

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### Prime Area: Personal, Social and Emotional Development

To know how to keep themselves safe, especially on trips and visits e.g. field trip and Toddle Waddle.

To find out about people who help us and who to trust.

To speak confidently to others about their own ideas, interests and dislikes.

To ask for help when they need it.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

### Specific Area: Understanding the World

To talk about the **people who help us.**

To visit Sutton Courtenay Field Study Centre

To identify minibeasts and create a minibeast laboratory

To match minibeasts to habitats

To study life cycles.

To programme the Beebot to move around habitat maps

To use Purple Mash on the computer to paint minibeasts and explore our topic themes.

To use a video camera to record minibeast behaviour.

To use CD player to listen to the Hungry Caterpillar.

To explore different cultures

### Prime Area: Physical Development

To gain control over fastenings when getting dressed and undressed for P.E sessions.

To use a correct pencil grip and letter formation.

To practise handwriting.

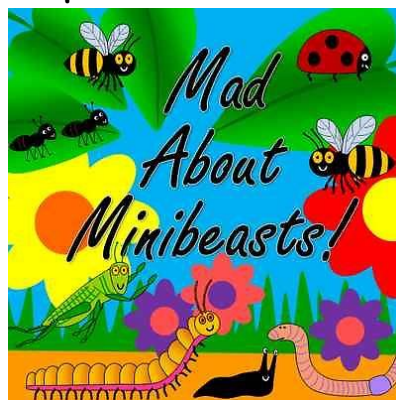
To understand the importance of physical exercise and a healthy diet.

To develop throwing and catching skills with bean bags and balls.

To practise races for Sports Day and the Toddle Waddle.

To take part in Forest Schools and the Toddle Waddle.

## Sunflower Class Spring Term 6



Wow Moment: Trip to Sutton Courtenay Field Study Centre  
Approx. cost £9.00

Home Learning Project: People Who Help Us – linked to PSED

### Marvellous Minibeasts!

### Specific Area: Mathematics

To use everyday language to talk about length, weight, capacity and time and money and to sequence events.

To add and subtract single digit numbers by counting on / back.

To count in 2s, 5s, and 10s.

To count to 100 and on and back from 20.

To solve problems including doubling, halving and sharing.

To recognise, describe and create patterns. To recognise basic 2D and 3D shapes. To solve simple problems and create their own.

### Prime Area: Communication and Language

To listen to a range of stories, poems and non-fiction, anticipating events, responding to and asking questions.

To sequence the events in stories through story mapping and telling (The Bad Tempered Ladybird, Spider!)

To create roles and experiences through the use of role play, examining storylines and characters.

To share special objects/things through show and tell.

To speak confidently using the past, present and future tenses when talking about events in their lives.

### Specific Area: Literacy

To revise phase 3 Letters and phase 4 and look at split digraphs e.g. like, late, rope.

To read words and understand simple sentences.

To use phonic knowledge to spell regular words and read them accurately as well as some common irregular words.

To talk with others about what they have read.

To write labels and captions for our minibeast museum.

To write simple sentences - story boards, stories etc.

To identify and create rhyming strings linked to bug poetry.

To read and enjoy other stories linked to our topic.

To understand the difference between fiction and non-fiction and poetry.

### Specific Area: Expressive Arts and Design

To create and use role play areas/ small world play as minibeast habitats.

To make observational drawings of minibeasts.

To make model minibeasts.

To mix colours and make minibeast prints using hands.

Symmetrical minibeast paintings/prints.

To join in with themed minibeast songs and dance e.g. caterpillar boogie.