

My Communication:

Learners develop communication through sensory exploration, phonics, letter-sound recognition and early reading using minibeast-themed texts. They engage in shared stories, symbol matching, simple comprehension activities and mark-making linked to insects and habitats.

Pupils use verbal and non-verbal communication, AAC, Colourful Semantics and gestures to express preferences, respond to questions and show understanding.



My Health:

Learners develop physical skills through minibeast-themed movement games, outdoor exploration and sensory trails that encourage crawling, jumping or collecting objects. Physical Development also supports strength, flexibility and coordination through engaging, nature-based activities. Swimming and physical activity help build confidence, stamina and awareness of keeping healthy into adulthood.



My Technology:

Online Safety introduces safe searching, recognising appropriate content about insects and habitats and understanding privacy when using digital tools outdoors. ICT supports recording findings through photos, symbols and simple digital presentations that organise observations from minibeast hunts. D&T activities involve designing simple models, diagrams or displays that communicate what learners have discovered about insects and their environments.



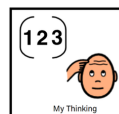
My Creativity:

Music explores drumming, ensemble work and rhythm inspired by insect movement, helping learners respond to tempo, pulse and syllabic patterns. Art activities develop observation and mark-making through natural textures, insect shapes and artist-inspired compositions from Rosalind Monks, Christopher Marley and Lucy Arnold. Dance & Drama include movement inspired by minibeasts, sensory role-play, LOTC exploration and creative responses to textures, shapes and natural environments.



My Thinking:

Learners explore mini beast mystery boxes, classify insects and ask simple questions to identify features such as wings, legs or movement. They plan and build simple structures like bug hotels, developing early reasoning through small steps and guided choice-making. Pupils take part in minibeast hunts, staying focused and representing findings in pictograms or sorting groups.



Semi-formal Curriculum - KS4
Topic Web: Summer 1

Topic: Mini Beasts



My World (Science & History):

In Science, learners will use magnifiers, bug pots and simple tools to investigate movement, forces, habitats and minibeast behaviours through close observation and hands-on enquiry. They will explore how living things interact with their environments and how different conditions affect how animals move, feed and survive.

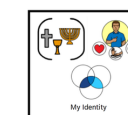
In Geography, learners will study local environments and outdoor spaces, investigating how features such as terrain, vegetation and microclimates influence where minibeasts live. They will develop mapping and fieldwork skills as they observe, record and compare different habitats.

Learners can continue exploring at home by observing minibeasts in gardens or parks, using BBC Bitesize for activities on habitats and living things, or completing related tasks on Purple Mash.



My Identity (RSE):

Learners explore fairness, kindness and respect, recognising that people have different needs and experiences just like the varied minibeasts they study. They learn simple ideas about equality, inclusion and how everyone should be treated fairly through role-play, discussion and repetition. Pupils practise noticing differences, celebrating diversity and understanding how their actions contribute to a safe and welcoming community.



My Independence:

Learners build independence through routines, choice-making and organising materials during minibeast and outdoor work, explore wildlife-linked careers through sensory and hands-on role-play, and progress toward future pathways as Year 11 pupils prepare for Post-16 transitions while Year 10 learners engage in practical “Working with Wildlife” activities.



Key Texts:

Du Iz Tak — Carson Ellis

