

STANDHILL INFANTS MEDIUM TERM PLAN	YEAR GROUP: F2	SUMMER 2 2026
<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 209 1234 357" 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 411 1666 520" data-label="Image"> </div>
<p>WOW MOMENTS: Butterflies' life cycle Father's Day Minibeast hotel. Sports Day End of year Picnic</p> <p>Role Play: Explorers/minibeasts den</p>	<p>WHITE ROSE: Grouping And Sharing Visualise, Build And Map</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. Letter join handwriting</p>		

DAILY DICTATION (new writing framework)

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

Home 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 SUPERSTARTER What is in the box?	Its not a box it's a... I went in the garden and I saw.... In the box I can feel....	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)	Ordering and writing the days of the week. Revisit days of the week song. Sentences linked to our timetable. On Monday I.... Dictation	ELS collection Not a Box STEM – measure/design/daily uses.	Not a Box designs and creations. Music: Compose a three-beat body percussion pattern and perform it to a steady beat

<p>2 Hungry Caterpillar</p> <p>Caterpillars arriving</p>	<p>Share what we already know about minibeasts. Start a mind map</p> <p>Describing and accumulating technical vocab.</p>	<p>JIGSAW – Express how they feel when change happens.</p> <p>Discovery – Homes around the world cont.</p>	<p>Beads and pipecleaner threading- caterpillars Minibeast tray – Tweezers, pots etc. I</p>	<p>Use a variety of techniques with accuracy when moving body and objects. e.g., rolling balls to a target. (MC6)</p>	<p>Caterpillar food diaries. Their own food diary.</p>	<p>Zoom in- close up minibeast patterns- who do they belong to? Observation of caterpillars.</p>	<p>Fingerprinting Music: Sing a melody in waltz time and perform the actions.</p>
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<p>3 Hungry Caterpillar Monkey Puzzle</p> <p>Father's Day (21st June)</p>	<p>Talking about why our dads/families are special to us.</p> <p>Monkey Puzzle- discuss and describe the characters. Why was he confused?</p>	<p>JIGSAW – Understands and respects change they see in themselves.</p> <p>Discovery – Our world.</p>	<p>Clay/ playdough caterpillars – techniques – rolling and joining.</p>	<p>Keep and move to a beat. (AM11)</p>	<p>Extending sentences. Use a connective. On Mon he ate... and.... Labelling animals with their young. Writing messages for special people/Fathers</p>	<p>Planting Sunflowers Naming and Matching baby animals to their parent animal.</p>	<p>Butterfly painting/ symmetry Music: Play a range of percussion instruments (replacing the action words with playing words) Father's Day cards</p>
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<p>4 Hungry Caterpillar and friends – Snails New Starter Visits</p>	<p>Add to minibeast mind map Which minibeasts is under the pot. Describe so others can guess. Share facts on talking tiles to revisit.</p>	<p>Jigsaw – Understands and respects change in others. Discovery – Churches.</p>	<p>Paper rolling. Paper plate shells Button snails</p>	<p>Use a beat to indicate movement in music. (AM12)</p>	<p>Life cycle of caterpillar. GUIDED demo – boxing up info on snails. Writing messages for special people/Fathers.</p>	<p>Learning about snails. Programming box bot to reach destination Revisit following a simple map – direct the box robot.</p>	<p>Pen drawings of minibeasts on tissue paper background 2Paint – making spiral patterns. Music: Invent and perform actions for new verses.</p>
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<p>5 Minibeasts Spiders</p> <p>Children visit new classes</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. Time lapse of web.</p> <p>Healthy eating- Design and make fruit kebabs or smoothies.</p>	<p>Colour mixing (re visit primary colours)</p> <p>Music: Sing a song while performing a sequence of dance steps.</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 REVIEW and REFLECT</p> <p>SUMMER PICNIC</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>All About ME F2 Learning journey</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 Including new class visits.</p>						