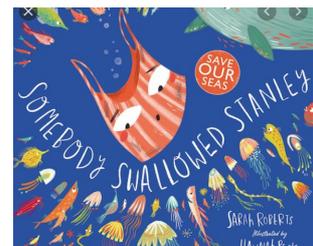
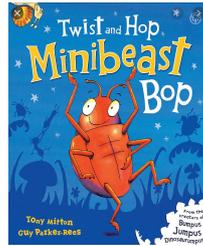
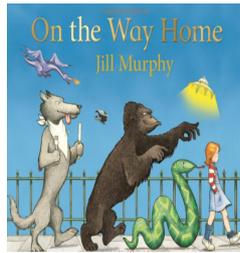




Who lives here?



Overview

During the topic 'Who lives here?' the children will be encouraged to think about what makes Longhill a special community, learn more about the incredible creatures we share our earth with and discover how we can be responsible 'Planet Protectors'.

The children will think about what they see on their way to school, learn more about the people in our community who help us, and think of ideas to make our outdoor area more appealing to minibeasts. Armed with magnifying glasses, we will step out into the great outdoors to discover 'Who lives here?'

During the second half term, the children will learn more about life at the seaside and compare it to living in the busy city of Hull. The children will learn more about the creatures who live in our ponds, coastal areas and oceans. Through sharing stories such as 'Somebody Swallowed Stanley' the children will gain an understanding of our role and responsibility in caring for our environment and share ideas about how we can protect life on land and under sea.

Curriculum Focus

Focussed attention will be placed on *Understanding the World, Communication and Language, and Personal, Social and Emotional Development.*

WOW Start

- To launch our topic the children will go on an exciting school trip to *Play Avenue* in Scunthorpe. We will return to school to find our classroom has become the Longhill estate - complete with a school roleplay area, shop and hairdressers.

Environment Enhancement

- School roleplay area (Summer 1)
- Beach roleplay area (Summer 2)
- Junk modelling (Summer 2)

Trips and Experiences

- School trip to *Play Avenue*
- A summer visit to East Park for a picnic and time to carry out a minibeast safari
- A trip to the beach
- Invite parents to share their gardening skills during our 'Community Garden Day'
- Hold a 'bug ball' where children come to school dressed as their favourite mini beast

Showcase

- Create a minibeast museum, with the children as key speakers
- Hold a beach themed Father's Day celebration



Who lives here?

Prime Areas of Learning

Communication and Language Development

Overview

During this topic, we will share a range of non-fiction and fictional texts about minibeasts, people who help us and the oceans. The children will continue to build on their understanding of the structure, settings and characters within fictional texts and explore the differences between fiction and non-fiction.

The children will continue to develop their thinking, speaking and listening skills by using independent thinking time (ITT) and *talk partners* to share ideas. The children will use their developing communication skills to not only share their own ideas but to feedback their partner's response to a posed question. The children will answer 'how' and 'why' questions in response to texts, through roleplay and group discussions. The children will be challenged to describe different minibeasts, sort them in different ways and explain their thinking.

We will continue to use *Chatta* - in collaboration with a variety of other apps- to support learning new vocabulary, build oral sentences, storytelling and explaining ideas by creating storyboards. We will focus on learning new topic specific vocabulary such as: habitat, countryside, city etc and the children will be encouraged to use this language independently. The children will find out the names of different mini beasts that they discover living under rocks and logs in our outdoor areas. The children will listen to rhymes about different minibeasts and be challenged to complete these and begin to make up their own.

The children will continue to listen to and follow simple instructions, applying these skills whilst building a worm farm. We will continue to have daily class circles; during which the children will be encouraged to listen to one another and respond with their own thoughts and opinions.

Assessment Links

ELG1 Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG2 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG3 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Provision

- ✓ We will have a cosy reading corner with a selection of banded books, recommended reads and copies of our current text, for the children to share.
- ✓ We will have masks, puppets and other role play items connected to the stories we share.
- ✓ We will encourage the children to listen to one another's stories within the provision.
- ✓ The classroom will be text rich and key vocabulary will be highlighted and modelled.
- ✓ We will model giving our opinions about the books we share e.g. "My favourite part was..." and encourage the children to listen to each other and do the same.
- ✓ We will have a variety of roleplay areas linked to the texts we are sharing e.g. a school classroom, pet shop, seaside roleplay. These areas will be used to encourage communication and language skills.
- ✓ We will have a minibeast small world area for the children to develop their language through play.
- ✓ We will have models of the butterfly and frog lifecycles for the children to sequence and explain.



Who lives here?

Prime Areas of Learning

Physical Development

Overview

Whilst reading *Twist and Hop Minibeast Bop*, the children will be encouraged to think about how different creatures move e.g. wriggle like a worm, scurry like a woodlouse and they will be challenged to work together - like a colony of ants - to collect and carry objects, to move and rebuild a structure, piece by piece.

Whilst discussing the different people who help us in our community, the children will move their bodies in different ways and travel safely avoiding obstacles as they complete firefighter drill training. We will build on the work covered during the Spring Term by continuing to think about the effects of exercise on our bodies and encourage the children to think about what they need to stay healthy. We will highlight the importance of physical movement by celebrating events such as the *Women's FA Cup Final*, *Walk to School Week* and our much anticipated *EYFS Sports Day*.

The children will develop their fine motor skills as they become a doctor and take turns to carefully use tweezers to remove body parts whilst playing 'Operation'. After designing their own unique minibeast, the children will mould clay and select and use appropriate tools to bring their creation to life.

During this term, the children will begin to have regular handwriting lessons where they will continue to build their fine motor skills as they practise forming letters and numbers. Focus will be placed on ensuring children can form all or most letters correctly, some letters will sit on the line and children will start to form ascenders and descenders with more accuracy.

We will consider the importance of good hygiene linking this to the doctors and nurses that look after us when we're poorly and thinking about hygiene when touching minibeasts and nature in our outdoor area. During *National Sun Awareness Week*, the children will learn more about how to protect themselves from the heat and what precautions to take to keep healthy.

Assessment Links

ELG4 Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG5 Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Provision

- ✓ The children will have access to tape, elastic bands, paper clips, staples, hole punch, split pins as they are challenged to apply their joining skills in our construction area.
- ✓ The children will be encouraged to use cloths, scrubbing brushes and squeegees to wash the cars in the F2 car wash.
- ✓ We will have playdough/clay/plasticine activities set up to build finger strength - this will include the use of rollers and cutters.
- ✓ The children will have access to scissors and be challenged to now follow any line.
- ✓ The children will have daily access to the climbing apparatus in our outdoor area.
- ✓ The children will create obstacle courses as we train for our *EYFS Sports Day* and complete firefighter training.
- ✓ The children will have access to alphabet sheets and copy and trace letter sheets so that they can continue to practise letter and number formation.



Who lives here?

Prime Areas of Learning

Personal, Social and Emotional Development

Overview

Through our daily class circles, we will continue to encourage the children to develop their skills to name their feelings, talk about why they are feeling a certain way and problem solve how to find solutions. We will continue to have weekly Jigsaw sessions; covering the topics '*Relationships*' (Summer 1) and '*Changing Me*' (Summer 2).

We will share stories such as '*The Bad Tempered Ladybird*' and think about the value of friendship. The children will be encouraged to think about what they like and dislike about where they live and then expand this to think about what different minibeasts like and dislike and use this information to create a 'bug hotel'. Together we will talk about and agree upon a set of 'minibeast rules' thinking about how we look for/handle minibeasts. Through opportunities to explore, observe and find out about people, places and the environment we will develop a clear idea on how to care for creatures, plants and our responsibilities and power as 'Planet Protectors'. We will talk about any fears surrounding minibeasts and share stories to counteract fears.

To mark *Butterfly Education and Awareness Day* we will celebrate butterflies and promote the importance and joy of butterfly gardening and habitat creation/restoration.

To celebrate 'Pride Month' we will celebrate the diversity of family units we have in our school community, develop confidence and celebrate our differences and recognise that we are all unique.

During *Deaf Awareness Week* we will continue to develop our *British Sign Language* skills by learning the signs to express how we feel.

Assessment Links

ELG 6 Self-confidence and self-awareness

Children are confident about trying new activities and say why they like some activities more than others. They are confident in speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG7 Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG8 Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and other children.

Provision

- ✓ We will continue to use images/items in the snack area as a stimulus for conversations.
- ✓ We will continue to have daily class circles; encouraging the children to share their thoughts and ideas.
- ✓ We will use talk partners as an opportunity for children to share their ideas beyond their social group.
- ✓ We will set missions which encourage the children to share their skills and work as a team to solve problems and create for a purpose.
- ✓ We will use the roleplay area to re-enact scenarios from the stories we've shared and consider how to solve problems.



Who lives here?

Specific Areas of Learning

Literacy

Overview

During this term, we will share a range of fictional stories and non-fiction texts about people who help us, mini beasts and the oceans. The children will ask and answer questions about the texts we share; talking about the characters and settings within stories and collecting facts and answering questions through exploring non-fiction texts. We will share texts such as 'The Bad Tempered Ladybird', 'What the Ladybird Heard', 'Superworm', 'The Tadpole's Promise', 'Twist and Hop Minibeast Bop' and 'The Bumblebear'. The children will be encouraged to re-tell familiar stories in their own words - using story language. The children will decode words containing Phase 2 and 3 phonemes and will read Phase 2 and 3 common words and tricky words on sight. We will continue to host weekly *Stay and Read* sessions for parents/carers, take regular trips to our school library and celebrate our love of reading during *Children's Book Week*.

The children will continue to develop their skills writing simple sentences; applying their phonetic knowledge including Phase 2 and 3 phonemes and writing Phase 2 and 3 tricky words. The children will build on their understanding of how to self-correct their writing by being encouraged to 'high five' their sentence when they have included finger spaces, a full stop, a capital letter, best handwriting and checked that their sentence makes sense. The children will be able to read their writing to a friend or an adult.

We will create our own posters about the 'minibeast rules', make our own information books about minibeasts, create party invitations for our 'bug ball' and write instructions for how to make a wormery.

Assessment Links

ELG 9 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Provision

- ✓ We will have a variety of banded books, familiar books, fiction and non-fiction books, topic specific books and class-made books available in the provision for children to explore, share and enjoy.
- ✓ We will have our *recommended read* texts available in the classroom.
- ✓ We will constantly model reading to the children.
- ✓ We will discuss and collect key topic/HFW/phonetic vocabulary to use when speaking and writing and add this to our vocabulary wall.
- ✓ We will have a range of writing activities available such as: sequencing stories and pictures, making mini books, stem sentences to complete, CVC pictures for the children to write the words, lists, captions, speech bubbles, letter writing to characters, sentence strips etc.
- ✓ We will have examples of good writing in the provision.
- ✓ We will provide a range of reading activities such as pegging the correct initial sounds, 'Buried Treasure', jumbled sentences and pegging CVC words to pictures.
- ✓ We will provide high interest objects as a stimulus for writing.



Who lives here?

Specific Areas of Learning

Maths

Overview

We will continue to have daily *Big Maths* sessions; during which we will practise counting, learn number facts, make links and use numbers to solve calculations. All our maths sessions are practical; involving songs, physical movement, actions and tactile resources. We will continue to work with numbers to 20 and beyond, find one more and one less than a given number and recognise numerals. The children will sing their doubling rhyme and use it to recall doubling facts and also quickly recall halving facts. The children will continue to practise counting in 2s, 5s and 10s. The children will solve simple practical problems using their doubling and halving knowledge, such as arranging 10 snails on 2 leaves, making equal number of legs on each side of the minibeast etc.

We will continue to have a weekly SAFE lesson where the children will build on their knowledge of 2D and 3D shapes answering 'prove it' questions using mathematical terms to explain their thinking. We will have a snail race (predicting and measuring the distance), estimate and compare the lengths of different worms and role play buying items in the shop using the language of money, coins, penny, 1p, 2p, 5p and 10p. We will visit the local Longhill shops and the children will be given the opportunity to buy items - thinking carefully about the coins they use and whether they will get any change. The children will experiment by creating symmetrical patterns on butterflies, use positional language (right/left/forwards/backwards/up/down etc) to complete a journey around our miniature Longhill estate.

Assessment Links

ELG 11 Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Provision

- ✓ We will have a calendar with the date and days of the week which children will be supported to update daily.
- ✓ We will use stories such as '*The Very Hungry Caterpillar*' and '*The Bad Tempered Ladybird*' to practise days of the week, sequencing and time.
- ✓ The children will use sand timers and stopwatches on the iPads to measure periods of time.
- ✓ The children will have access to the maths resource area and will be encouraged to select appropriate items to help them solve practical problems.
- ✓ We will have a maths challenge shelf with activities previously rehearsed during taught sessions so the children can independently complete these.
- ✓ We will have coins in the roleplay area for the children to practise buying and selling - identifying coins and counting.
- ✓ We will have minibeast counting games for the children to count spots/legs/wings etc.
- ✓ The children will be able to sort minibeasts by legs/spots/wings etc.
- ✓ We will complete a minibeast survey using tally marks to make charts.



Who lives here?

Specific Areas of Learning

Understanding the World

Overview

During this topic, we will think about where England is, where Hull is and where Longhill is and find them on a map. We will go for a walk to the local shop and use Google Street View to encourage a discussion about our local community and what we can see. We will think about what Longhill is near and think about key features of Hull such as the Humber Bridge, docks etc and think about what makes Hull a brilliant place to live! The children will learn more about the seaside, countryside and city settings and discuss similarities and differences.

We will celebrate *Walk to school Week* by encouraging the children to walk to school, document their journeys by collecting natural items/taking photos and then drawing maps of what they saw on the way to school. We will share stories about journeys such as '*On the Way Home*' and '*Rosie's Walk*'.

We will go on an 'unnature trail' where the children will look out for unusual things that they wouldn't normally expect to see in nature. We will talk about which object were the easiest and trickiest to spot - drawing on the idea of camouflage and how it helps animals and insects. Using magnifying glasses, the children will look under logs, leaves and stones for creatures; learning about habitats and what different minibeasts like to eat. The children will identify and sort minibeasts; seeing which wriggle, crawl or fly. Working together, we will create a minibeast hotel, observe the lifecycle of butterflies and follow instructions to create a wormery.

With support, the children will use iPads, books and video clips to find out more information about mini beasts. The children will record evidence of their learning by creating drawings, audio recordings, videos, labelling parts of minibeasts, describing the life cycle of a butterfly and making a '*minibeast menu*'.

We will continue to have our weekly *Discovery RE* sessions; covering the topics 'Story Time' (Summer 1) and 'Special Places' (Summer 2). We will celebrate *Ramadan* by making paper lanterns, celebrate *African World Heritage Day* with music, dance and creative crafts and celebrate *Outdoor Classroom Day* with a festival of learning. The children will build their awareness of nature through celebrating *Butterfly Education and Awareness Day* and *World Oceans Day* and feel empowered to raise awareness of ways to protect our planet. The children will show care for living things and the environment by creating posters/newsletters and displaying these around school.

Assessment Links

ELG13 People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG14 The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

ELG15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Provision

- ✓ We will create decorations for the different festivals we learn about.
- ✓ We will have a small world 'mini beast research lab' for the children to observe and document changes.
- ✓ We will create a bug hotel and natural habitats to encourage wildlife into our outdoor area.



Who lives here?

Specific Areas of Learning

Expressive Arts and Design

Overview

We will have weekly *Charanga* sessions where we will sing songs, make music and experiment with ways of adapting these to create something unique. The children will create their own dances, songs or stories and perform them for an audience in our outdoor stage area. The children will record their shows and take photos using iPads. The children will listen to nature sounds during our nature walks and also listen to a range of insect sounds and try and recreate these using musical instruments. We will continue to learn a range of new songs such as 'The Ugly Bug Ball' and 'Creepy Crawly Calypso' and the children will rehearse these ready to perform to parents.

The children will use chalks/charcoal to create observational drawings of minibeasts, use different shaped cutters to create leaf confetti and make minibeast sock puppets. The children will explore the texture and colours found in nature and capture these by creating minibeast prints, natural rubbings, and use their fine motor skills to create pointillism butterflies. They will combine different materials to make masks for our 'Ugly Bug Ball', cut spiral mobiles inspired by snail shells, make spider webs and design and then create new minibeast sculptures from clay. During nature walks the children will collect natural materials and then add these to boxes/small trays to create their own minibeast garden.

Through this topic the children will have opportunities to design and make. With modelling and guidance, the children will begin to evaluate their creations by telling an adult or friend about what they have made and how they might improve it.

Assessment Links

ELG 16 Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function.

ELG17 Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Provision

- ✓ We will continue to enhance our outdoor stage area so the children can share their talents and perform for an audience.
- ✓ We will have instruments available for the children to experiment with.
- ✓ We will set the children challenges to complete in the creative area and be encouraged to adapt these ideas as their confidence and imaginations develop.
- ✓ We will provide with a range of resources and tools and the children will be encouraged to create in our open-ended construction area. The children will be supported to write lists of any additional resources they need for their creations.



Who lives here?

Key Vocabulary

England Hull Longhill map countryside city seaside	caretaker dentist fire fighter paramedic vet	habitat hive soil insect wings antennae ocean pond	lifecycle frogspawn tadpole froglet caterpillar butterfly chrysalis
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