Computing / E Safety

Create a simple written algorithm. E.g. give instructions to a minibeast lost in a garden to help them find their log. Left/right/forward/backwards turns. Test with a Beebot.

Online safety / cyber bullying through the stories: *Troll Stinks* and *Chicken Clicking*

Create a 'Bee Safe Online' poster

Geography

Create a map of the forest school area locating mini-beast mini-habitats such as undersides of logs, stones, in trees, shrubs and other vegetation. Make reference to soil and vegetation. E.g. "It's a good place for minibeasts under the logs because it is safe from predators

Discuss physical and human features and use geographical language to describe the features. Use of keys, colours and scale on maps.

Wriggle and Crawl

Y2

Aut 1 2021

English

Superworm – rhyming narrative about a worm that is stolen by a lizard wizard and his friends rescue him.
Structure complete sentences (focus on punctuation and handwriting)

The Brilliant Book of Bugs – non-fiction book about bugs
Class bug fact file

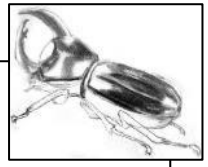
Harry the Poisonous Centipede – Harry lives underground and discovers the world of Hoo-Mins
Write a narrative.

Maths

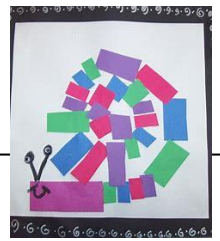
Measuring worms compared to a python. Sort mini-beasts – venn

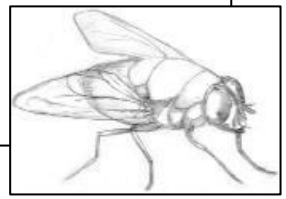
Symmetry in insects. Doubling and halving – legs.

Art & D. T.



Sketch real mini-beasts employing shade and tone.
Create an army of ants choosing appropriate materials and techniques – egg boxes for bodies, pipe cleaners for legs and antennae, paint for body colour.
Use knowledge of camouflage and warning colours to design and make a 3-D model of a mini-beast.
Bubble wrap printing of bees.
Leaves insect artwork.
Chalk butterfly art.





Trips/visitors TBC

Forest school
Mini-beast hunt

Other

Stunning Start – go on a mini-beast hunt to search for mini-beasts and their micro-habitats.
Maths – Symmetry in insects

Acrostic poem – SPIDER, ANT,

Home learning task

Research and make a mini-beast hotel.

Science

Compare **live** mini-beasts with **things that have lived**, e.g. empty snail shells, insect skeletons, and **things that have never been alive**, e.g. stones, metal.
Learn about the needs of animals – air, water, food for energy, shelter, mates and offspring (lifecycles). E.g. the life cycle of a ladybird, a frog and a butterfly
Investigate the local habitats in forest school.
Investigates the microhabitats in forest school.
Compare local habitats to world habitats.
How animals obtain food/energy from other plants/animals using simple food chains.
Identify habitats and the animals that live in them. E.g. burrows, dens, tunnels, trees and bushes