must move as fast as they can back into the safe zone, moving like the mini-beast selected. 3. The grasshopper groove - Set out dot markers in vertical lines children take on the role of a grasshopper! children start by jumping from dot to dot - The children attempt to do the grasshopper groove hopping on the same foot!</p>	<p>Power of PE 1. Warm-up - "The hungry , hungry caterpillar' -Call out something for the caterpillar to eat. Ch must bend their knees and pretend to pick up- 3 Juicy Plums! End of the warm-up turning into butterflies! 2. The grasshopper groove - Set out dot markers in vertical lines children take on the role of a grasshopper! children start by jumping from dot to dot - The children attempt to do the grasshopper groove hopping on the same foot! 3. Pass the pea (- As we all know ants Using a large ball children to pass the ball down the line and back as quickly as they can (just like the ants do when they are making a nest!).</p>	<p>Power of PE 1. Warm-up - "The hungry , hungry caterpillar' -Call out something for the caterpillar to eat. Ch must bend their knees and pretend to pick up- 3 Juicy Plums! End of the warm-up turning into butterflies! 2. Pass the pea (- As we all know ants Using a large ball children to pass the ball down the line and back as quickly as they can (just like the ants do when they are making a nest!). Once the children understand what they need to do ask them to try and throw the ball to each other instead of passing it. 3. Protect the nest! Need two teams - one team to defend the ants nest & one team to try to invade the ants nest! Start by placing hoops around the ants nest for defending ants to stand in (they cannot leave the hoops).</p>	<p>Power of PE 1. Warm-up - "The hungry , hungry caterpillar' -Call out something for the caterpillar to eat. Ch must bend their knees and pretend to pick up- 3 Juicy Plums! End of the warm-up turning into butterflies! 2. Protect the nest! Need two teams - one team to defend the ants nest & one team to try to invade the ants nest! Start by placing hoops around the ants nest for defending ants to stand in (they cannot leave the hoops).The defending ants must tag them to stop them! 3. 3. Pollen push - The bee's have a special mission to put all of the 'pollen' inside the 'flowers'. The 'flowers' hoops placed onto the floor and the 'pollen' bean bags or soft catch balls.</p>	<p>Power of PE - Mini-beasts 1. Warm-up - "The hungry , hungry caterpillar' -Call out something for the caterpillar to eat. Ch must bend their knees and pretend to pick up- 3 Juicy Plums! End of the warm-up turning into butterflies! 2. Protect the nest! Need two teams - one team to defend the ants nest & one team to try to invade the ants nest! Start by placing hoops around the ants nest for defending ants to stand in (they cannot leave the hoops).The defending ants must tag them to stop them! 3. 3. Pollen push - The bee's have a special mission to put all of the 'pollen' inside the 'flowers'.</p>
		<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping & Stopping. Fine Motor Children will use a tripod grip correctly to form the lowercase letters g and q. To write words containing g and q. Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping & Stopping. Fine Motor To form the lowercase letters b, p and k correctly. Use thick and thin paintbrushes for a purpose, adding detail.</p>	<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping, Stopping & Catching. Fine Motor To form the lowercase letters v, s and r correctly Independently wash and replace the resources used.</p>	<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping & Stopping. Fine Motor To form lowercase letters f, x and z correctly. Independently join materials and resources in a variety of ways using string, ribbon, staplers, hole punches, tape etc.</p>	<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping & Stopping. Fine Motor Adapt the materials and resources used, such as cutting things to the correct size and shape. Introduce children to writing capital letters.</p>	<p>Gross Motor Children develop FUNDamentals movement of Running, Jumping & Stopping! Fine Motor Mix and explore primary colours. Introduce children to writing capital letters. Children to cut circle shapes.</p>
C o m m u n i c a t i o n a n d L a n g u a g e	<p>Listening, attention and understanding Children to understand who questions linked to minibeasts. Speaking Children be able to organise their thoughts when answering who questions.</p>	<p>Listening, attention and understanding Children to understand what questions linked to minibeasts. Speaking Children to answer what do my friends like about me.</p>	<p>Listening, attention and understanding Children to understand where questions linked to minibeasts. Speaking Children to talk in talk partners about what they know about bees.</p>	<p>Listening, attention and understanding Children to understand when questions linked to minibeasts. Speaking Children to link what they know about minibeasts and organise their thoughts in clear sentences.</p>	<p>Listening, attention and understanding Children to understand why questions linked to minibeasts. Speaking Children to link what they know about minibeasts and organise their thoughts in clear sentences.</p>	<p>Listening, attention and understanding Children to understand how questions linked to minibeasts. Speaking Children to reflect on what they have learnt about minibeasts linking all their ideas together.</p>	
	<p>Listening: Maintain attention in different contexts. Listen to and talk about stories including the 'Extraordinary Gardener' and the Hungry Caterpillar to build familiarity and understanding. Listen to stories, anticipating some key events and recall character names-linked to colourful semantics- Who and talk about where the story is set. Understand why listening is important. Listen to and talk about non-fiction books linked to mini-beasts to develop a deep familiarity with new knowledge and vocabulary. Learn new rhymes, poems, and songs. Speaking: Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Use Garden and Home role play areas to encourage children to work together to Develop questioning such as -What has happened? Why are they there? What might happen next? Encourage children to create storylines of their own. Answer simple questions starting with how, who and where in relation to stories and their own experiences. Use new vocabulary through the day in discussions and conversations. Use new tier 2 vocabulary (imagination (imagining, imagine, imagined, imagines) wild, ordinary, roamed (roam, roams, roaming), soared (soar), longed, discovered in different contexts. Describe events in some detail. Begin to connect one idea or action to another using a range of connectives.</p>						

reading	<i>Word Reading. Read individual letters by saying the sounds for them.. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.. Read a few common exception words. Children will read longer sentences containing set 2 digraphs words and tricky words.</i>					
Comp rehsion Literacy	Children will anticipate key events in Room on the Broom. Children to identify the characters and think about the problem in the story.	Children will use tier two vocabulary linked to Room on the Broom Searched, grinned, shriek, magnificent, politely, clutched, keen: grateful	Use and understand recently introduced vocabulary during discussion about stories and in their own story writing.	Children will demonstrate understanding of what has been read to them by retelling story Room on the Broom. Children to consider a character's nature.	Children will anticipate key events in the story the Hungry Caterpillar and be able to answer questions.	Children will use vocabulary from the story Hungry Caterpillar in their story telling and own narratives.
Writing	Children to write a caption to match the picture from Room on the Broom. Hold a pencil effectively in preparation for fluent writing.	Children to write fact file about mini-beasts using a capital letter. Hold a pencil effectively in preparation for fluent writing.	Children to write fact file about mini-beasts. To spell a range of red words.	Children to use a capital letter and full stop when writing a character profile of animals from Room on the Broom. To spell a range of red words.	Children to write their own version of Room on the Broom. To begin to read their work back. To begin to write longer words which are spelt phonetically plausible.	Children to write the story of the Hungry Caterpillar. To begin to read their work back.
Ma ths	White Rose To 20 and Beyond Week 1 Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Children to build numbers to 20 using different manipulatives, tens frames, bead strings, blocks of cubes.	White Rose To 20 and beyond Week 2 Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Children to build numbers to 20 using different manipulatives, tens frames, bead strings, blocks of cubes.	White Rose Maths How Many Now? Add more How many did I add? Take away How many did I take away? To understand addition and subtraction.	White Rose Maths Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Exploring the properties of shapes and spatial relations. children will explore how shapes will appear when rotated. Children will explore moving, turning, rotating and flipping shapes to fit into the spaces provided.	White Rose Maths First, Manipulate, compose and decompose Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Opportunities for children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. children to investigate how many different ways a given shape can be made using smaller shapes	White Rose Maths Sharing and Grouping Explore sharing Sharing Explore grouping End of unit assessments Children to explore how to share amounts equally, and explore different ways of grouping.
Understanding the World Past and Present -People, Culture and Community -The Natural World	Discuss with children what they know about mini-beasts and what they would like to find out about. Complete a KW grid with the children's inputs. Beebots show children how to program Beebot. Use Beebots in Continuous provision once introduced.	To understand what a habitat is. To identify what habitats minibeasts like. Look at the habitats of ladybirds. Where do they live? What do they eat? Ladybirds Habitat and features of ladybirds eg they are a beetle and have wings. To explain changes that happen in spring. Discuss spring and go on a spring walk around the school looking for signs. What do we see, hear and feel. Complete a signs of spring sheet.	What is a life cycle? Explore the lifecycle of a butterfly. What does the caterpillar need to grow into a butterfly? Look at how it changes from a caterpillar to a butterfly. Draw the lifecycle of the butterfly. Write a fact about butterflies.	Identify and look for common features of minibeast. Compare different habits. Snails Use books to find out about habitat of snails and then go on a snail hunt. Compare habitats and explore their environment. Children to make own mini-beasts garden.. Look at maps. Why we use them and different types of maps. STEM- Snail Trails	What is a life cycle? Look at the lifecycle of a frog. Discuss how they can live on land and in water, non-fiction books Go on a mini-beasts hunt and look for mini-beasts around the school. Children to draw a map to record where they found the mini-beasts.	Learn that bees live in a bee hive and different bees have different specific jobs to do. Discuss that bees make honey and observe and taste different types of honey. Tasting different flavours, salty plain crisps, sweet honey, sour lemon, bitter celery. Touch - Use a feely bag to feel a variety of textures and objects. Sight - blindfold the children and draw a picture of themselves. Remove blindfold and draw again. Smell - variety of things in jars, can you guess what it is? Visit outdoor learning area.

RE	RE - Which places are special and why? Talk about somewhere that is special and saying why.		RE - Which places are special and why? Talk about things that are special and valued in place of worship.	RE - Which places are special and why? Begin to recognise for Christians, Muslims or Jews these special things linked to beliefs about God.	RE - Which places are special and why? Use appropriate words to talk about their feelings when visiting a church.	RE - Which places are special and why? Recognise that some religious people have special places.
Expressive Arts & Design	Charanga- Big Bear Funk 1. Listen and Appraise Big Bear Funk by Joanna Mangona Find the pulse in different ways Rhythm games (copyback teacher Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section	Charanga- 1. Listen and Appraise I Feel Good by James Brown. Explore pitch by creating your own sounds with voices and instruments. Clap Clap Big Bear Mon- keys and chic- kens to the Clap Clap Clap Clap clap clap Revisit activity option 1 (singing) and start activity option 2 (playing instruments)	Charanga - 1. Listen and Appraise Don't You Worry 'Bout A Thing performed by Incognito Using the games track (Big Bear Funk), ask the children for different ways of finding the pulse. Continue to learn to sing Big Bear Funk including the copyback section. Dance during the activity section.	Charanga - 1. Listen and Appraise My Promise by Earth Wind & Fire Option: Big Bear Funk by Joanna Mangona Using tuned and/or untuned percussion, use 1 note or sound to play the pulse together Remember how to hold your glock beaters correctly and how to hold untuned percussion. Make sure everybody has the opportunity to use a glock within the music lesson. Sing the whole song with Kim and Chris, respond to the copyback section with clapping and dance during the activity section.	Charanga - 1. Listen and Appraise Superstition by Stevie Wonder Option: Big Bear Funk by Joanna Mangona Using the games track, add pitch to the words and phrases used in the rhythm games above, use your glock and build over the 6-step unit. Say/sing the words and phrases to the children as you play them, use the note D on your glock to play the rhythm of the phrases.	Charanga 1. Listen and Respond - Pick Up The Pieces by Average White Band Play the song. Have fun finding the pulse together. After listening, talk about the song together. 2. Explore and Create using voices and instruments. Learn to Sing the Song - Sing, Play and Dance (Musical Activities) a. Sing Big Bear Funk Revisit a song from a previous Unit Options: Row, Row, Row Your Boat, The Hokey Cokey 4
Expressive Arts & Design	To explore clay and it's properties. Show a lump of clay and ask what it is. Explain that most clay comes from the ground and can be used to create sculptures and models. Children to experiment and explore clay with their hands. Ch to experiment with the different ways they can manipulate the clay and how they affect its shape.	<i>To explore playdough and its properties. To use tools safely and with confidence. Children will explore playdough, can you identify any similarities and differences between clay and pd? Explore twisting, squeezing, rolling, pinching. "Is this easier or more difficult than with the clay?" Children to explore and use tools.</i>	<i>To create natural 3D landscape pictures using found objects.</i> In the outdoor area show them 3D pictures. Discuss choices of natural materials. On paper children use natural materials to create their landscape. "How do you think we could make a bush? What might work best?" Key Vocab: 3D, bark, collage, landscape, leaves, petals, seed pods, twigs	To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture. Show PowerPoint ask how artist might of shaped the animals and created features. Look together at the animals on the final slide, talk about which parts of these animals may be more difficult to make. Ch to draw design for their sculpture.	<i>To make 3D sculptures using own design.</i> Recall the artists from last lesson. What can pupils remember about them? Give each child a ball of clay and as a group, practise the following techniques together: rolling, pinching, squashing or flattening. Children to start using their clay to make their animal, suggesting that they start with the body and build out to the finer details such as ears, trunk or tail, etc.	<i>To share their creation, explaining the processes they have used.</i> Give them a few minutes to recall and familiarise design, Remind of the rules when painting. Present their finished work alongside their design. What do you like about your model? How did you make... (the tail, trunk, etc.)? Did you find it easy or difficult to follow your plan? Why? Is there anything you would change about your model or your design?