



# Medium Term Plan: Wriggle and Crawl

Term: Summer 1

**Intended Outcome of Topic:** For the children to have an understanding of a range of minibeasts and how they can be protected in the wild. The children will also have an understanding of how to hygienically and safely prepare fruits and vegetables to make healthy smoothies.

**Memorable Experience:**  
To create and taste-test their own smoothies.

**SMSC Links:**

- English:
- represent, explore and reflect on their own and others' inner life in {story, poetry,] drama and the discussion of texts and ideas
  - give expression to personal thoughts, beliefs and feelings through speaking and writing
  - connect and empathise with characters in stories and plays
  - experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word
  - give expression to personal views and opinions through speaking and writing
  - recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics
  - collaborate with others to write stories or poems
  - hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)
  - use factual texts which reflect the multicultural nature of Britain
- Maths:
- engage in increasingly challenging problem solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
  - develop understanding of ways in which statistics can be used to misrepresent or mislead
  - see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
  - solve mathematical problems in collaboration with others
  - explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)
- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

- Science:
- See the need to draw conclusions using observation and evidence rather than preconception or prejudice.
  - Reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible.
  - vastness of the universe and the variety of life forms within
  - Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence.
- HISTORY
- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts
  - consider the lives, writings and influence of inspirational figures from the past
  - appreciate the tremendous influence of religion on human societies past and present
  - recognise that actions have consequences by considering the results of events and decisions
  - consider different political structures (e.g. democratic, autocratic, hierarchical)
  - learn how our present society has been shaped by the past.
- RELIGIOUS EDUCATION
- learn about the beliefs and practices of Christianity and other major world religions
  - learn from religion and evaluate the truth claims made by Christians and other religious believers
  - learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
  - learn about similarities and differences regarding the moral stances of different religions
  - explore moral issues through a range of religious stories, including the parables of Jesus
  - develop understanding and respect for those holding views, beliefs and values different from their own
  - appreciate how our society is enriched by a variety of religions and cultures
  - explore Christian and other religious teachings on relationships and the family
  - develop their understanding of the multifaith, multicultural nature of contemporary Britain
  - appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe
- PHYSICAL EDUCATION
- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
  - enjoy and know the quality of stillness
  - gain a sense of fair play based on rules and the conventions of activities
  - develop positive sporting behaviour
- develop social skills in activities involving co-operation and collaboration

| Subject  | Week 1                                                                                                                                                                                                                                                                                     | Week 2                                                                                                                                                                                                                                                                                     | Week 3                                                                                                                                  | Week 4                                                                                                                                  | Week 5                                                                                                                                             | Week 6                                                                                                                                                     |  |
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| English  | The Bad-Tempered Ladybird<br>Narrative/Fictional Recount <ul style="list-style-type: none"><li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li><li>• Retell/re r enact stories using words and phrases from the text.</li></ul> | The Bad-Tempered Ladybird<br>Narrative/Fictional Recount <ul style="list-style-type: none"><li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li><li>• Retell/re r enact stories using words and phrases from the text.</li></ul> | Moth: An Evolution Story <ul style="list-style-type: none"><li>• Write about real events, recording these simply and clearly.</li></ul> | Moth: An Evolution Story <ul style="list-style-type: none"><li>• Write about real events, recording these simply and clearly.</li></ul> | Non-Chronological report on snails. <ul style="list-style-type: none"><li>• Write about real events, recording these simply and clearly.</li></ul> | Non-Chronological report on another animal. <ul style="list-style-type: none"><li>• Write about real events, recording these simply and clearly.</li></ul> |  |
| Spelling | Why does 'c' make the sound /s/ in some words?                                                                                                                                                                                                                                             | How can I spell the sound /zh/?                                                                                                                                                                                                                                                            | What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?                                                   | What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?                                                   | How can I show missing letters in a word?                                                                                                          | How can I show missing letters in a word?                                                                                                                  |  |

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| Reading             | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. | Little Wandle Guided Groups – Children to be split into groups based on their phonic knowledge. Focus on decoding, prosody and comprehension.<br><br>Comprehension: Answer questions and make some inferences. Explain what has happened so far in a book they have read. |  |
| Maths               | Unit: Add and Subtraction 2 digit numbers with regrouping<br>Scheme: Ark Maths                                                                                                                                                                                            | Unit: Add and Subtraction 2 digit numbers with regrouping<br>Scheme: Ark Maths                                                                                                                                                                                            | Unit: Money Scheme: Ark Maths                                                                                                                                                                                                                                             | Unit: Money Scheme: Ark Maths                                                                                                                                                                                                                                             | Unit: Face, Shape and Patterns<br>Scheme: Ark Maths                                                                                                                                                                                                                       | Unit: Face, Shape and Patterns<br>Scheme: Ark Maths                                                                                                                                                                                                                       |  |
| Science             | Living Things and their Habitats.<br>Compare the differences between things that are living, dead and things that have never been alive.                                                                                                                                  | Living Things and their Habitats.<br>Identify and name a variety of plants and animals in a microhabitat.                                                                                                                                                                 | Living Things and their Habitats.<br>Design a suitable microhabitat where living things could survive.                                                                                                                                                                    | Living Things and their Habitats.<br>Find out what animals eat to survive in their habitats.                                                                                                                                                                              | Living Things and their Habitats.<br>Understand food chains.                                                                                                                                                                                                              | Living Things and their Habitats.<br>Understand food chains.                                                                                                                                                                                                              |  |
| Computing           | Stop Motion                                                                                                                                                                                                                                                               | Stop Motion                                                                                                                                                                                                                                                               | Stop Motion                                                                                                                                                                                                                                                               | Stop Motion                                                                                                                                                                                                                                                               | Stop Motion                                                                                                                                                                                                                                                               | E-Safety                                                                                                                                                                                                                                                                  |  |
| Geography           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |  |
| History             |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |  |
| Art & Design        | Collage                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                                                   | Collage                                                                                                                                                                                                                                                                   |  |
| Design Technology   | Food Technology<br>Where do our fruits and vegetables come from?                                                                                                                                                                                                          | Food Technology<br>What ingredient combinations work well together in known smoothies?                                                                                                                                                                                    | Food Technology<br>How can we safely use knives to prepare fruit and vegetables?                                                                                                                                                                                          | Food Technology<br>What combinations of fruits will we use to design a smoothie?                                                                                                                                                                                          | Food Technology<br>How can we make a smoothie using fresh produce?                                                                                                                                                                                                        | Food Technology<br>How can we evaluate our products?                                                                                                                                                                                                                      |  |
| Religious Education | Why do people have different views about the idea of God?<br>(Multi/Humanist)                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           | Why do people have different views about the idea of God?<br>(Multi/Humanist)                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           | Why do people have different views about the idea of God?<br>(Multi/Humanist)                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           |  |
| PE                  | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               | Basketball<br><br>Dodgeball                                                                                                                                                                                                                                               |  |
| CPHSE               | 1.Families<br>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate                                                                                                         | 2. Keeping Safe -<br>exploring physical contact<br>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not                                                                                      | 3. Friends and Conflict<br>I can identify some of the things that cause conflict with my friends                                                                                                                                                                          | 4. Secrets<br>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret                                                                                                                                                       | 5.Trust and Appreciation<br>I recognise and appreciate people who can help me in my family, my school and my community                                                                                                                                                    |                                                                                                                                                                                                                                                                           |  |
| Music               |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |  |

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| Other Details<br>e.g. visits |  |  |  |  |  |  |  |
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