

**St Bernadette's Catholic Primary Voluntary Academy**  
**Communication and Language - Medium Term Planning - EY1 Pentecost Term**  
**Minibeasts to Megabeasts: Come and meet the minibeasts!**

<b>Communication and Language</b>	<p>3 and 4 year olds will be learning to:</p> <p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes,</p> <p>Be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Develop their pronunciation but may have problems saying: some sounds and multi-syllabic words.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>				
	<b>Learning Objective</b>	<b>Activity</b>	<b>Key Knowledge (By the end of the lesson)</b>		<b>Vocabulary (Tier 3)</b>
			<b>Substantive</b>	<b>Disciplinary</b>	
Lesson 1	Settling of new intake and establishing class rules. Nursery rhymes and number songs. Sharing the hungry caterpillar story.				
Lesson 2	To be able to retell a familiar story using a story map.	Retelling the story of the hungry caterpillar through story maps,	<ul style="list-style-type: none"> <li>To know the key vocabulary of the story including fruit names and life cycle stages.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To retell the story using the key vocabulary.</li> </ul>	Apple, orange, pear, plum, strawberry, numbers to 5, caterpillar, hungry, cocoon, butterfly.
Lesson 3	To be able to retell a story in sequence without prompts.	Retelling the story of the hungry caterpillar through puppets and actions.	<ul style="list-style-type: none"> <li>To know the key vocabulary of the story including fruit names and life cycle stages.</li> <li>To know the sequence of events in the story.</li> </ul>	<ul style="list-style-type: none"> <li>To retell the story using the key vocabulary.</li> </ul>	Apple, orange, pear, plum, strawberry, numbers to 5, caterpillar, hungry, cocoon, butterfly.

Lesson 4	To be able to learn a new song	Singing the caterpillar life cycle song (Tiny caterpillar on a leaf) introducing key lifecycle terms.	<ul style="list-style-type: none"> <li>To know the words and actions to the song.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to sing the song alongside the class.</li> </ul>	Butterfly, caterpillar cocoon, spinning, leaves,
Lesson 5 RSE Week					
Lesson 6 People Who Help Us					
Lesson 7	To explore a new story and recall key events.	Sharing the story snail trail and exploring how the pictures and words tell two different stories .	<ul style="list-style-type: none"> <li>To know the vocabulary to explain the snails journey.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the story heard and seen in the pictures to make comparisons.</li> </ul>	Tunnel, trail, bridge, hill, slope, forest, flowers, cave
Lesson 8	To create a story map to retell the Snail Trail story.	Talk create representations of the events in the story and using them to support retelling the story in our own words.	<ul style="list-style-type: none"> <li>To know the events of the story in order.</li> <li>To know the names of the locations in the story.</li> </ul>	<ul style="list-style-type: none"> <li>To follow a story map to retell a story in sequence using key vocabulary</li> </ul>	Tunnel, trail, bridge, hill, slope, forest, flowers, cave
Lesson 9	To be able to share who our favourite superhero is and why.	Superhero dress up day with circle time to discuss our costumes and what is special about our character.	<ul style="list-style-type: none"> <li>I know what special skills a super hero has.</li> <li>I know superheroes use their powers to help others.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to share information about our own likes.</li> </ul>	Powers, skills, hero.
Lesson 10	To know why Superworm is a superhero.	Exploration and discussion of the story superworm.	<ul style="list-style-type: none"> <li>To know how Superworms actions make him a hero.</li> <li>To know the events of the story.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Hero, actions
Lesson 11	To be able to recognise and share our own skills.	To be able to share things we are good at and think about how we can help others with these skills to make them superpowers.	<ul style="list-style-type: none"> <li>To know everyone has their own skills they are good at,</li> <li>To know we can all use our skills to help others.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Skills,
Lesson 12	To explore a familiar story in a new way.	To share the film version of Superworm. Is it the same as the version we have read? Which do the children prefer?	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To compare the written and film versions of the story.</li> </ul>	