Summer 1 Marvellous Minibeasts

Key Texts:

The Bad-Tempered Ladybird, The Very Hungry Caterpillar, The very Lazy Ladybird, Ten Wriggly Caterpillars, Ten Shiny Snails, Mad about Mini-beasts, Yucky Worms,

Focus festivals-St George’s Day, Father’s Day, Eid, Mundan Ceremony

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| Why this? Why now? |
| This half term, we will enjoy spending time in our outdoor area, closely observing the wildlife. We will be spotting minibeasts in their natural habitat, alongside looking after our class stick insects. We will also be caring for caterpillars and looking after them as they progress through their full life cycle. We will be using the Little Wandle Rhyme Time resources, with a focus on Incy Wincy Spider and Round and Round the Garden, to further develop our phonetic knowledge and understanding of rhyme. During the first week back, we will be celebrating Eid and also learning about the Hindu Mundan Ceremony. Then towards the end of April, we will be learning about St. George’s Day. |

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| **Key Vocabulary –farm, barn, field, tractor, combine harvester, udder, animal names, leather, feather, wool, milk, pork, bacon, sausage, beef, lamb, Easter, Holi, Hindu, Christian, Jesus, rhyme, weight, heavy, light** | These are some of the opportunities that will offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous  learning opportunities. Our SEN children may be offered different activities which match their stage of development. |
| Area of Learning and Development – Communication and Language | Overview |
| * Enjoy listening to longer stories and can remember much of what happens. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts. * Understand ‘why’ questions. * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Use longer sentences of four to six words. * 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. * Start a conversation with an adult or a friend and continue it for many turns. * To answer who, what, where questions (SEN). * To say how they are feeling (SEN). | * To enjoy listening to a range of stories and be able to recall events from stories. Link to Little Wandle Love of reading activities. * To develop their vocabulary linked to mini-beasts. * Following instructions as we cement nursery routines. * Responding to why questions whilst discussing key texts, and during new experiences. Encouraging children to respond in full sentences. * Singing Nursery Rhymes. * Ask questions to encourage children to give their view points. * Asking who, what, where questions during reading (SEN). * Daily use of picture cues to encourage children to say how they are feeling (SEN). |



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| Area of Learning and Development – Personal, Social and Emotional Development | Overview |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Develop their sense of responsibility and membership of a community. * Play with one or more other children, extending and elaborating play ideas. * Find solutions to conflicts and rivalries. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling * Be increasingly independent in meeting their own care needs (SEN focus on toileting). * Make healthy choices about food, drink and activity. | * Giving lots of opportunity to allow children to manage their own needs including fastening their coats (Non-SEN) and toileting (SEN). * Giving lots of opportunities to practice sharing and turn-taking. * Confident to separate from their parent/carer and are happy at school. * Discuss feelings and reasons for our feelings. * Rules/routines – Reward children for following. * Keeping safe: routines, fire alarms * Role-play area as bug hotel to encourage collaboration and interaction. * Adults to model ways of resolving conflicts and to allow children to solve their own conflicts, whilst stepping in when needed. * Action and movement activities every day – encourage all children to be active and participate. * Healthy eating cooking activities. * Reward system for toilet training and all children to be encouraged to use the toilet area daily (SEN). |
| Area of Learning and Development – Physical Development | Overview |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | * Daily use of outdoor area, to focus on their fundamental movement skills. * Dough disco and squiggle whilst you wiggle. * Daily First Funs Intervention (SEN). * Opportunities to develop fine motor skills through continuous provision activities. * Activities to encourage emergent writing. * Bikes and scooters once a week. * Learning dance routines for action songs. * Weekly mark-making activities using pens and pencils, such as Father’s Day Cards, Eid cards. * Practise fastening own coats. * Healthy eating cooking activities, * Digging and planting summer flowers. |
| Area of Learning and Development – Literacy | Overview |
| **Phonics:**  Be able to hear the initial sounds in words and names of objects.  spot and suggest rhymes  Count or clap syllables in a word  Learn the words and actions for a wide range of nursery rhymes and action rhymes.  Use different voices and sound effects.  To begin to blend CVC words.  **Reading**  Develop a love of sharing books.  To know print has meaning (SEN),  To know print can have different purposes .  To Know we read English text from left to right and from top to bottom (non SEN).  To know the names of the different parts of a book (SEN).  To turn pages in correct order (SEN).  Engage in extended conversations about stories, learning new vocabulary.  **Writing**  Write some or all of their name.  Develop fine motor skills ready for writing.  Begin to use some letters to represent initial sounds in words during emergent writing (Non-SEN). | Nursery Lending Library.  Play phonics Little Wandle games daily and listening games.  Add actions, voices and use instruments and body parts to add sound effects to songs  Play rhyming games.  Follow Little Wandle Love of Reading Planning template for key texts.  Encourage lots of discussion around key texts.  Adults and reading ambassadors to read individually with children with a focus on the 5 key concepts of reading.  Adults to share non-fiction mini-beast books with children.  Regular name writing practice, tracing, copying etc (SEN). Encourage children to write initial letter / name as appropriate on their work. Adult to model if needed for ch. To copy. Have name cards available for children to use as a prompt.   * Opportunities to develop fine motor skills through continuous provision activities. * Actvities to encourage emergent writing (Non-SEN). |



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| Area of Learning and Development – Mathematics | Overview |
| **Number**  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’) (SEN).  Recite numbers past 5 (SEN).  Say one number for each item in order: 1,2,3,4,5 (SEN).  Know that the last number reached when counting a small set of objects tells you how many there are in total.  Show ‘finger numbers’ up to 5 (SEN).  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 (SEN).  Compare quantities using language: ‘more than’, ‘fewer than’ (non-SEN).  **Shape, space, measures**  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Talk about and identify the patterns around them (non-SEN).  Notice and correct an error in a repeating pattern (non SEN).  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  Understand position through words alone. | Counting songs to use finger numbers up to 5.  Use language of more and fewer (non-SEN).  Teacher model re-telling stories using language of time. Weekly group activity for children to re-tell focus text. Use pictures as prompts. Children to order pictures first, then re=tell.  Counting items from Hungry Caterpillar (SEN).  **Making bug hotels in gluing area. T model using language of shape and encourage children to use mathematical language. Children to be encouraged to choose appropriate shapes and materials.**  **Daily activities – T hide the minibeast for ch to spot. Encourage children to find and describe position without pointing.** |
| Area of Learning and Development – Understanding the World | Overview |
| * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties (SEN). Talk about what they see, using a wide vocabulary * Explore how things work. * Begin to understand the need to respect and care for the natural environment and all living things. * Continue developing positive attitudes about the differences between people. * Experiment with forces – link to magnets. | Learning about Father’s Day, Eid, Mundan Ceromony, St George’s Day.   * Visit from Owl Centre to show children mini-beasts. Children to handle and discuss. * Observing life cycle of caterpillar to butterfly. Caring for caterpillars and butterflies. * Stick insects as class pets. Children to handle and discuss. * Demonstrate force of magnet. Make magnet into web and attach flies to paperclips. Children use web to catch flies. Discuss what is happening (non-SEN). * Planting seedlings into nursery playground area. * Show children items made from a variety of materials and discuss similarities and differences (SEN). |
| Area of Learning and Development – Expressive Arts and Design | Overview |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. Non-SEN focus on representing emotions). * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. | * Role playing as mini-beasts * Scenes linked to focused texts on Tuff Tray to encourage role-play. * T model how to draw a minibeasts from stories each week. Children have a go. Focus on feelings / facial expressions (non-SEN). * Singing new and familiar songs. * Using instruments to add sound effects / play along to songs. * Playing with rhyme during phonics sessions. * **Making bug hotels in gluing area. T model using language of shape and encourage children to use mathematical language. Children to be encouraged to choose appropriate shapes and materials.** |
| **Home – School Links**   * Continuing to share ‘wow’ learning moments from school on Seesaw and asking parents to share moments from home too. Add home learning ideas onto see-saw. | |

