TERM: SUMMER 1 2025 – WRIGGLE AND CRAWL –PINE CLASS

TOPIC OVERVIEW:

Introduction to topic: I will be taking the children to the forest area to complete a mini beast hunt and introduce the children to the topic. We will also have an ant and worm farm in the classroom for the children to observe over the term. They will be able to see how these creatures adapt to their lives and just how amazing and interesting these creatures are.

GEOGRAPHY

LEARNING OBJECTIVES:

Locational knowledge:
- Locate worlds countries, use maps to focus on Europe

Place Knowledge:
- Understand similarities and differences between the UK and a region of Europe

Human geography:
- Use maps, atlases and globes to locate countries and described features

Physical geography:
- Describe and understand key aspects of volcanoes and earthquakes

Lesson objectives:	WALT and Activity	Possible resource
GEOGRAPHY Session 1: **Objective: To introduce the children to the different habitats and have an understanding of what creatures they will find in our forest area.**	**WALT:** Use simple equipment to measure and make observations **ACTIVITY:** Visit the forest area to observe and identify minibeasts in their natural habitat. Before the trip, talk to the children about what they might expect to see and encourage them to come up with questions about different minibeasts and the environments they live in. Give them dental mirrors so that they can take a sneaky peek into holes and crevices and nets to sweep beneath the surface of ponds and muddy puddles, then lift stones and logs and clear away leaf litter to see what they can find. Collect specimens using pooters, spoons and nets, then observe the creatures closely using magnifying pots, hand lenses and digital microscopes. Ask them to listen to an expert describe how the environment supports the animals that live there. Ask questions to improve their knowledge. Finally, the children should use recording sheets, digital photography and video footage to record their experience. They can also draw the minibeasts and make notes on how they move, the creatures they were found with and other observations. **Make sure the children return all minibeasts to their natural habitat.**	• The Minibeast Pack – RBKC • Identify nature – National History Museum • Minibeast – BBC Search • Nature Detectives - The Woodland Trust • Insect Week - Royal Entomological Society • Dental mirrors • Nets • Pooters • Spoons • Magnifying pots • Hand lenses • Digital microscopes • Video recorder • Cameras • Drawing equipment • Classification keys or images for minibeast identification • Simple map or plan of the area • Clipboard
GEOGRAPHY Session 2: Objective: Understand what minibeasts need to survive.	**WALT:** Explain how animals, including humans, need water, food, air and shelter to survive. **ACTIVITY:** Think about the creatures that they have seen and explain what they think minibeasts need to survive. Complete a table or annotate pictures of the minibeasts with information under the	• Books and posters about minibeasts

	following headings: What do I eat and drink? How do I breathe? What do I live in or under? How do I protect myself? **Note:** Model how to complete the table or annotations. A slug for example: What do I eat and drink? – living and dead plants; How do I breathe? – breathe air through a breathing hole; What do I live in or under? – damp, dark places, under rocks and wood; How do I protect myself? – camouflage and slime. Provide the children with a range of books and posters to help gather facts and information.	
GEOGRAPHY Session 3: Objective: learn what creatures need to survive.	**WALT:** Ask and answer questions about the world around them **ACTIVITY:**. Create a minibeast home to enable them to keep, observe and care for a range of minibeasts. Collect specimens from the local area, including snails, spiders, worms and slugs. Look closely at the minibeasts, using a digital microscope or hand lens. Devise a range of questions that can be arranged into the following categories: those that can be answered by immediate observation ('Are the spiders alive?'), those that need further observation or research ('Can worms climb?') and those that may require a test ('What is a slug's favourite food?). **Note:** Set up the children's minibeast homes in a suitable part of the classroom to create a 'minibeast laboratory'. Encourage the children to work as entomologists. Explain that they must treat and handle the minibeasts with care and respect. You can find creatures outside or buy more unusual minibeasts such as mealworms and locusts from pet and reptile shops. Children could complete a daily log to record their observations over time.	• How to care for a garden snail • How to make a wormery • How to make an ant farm https://www.buglife.org.uk/activities-for-you/children-and-schools • Resources for creating a minibeast home • Snails, spiders, worms, slugs and other minibeasts • Digital microscopes or hand lenses
GEOGRAPHY Session 4: Objective Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	**WALT:** Notice patterns and relationships in our data. **ACTIVITY:** Find out how a minibeast's appearance can help it avoid being eaten. Look at a range of camouflaged creatures, such as the peppered moth, stick insect and shield bug. Describe their camouflage and compare them with butterflies, ladybirds, wasps and hornets, which have bright colours and patterns. Think about how these creatures avoid being eaten. **Note:** Ladybirds, wasps and hornets have bright colours to warn other creatures that they might be dangerous. Ladybirds don't look harmful, but they secrete a yellow liquid that is toxic to some creatures. Minibeasts such as hoverflies and horntails have evolved to mimic these warning colours, but they are not dangerous. Other mimics include butterflies. Rotate an image of the peacock butterfly 180 degrees and it looks like an owl.	https://my.cornerstoneseducation.co.uk/project/wriggle-and-crawl?group_by=subject&tab=science&curriculumId=1178#
GEOGRAPHY Session 5:	**WALT:**	

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Objective:	**ACTIVITY:**	
GEOGRAPHY Session 6: Objective	**WALT:** **ACTIVITY:**	
GEOGRAPHY Session 7: Objective	**WALT:** **ACTIVITY:**	
GEOGRAPHY Session 8: Objective	**WALT:** **ACTIVITY:**	

HISTORY

LEARNING OBJECTIVES:

Historical periods and people:

- Roman Empire and its impact on Britain

Chronology:

- Create timelines across and within historical time periods

Historical concepts:

- Understand the cause and significance of historical events
- Compare historical periods (Similarities and differences)
- Ask historical questions about characteristics, links and evidence
- Use historical sources to support historical knowledge

Lesson objectives:	WALT and Activity	Possible resource
HISTORY Session 1: Objective	**WALT:** **ACTIVITY:**	
HISTORY Session 2: Objective:	**WALT:** **ACTIVITY:**	
HISTORY Session 3: Objective	**WALT:**	

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	ACTIVITY:	
HISTORY Session 4: Objective	**WALT:**	
	ACTIVITY:	
HISTORY Session 5: Objective	**WALT:**	
	ACTIVITY:	
HISTORY Session 6: Objective	**WALT:**	
	ACTIVITY:	
HISTORY Session 7: Objective	**WALT:**	
	ACTIVITY:	
HISTORY Session 8: Objective	**WALT:**	
	ACTIVITY:	

ART

LEARNING OBJECTIVES: **ART** • to create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	**DT** • Make: Use a wide range of materials according to their function

Lesson objectives:	**WALT and Activity**	**Possible resource**
ART Session 1: Objective Make simple sketches to explore and develop ideas.	**WALT:** make simple sketches **ACTIVITY:**	https://my.cornerstoneseducation.co.uk/project/wriggle-and-crawl?group_by=subject&tab=art-and-design&curriculumId=1178# • Hand lens or digital microscope

	Draw detailed sketches of collected minibeasts using pen or pencil. Use a hand lens or digital microscope to look closely at each specimen collected, making careful line drawings of their observed features. **Note:** Provide a range of illustrations of minibeasts for children to look at and talk about before drawing their own. Use a digital microscope to take pictures of the entire or key parts of the minibeasts – the children can then use these images to aid their drawing.	• Collected minibeasts
ART Session 2: Objective Select the best materials and techniques to develop an idea	**WALT:** use materials and techniques to develop data **ACTIVITY:** Work alone to create an ant out of pipe cleaners, egg boxes and other materials. Use pipe cleaners for the ant's legs and antennae, attaching them to the correct body part. Paint the ant brown and display it with others to make a class ant army. **Note:** The three dimples of the egg box represent the ant's head, thorax and abdomen. An ant's legs are attached to its central thorax. To attach the ant's legs, either punch holes and thread pipe cleaners through the body or attach them to the bottom with masking tape.	• Pipe cleaners • Egg boxes • Brown paint • Masking tape • Hole punch
ART Session 3: Objective	**WALT:** **ACTIVITY:**	
DT Session 1: Objective	**WALT:** **ACTIVITY:**	
DT Session 2: Objective	**WALT:** **ACTIVITY:**	