

STANDHILL INFANTS MEDIUM TERM PLAN	YEAR GROUP: F2	SUMMER 2 2025
<p>TEXT FOCUS: Non-fiction/ Familiar Story</p> <p>KEY TEXT: Minibeasts non-fiction The Hungry Caterpillar</p> <p>SUPPLEMENTARY TEXTS: Mad About Minibeasts. Monkey Puzzle</p> <p>Active Learn minibeast books. Weekly Shared Read – Active Learn Phase appropriate books</p>	<div data-bbox="1005 165 1232 312" data-label="Image"> </div> <p style="text-align: center;">THEME: Marvellous Minibeasts.</p> <p>SONGS: Pitter Patter Caterpillar A B-U-G Please don't squash me Mr Snail</p>	<p>THE BIG QUESTION:</p> <p>Do all creatures look like their parents? (Monkey Puzzle)</p> <div data-bbox="1480 379 1664 488" data-label="Image"> </div>
<p>SUPER STARTER AND WOW MOMENTS: Not A Box week (STEM) Butterflies' life cycle Manor Farm Father's Day Minibeast hotel. Sports Day</p> <p>Role Play: Explorers/minibeasts den</p>	<p>WHITE ROSE: Find My Pattern On The Move</p> <p>MUSIC (Singup): Slap, Clap, Clap (Music in 3-time, Beat)</p> <p>Bow, Bow, Bow Belinda (Beat, Active Listening, Accompaniment)</p>	<p>JIGSAW: Changing Me</p> <p>RE:DISCOVERY: Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p> <p>Next Level: Striking and Fielding</p>
<p>Ongoing Opportunities: Role Play Weekly Family Box Writing, reading, number area, Free paint, Easel, Active learn, Sand and water. Leap Into Life x1 weekly. Response and movement to music x 1 weekly. PE – x 1 weekly, Wake and Shake. ISHA handwriting</p>		


Observing Caterpillar life cycle
 Observing sunflowers as they are planted and grown

Website Challenges:

Make a presentation, book, poster about a different minibeasts.
 Minibeast costume/ headband etc.
 Create your own mini-beast hotel.

KEY VOCABULARY:

Habitat, minibeasts, insect, bug, chrysalis, cocoon, egg, antennae, lifecycle, adult, frogspawn, tadpole, camouflage, microhabitat,
 Symmetry, arachnid
 Fiction/Non-fiction, author, title, blurb.
 Time - Seasons, months, days, O'clock

WEEK/SUBJECT	CLL	PSED / RE	PHYSICAL (Fine motor)	PE Progression (Gross motor)	LITERACY	U.theW.	E. Arts and Design
1 Intro – share the topic Not a Box Week	Its not a box it's a... I went in the garden and I saw....	JIGSAW - Understand that everyone is unique and special. Discovery – Homes around the world.	Cutting and Joining Box Modelling	Rotate and twist the body to create shapes and movement. (FM11) NEXT LEVEL	Ordering and writing the days of the week. Revisit days of the week song. Sentences linked to our timetable. On Monday I....	ELS collection Not a Box STEM week.	Not a Box designs and creations. Music: Compose a three- beat body percussion pattern and perform it to a steady beat
2 Hungry Caterpillar Caterpillars arriving MANOR FARM	Share what we already know about minibeasts. Start a mind map Planning for the visit. Verbal recounts.	JIGSAW –Express how they feel when change happens. Discovery – Homes around the world cont.	Minibeast tray – Tweezers, pots etc. I 	Use a variety of techniques with accuracy when moving body and objects. e.g., rolling balls to a target. (MC6)	List of what we need to take to farm. Simple recount of our visit.	Comparing and contrasting environments. - remember our local environment and environments around the world we've looked at.	Father's Day cards Music: Sing a melody in waltz time and perform the actions.

						Manor Farm Minibeasts mind map. Naming and describing.	
3 Hungry Caterpillar Monkey Puzzle	Telling the story, describing the life cycle. Talking about why our dads/families are special to us. Monkey Puzzle	JIGSAW – Understands and respects change they see in themselves. Discovery – Our world.	Clay/ playdough caterpillars – techniques – rolling and joining.	Keep and move to a beat. (AM11)	Listing what the caterpillar ate. Extend to repeating captions – On mon he ate....etc.	Planting Sunflowers Healthy eating re-visit. Design and ake fruit kebabs or smoothies.	Butterfly painting/ symmetry Music: Play a range of percussion instruments (replacing the action words with playing words)
4 Hungry Caterpillar and friends - Snails	Add to minibeast mind map Which minibeasts is under the pot. Describe so others can guess. Share facts on talking tiles to revisit.	Jigsaw – Understands and respects change in others. Discovery – Churches.	Paper rolling. Paper plate shells Button snails	Use a beat to indicate movement in music. (AM12)	Life cycle of caterpillar. GUIDED demo – boxing up info on snails.	Learning about snails. Programming box bot to reach destination Revisit following a simple map – direct the box robot.	Pen drawings of minibeasts on tissue paper background 2Paint – making spiral patterns. Music: Invent and perform actions for new verses.

<p>5 Minibeasts Spiders</p>	<p>Add to minibeast mind map.</p>	<p>Jigsaw – Know who to ask for help if they are worried about change.</p> <p>Discovery – Mosques</p>	<p>Weaving a web. Revisit skill of weaving. (Paper plates and wool).</p> <p>Extend to making large web outside.</p>	<p>Bounce and catch a ball (MS6)</p> <p>Yoga with Naomi</p>	<p>TFW non-fiction writing. Boxing up.</p> <p>Recording what plants need to grow (have observed for 3 weeks)</p>	<p>Spider research.</p> <p>Time lapse of web.</p>	<p>Colour mixing (revisit primary colours)</p> <p>Music: Sing a song while performing a sequence of dance steps.</p> <p>Learn/perform song for centenary.</p>
<p>6 Minibeasts Frogs</p>	<p>Add to mind map</p> <p>Sharing Facts about minibeasts.</p> <p>Comparing minibeasts to others – similarities and differences.</p>	<p>Jigsaw – Look forward to change.</p> <p>Discovery – Synagogue</p> <p>Transition.</p>	<p>Minibeast action stations. Jump like a frog, wriggle like a worm, slither like a snail etc.</p> <p>Jumping frogs. Press the tail to make it jump.</p> <p>Folding concertina frog legs.</p>	<p>Travel with a ball in various ways. (MS6)</p>	<p>Read Mad about Minibeasts – say, match and write rhyming words/sentences.</p> <p>Re-visit caterpillar life cycle then, Labels and captions for life cycle of frog.</p>	<p>Lifecycle of a frog. What is a frog’s habitat? How do they differ from other minibeasts we have learned about?</p> <p>ELS books</p>	<p>Pond art – explore different techniques eg. – straw paint blowing etc.</p> <p>Music: Play a two-note accompaniment, marking the pulse on tuned or untuned percussion</p>
<p>7</p>	<p>Review all the marvellous things we have learned about Minibeasts.</p>	<p>Transition.</p> <p>All about me - transition</p>	<p>Split pin of themselves.</p>	<p>Develop balance on a narrow surface (FM12).</p>	<p>Independent minibeast non-fiction booklets. Minibeast of own choosing.</p>	<p>Celebration. Shared experiences. Links with other events in their lives that they celebrate with others.</p>	<p>Minibeast dances and song.</p> <p>Minibeast Posters.</p> <p>Music:</p>

	<p>Answering 'how' and 'why' questions.</p> <p>Circle game – I went in the garden and I saw...(Should know more minibeasts than week 1)</p>					<p>Buy and prepare food.</p>	<p>Listen to examples of other folk songs from North America.</p>
<p>8</p>	<p>TRANSITION AND CELEBRATION</p>						