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| **TOPIC OVERVIEW:** Life cycles, Outdoors, Gardening and flowers. What is new life? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? How many minibeast can I find? | | | |
| **Introduction to topic:** | | | |
| GEOGRAPHY | | | |
| LEARNING OBJECTIVES:  Locational Knowledge ---To name and locate the world’s seven continents and five oceans.  -To use world maps, atlas and globes to identify the UK and its countries, continents and oceans. | |  | |
| Lesson objectives: | WALT and Activity | | Possible resource |
| GEOGRAPHY Session 1:  Objective:  To name and locate the world’s seven continents and five oceans.  To use world maps, atlas and globes to identify the UK and its countries, continents and oceans at this key stage. | WALT: make connections to the world around us | | ✅ Large world map (floor size if possible) ✅ Globe ✅ Flashcards with continents/oceans & images of animals/landmarks ✅ Continent jigsaw puzzle ✅ Colouring sheets & pencils ✅ Storybook featuring world travel or animals from different continents |
| ACTIVITY: Show a large world map or globe.  Introduce the seven continents and five oceans using a song.  Use actions (e.g., pretend to shiver for Antarctica, wave arms for oceans).  **🌍 Station 1: Giant Floor Map Challenge**  Lay out a **large world map** on the floor.  Call out **continent and ocean names**, and students **jump** or **place toy animals** on the correct location.  Variation: A **"pin the ocean on the map"** game where students match ocean labels to the correct places.  **🧩 Station 2: Puzzle & Matching Game**  Students complete a **continent puzzle** to piece together the world map.  Match **continent flashcards** to pictures (e.g., kangaroo = Australia, panda = Asia).  Challenge: Sort **ocean cards** into the correct places on a blank world map.  **🎶 Station 3: Continent Song & Art**  Learn a **song** about the continents (e.g., "Continents Song" to a familiar tune).  Create a **"My World Map" booklet**, drawing and labeling continents.  Option: Colour continents using a **theme** (e.g., blue for oceans, green for land).  **🧭 Station 4: Globe Adventure & Storytelling** (Exploratory & Narrative Learning)  Use a **globe** to take an imaginary journey around the world.  Read a **short story** featuring animals or people from different continents.  Students **choose a continent**, say its name, and tell one thing they know about it | |
| ART/DT | | | |
| Reception:  -Design with a purpose in mind and explain the process I have used  -Make 3D models of my favourite bugs, ensuring that they have the different features  -Draw an object from careful observation talking about the features that I have included  -Make props to use in role play and small world play  -Create collaboratively sharing ideas, resources and skills  -Use tools and techniques with increased care and precision  -Mix a range of colours needed for a purpose | | Year 1: (DT)  Food Focus:  -I understand healthy eating and food hygiene.  - I can prepare fruit and vegetables (Fruit skewers for the hungry caterpillar) | |
| Lesson objectives: | WALT and Activity | | Possible resource |
| ART Session 1:  Objective  Make 3D models of my favourite bugs, ensuring that they have the different features | WALT: Use a range of media to create our favorite mini beasts | | ✅ **Playdough or air-dry clay** ✅ **Junk modelling materials** (egg cartons, toilet rolls, bottle caps, tissue paper) ✅ **Paper craft supplies** (coloured paper, glue, scissors, googly eyes) ✅ **Natural materials** (leaves, twigs, pebbles, pinecones, acorns) ✅ **Paint, brushes, tape, glue, pipe cleaners, and straw** |
| ACTIVITY:.  Show pictures/videos of different bugs (e.g., ladybirds, bees, caterpillars, spiders, dragonflies).   Ask: *What do you notice about their features? (e.g., legs, wings, antennae, body shapes).*   Explain that today, students will create their own 3D bug models using different materials!   Split into four groups to rotate through different bug-making stations.  **Station 1: Playdough & Clay Bugs**  Children **mould their favourite bug** using playdough or air-dry clay.  Encourage them to **add details**:  Legs (pipe cleaners/toothpicks)  Eyes (googly eyes or beads)  Wings (paper or foil)  Let them dry for painting later (if using clay).  **🕷️ Station 2: Junk Modelling Bugs**  Use **egg cartons, toilet rolls, bottle caps, straws, and tissue paper** to make bugs.  Ideas:  **Spider:** Egg carton body + pipe cleaner legs.  **Butterfly:** Toilet roll body + tissue paper wings.  **Caterpillar:** Bottle caps glued together.  Provide **glue, tape, and paint** for decorating.  **🐞 Station 3: Paper Craft Bugs**  Children create **bugs using folded, layered, and curled paper techniques**.  Ideas:  **Ladybird:** Paper plate painted red with black dots and wings.  **Bee:** Striped paper loops glued together.  **Dragonfly:** Paper wings attached to a straw body.  **Focus:** Cutting, folding, and gluing techniques.  **🦋 Station 4: Natural Material Bugs**  Use **twigs, leaves, pebbles, pinecones, and acorns** to construct bugs.  Ideas:  **Beetle:** A large pebble with stick legs.  **Butterfly:** Two leaves as wings with a twig body.  **Ant:** Three acorns glued together.  Use **PVA glue, string, or tape** to assemble. | |
| ART Session 2  Objective  Use tools and techniques with increased care and precision | WALT: explore purposefully with a range of media | | ✅ **Paint, fine brushes, palettes** ✅ **Paper, glue, scissors, tissue paper, natural materials (leaves, twigs, petals)** ✅ **Air-dry clay, playdough, modelling tools, rolling pins** ✅ **Crayons, rubbing paper, objects for texture (bark, leaves, stones, shells, pinecones)** ✅ **Paint trays for stamping activities** |
| ACTIVITY: show examples of how to use tools safely and precisely, including:  Holding scissors correctly.  Using paintbrushes and glue carefully.  Shaping clay and paper with control.  **🎨 Station 1: Painting with Fine Brushes**  Students **paint detailed patterns** on leaves, stones, or paper.  Encourage fine motor control by creating:  **Leaf prints** (painting a leaf and pressing it onto paper).  **Bug patterns** (painting spots on a ladybird or stripes on a bee).  Focus: **Holding brushes properly, careful strokes, adding small details.**  **✂️ Station 2: Cutting & Collage with Natural Materials**  Provide **pre-drawn leaf, flower, and bug templates** for students to carefully cut out.  Encourage them to **stick and layer materials** (e.g., paper, fabric, tissue paper) to create texture.  Use **real leaves, twigs, and petals** in collages.  Focus: **Cutting along lines, layering carefully, using glue precisely.**  **🖌️ Station 3: Clay Modelling – Mini Beasts & Nature Shapes**  Provide **air-dry clay or playdough** to shape small insects, flowers, or trees.  Encourage use of **modelling tools** to create texture (e.g., toothpicks for patterns, rolling pins for flattening).  Challenge: **Press natural objects (leaves, twigs) into clay to create imprints.**  Focus: **Pinching, rolling, and pressing techniques with control.**  **🖍️ Station 4: Rubbing & Stamping with Outdoor Textures**  Students use **crayons** to make **leaf and bark rubbings**.  Try **stamping with natural objects** (e.g., dipping pinecones, flowers, or leaves into paint and stamping onto paper).  Encourage **overlapping and colour mixing** to create interesting textures.  Focus: **Pressing gently, rubbing evenly, layering textures.** | |
| ART Session 3  Objective:  -I understand healthy eating and food hygiene.  - I can prepare fruit and vegetables (Fruit skewers for the hungry caterpillar) | WALT: choose healthy foods | | ✅ **Fruits (bananas, grapes, strawberries, apples, etc.)** ✅ **Child-safe knives & chopping boards** ✅ **Wooden skewers** ✅ **Handwashing station (soap, water, towels)** ✅ **Paper, colouring pencils, real food pictures/magazines for collage** ✅ **Paint, trays, cut vegetables (apples, peppers, celery) for printin** |
| ACTIVITY: Read ‘The Very Hungry Caterpillar’ by Eric Carle.  Discuss healthy vs unhealthy foods: *Which foods in the story are healthy? Why is fruit good for us?*  Talk about food hygiene: *Why must we wash our hands? Why do we need clean surfaces and utensils?*  Explain that students will be making fruit skewers inspired by The Hungry Caterpillar while learning about food preparation  **🍏 Station 1: Washing & Chopping Fruit**  Children learn how to **wash fruit properly** using cold water.  Demonstrate safe cutting techniques with **child-safe knives**.  Help them **chop soft fruits** (e.g., bananas, strawberries, grapes).  Discuss: Why do we wash fruit before eating? Why should we use clean utensils?  Focus: **Food hygiene, handwashing, knife safety.**  **🍉 Station 2: Making ‘Hungry Caterpillar’ Fruit Skewers**  Provide **pre-cut fruits** for children to carefully thread onto **wooden skewers** in the shape of a caterpillar.  Encourage patterns: Can you make a repeating colour pattern?  Add a **grape or strawberry** for the head and use **raisins or chocolate chips** for eyes.  Focus: **Careful threading, pattern-making, handling food safely.**  **🎨 Station 3: Designing a Healthy Eating Plate**  Children draw and colour a **‘Healthy Eating Plate’**, showing a balanced diet (fruit, vegetables, proteins, dairy, grains).  Discuss: What foods keep our bodies strong? What foods should we eat in small amounts?  Use **real food pictures** or **magazine cutouts** to create a collage.  Focus: **Recognising healthy foods and balanced meals.**  **🖍️ Station 4: Food Printing & Art**  Use **cut fruit and vegetables** (apples, peppers, celery) dipped in paint to make prints.  Encourage **pattern making** with different shapes and colours.  Ask: What textures do you see? How do different fruits and vegetables print differently?  Focus: **Exploring food through art while reinforcing healthy eating concepts.** | |
| ART SESSION 4  OBJECTIVE | WALT: create a healthy environment for worms. | | ✅ **Clear plastic containers or jars** (for wormeries) ✅ **Soil, compost, sand, and wet paper towels** (for layering) ✅ **Magnifying glasses** for worm observation ✅ **Trowels and gloves** for safely collecting worms ✅ **Decomposing leaves or food scraps** for adding to wormeries ✅ **Observation sheets** (for drawing/writing observations) ✅ **Videos or images of worms in nature** (optional) |
| ACTIVITY:  Discussion:  Ask the children: *What do you know about worms?* *What do worms do in the soil?*  Explain that worms play an important role in soil health by helping to break down organic material and make the soil rich for plants.  Tell the children that today, they will create their own wormery and observe how worms live and work in the soil  **Station 1: Creating the Wormery (Building the Layers)**  **Objective**: Teach children how to create the wormery and understand its function.  **Activity**:  **Materials**: Clear plastic containers or jars, soil, compost, sand, paper towels, and water.  Demonstrate how to **create the layers** inside the container:  Start with a layer of **soil** at the bottom.  Add a layer of **compost** (show that this is where the worms will feed).  Add a thin layer of **sand** to represent the underground environment.  Put a **wet paper towel** on top to provide moisture.  Students will **build their own wormery** following the layers.  **Outcome**: Students will understand how to set up the wormery and the importance of the different layers.  **Station 2: Collecting Worms**  **Objective**: Teach students how to safely collect worms and add them to the wormery.  **Activity**:  Provide children with **gloves** and **trowels** to gently collect worms from the garden or outdoor area.  Ensure that each child **adds a worm** to their wormery, carefully placing it on the compost layer.  Discuss: Why are worms important for soil? What do worms do when they are in the soil?  **Outcome**: Students will learn about how worms help plants grow and how to safely handle them.  **Station 3: Worm Observation**  **Objective**: Observe and record how worms behave in their new environment.  **Activity**:  Once the worms are added to the wormeries, provide students with **magnifying glasses** and **observation sheets**.  Ask students to **look closely** at the worms and write or draw what they observe.  What do the worms look like?  What do they do when they are in the soil?  How do they move?  If possible, use **videos or pictures** of worms in their natural environment to support observation.  **Outcome**: Students will develop observation skills and learn more about the behavior and anatomy of worms.  **Station 4: Worms and Soil – The Worm's Job**  **Objective**: Teach students the role of worms in enriching the soil.  **Activity**:  **Materials**: A sample of soil, compost, and some **decomposing leaves** or food scraps.  Show how **worms break down organic material** and explain how this helps make the soil healthy for plants.  Have students **explore the compost** and soil mixture to understand how worms help turn it into rich, fertile earth.  Students can **add some decomposing leaves** or food scraps to their wormery to observe how worms process the materials.  **Outcome**: Students will learn the role of worms in breaking down organic matter and making the soil healthy | |