



Butterflies Class Medium Term Planning for **Geography Summer 2024 Minibeasts**

Topic: Minibeasts

Learn about minibeasts both local and worldwide - common animals and their names.

Nature walks/observations in local area. Sorting minibeasts to their microhabitats.

Who lives in a house like this? Exploring the homes of minibeasts.

Looking at the lives and habitats of insects by comparing them to human equivalents. How do our own homes compare to that of minibeasts? What are the important features of their homes and how are creatures adapted to this?

Use Makaton and symbols to discuss our findings.

Where possible explore real creatures in their own habitats. Look at diet and adaptations for safety, camouflage, food and other practicalities.

Cross curricular:

Maths: How many legs, identifying shapes

Science: Identifying insects, food chains

English: Increasing vocabulary, using symbols, Makaton and colourful semantics, mark making and writing

Music: Sing songs about minibeasts.

Continuous provision: small world minibeasts, insect masks, softies and figures, minibeast and habitat themed sensory trays.

<u>Lesson 1 -</u>	<u>Lesson 2 -</u>	<u>Lesson 3 -</u>	<u>Lesson 4 -</u>	<u>Lesson 5 -</u>	<u>Lesson 6</u>
A snail's home - life on the road	Who live in a stream?	Worms in a wormery - going underground	A bug hotel	Bee hives - communal living	A creature café - who will come for tea
<p>Looking at a snail's shell. Get some empty shells to explore and a snail from outside to observe. Look closely using the microscope and the screen. What is the shell used for and how does it protect a snail from being eaten?</p> <p>Do humans carry their homes on their backs? Some people live in mobile homes.</p> <p>Play at being a snail with a big cardboard box.</p>	<p>If we can't visit a pond or stream, bring a sample of water with some water boatmen and other freshwater invertebrates. Some creatures live under water, others sit on the surface. Why can't humans live under water? Look at a snorkel and flippers.</p>	<p>Look at worms in a wormery (see Laura). How do worms move underground? What do they eat? How do they see? Do humans live underground? Why not?</p>	<p>Investigate the bug hotel made in DT to see if it has had any visitors yet. Can we identify any of the creatures? Explore with magnifying glasses and the microscope. What makes a bug want to stay in the hotel? Compare this to human hotels: comfy beds, food, warmth etc.</p>	<p>Look at a bee hive. All the bees live together but do different jobs. Create a bee hive with tessellating hexagons. Where do humans live together? Look at busy cities or roads on the screen.</p>	<p>Place some different fruit and vegetables outside on a tray or plate. Label it with a "Creature Café" sign. What food is on our menu for the insects? Make a menu. Check back later to see what has been eaten or if any visitors are still there. Can we identify the insects? What insect likes to eat what foods? What do we eat at a café?</p>

Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p>EYFS - Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>EYFS - Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Human and Physical Geography Pupils should be taught to: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>ELG - Investigating Places</p> <ul style="list-style-type: none"> • Talk about features of the immediate environment and how environments may differ from one another. • Talk about changes in environments. <p>ELG - Investigating Patterns</p> <ul style="list-style-type: none"> • Know about similarities in relation to places, objects, materials and living things. • Show some understanding of environmental awareness and how it relates to everyday life <p>ELG - Communicating</p> <ul style="list-style-type: none"> • Use simple geographical language to communicate ideas about various locations, functions and roles. <p>Recognise simple symbols or representations on maps and plans.</p> <p>Children can:</p> <p>a. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>b Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>c Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
What do we live in	Discovering the homes and habitats of minibeasts	Learning about adaptations for food and safety	Building and investigating insect habitats	Comparing and contrasting to human homes and communities