

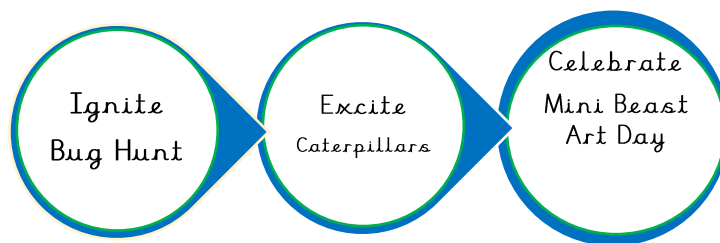


EYFS
Summer

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Magnificent Mini Beasts!

Through this topic of Magnificent Mini Beasts, we will be developing children's knowledge and understanding of the natural world and focus on the scientific skills of observations and questioning. We will be going outside with magnifying glasses in hand and looking closely at some of the smallest creatures on earth! We will be finding out about the habitats that different mini beasts prefer to live in and use the knowledge we have gained to design and build 'bug hotels' for different mini beasts. The new topic vocabulary will enhance our speaking and writing and help us describe what we see when we write our mini beast fact files.



Theme	Fiction Texts about Mini Beasts		Non-fiction texts about Mini Beasts
Possible Learning Challenges	Can you draw and label a mini beast? Can you build a house for a mini beast using the small construction? Can you write a list of mini beasts that you know? Can you use the junk model materials to make a mini beast? Can you hunt for mini beasts and record what you find?		
Texts	The Very Hungry Caterpillar - Eric Carle The Very Busy Spider - Eric Carle What the Ladybird Heard - Julia Donaldson The Snail and the Whale - Julia Donaldson		Non-fiction texts about Mini Beasts
Poems/songs	Incy Wincy Spider/ Caterpillar song/What the ladybird Heard song by Julia Donaldson		
Moving images	Bug fact videos on youtube, cbeebies mini beasts		
Topic Word Bank	Mini beast, insect, antennae, habitat. Fiction, non-fiction, metamorphism, minuscule, hunt, magnifying glass		
Role Play Areas	Bug Investigation Area		

Events	Bug Hunt New Starter Ambassadors Transition into Year One End of Year Celebration Day End of Year trip to Belton House Art Day Debating Day- What would be the best place to build a bug hotel and where?			
Personal, Social and Emotional Development	Teaching Input and Activities AL: Circle Times: AL: discussing our transition into Year 1 (what we hope to enjoy and learn and any worries we may have) AI: being sensitive to others feelings about moving to Year 1 - how can we help each other? AL: Create a class 'wish list' for what we would like to learn and do in Year 1	Continuous Provision Create a 'I can't wait for...' Box for the children to place pictures/sentences inside for what they can't wait to do in Year 1	Teaching Input and Activities AL: discussing our transition day in Year 1 - what did we enjoy? Who is our new teacher? AL: reflecting on our year in Reception - what were some of our best days? AI: discussing some End of Year awards to give each other - the funniest, the chattiest, the kindest, most helpful etc. AI: partaking in Sports Day practice - showing solidarity to one another	Continuous Provision Photos of the children's new Year 1 teacher and classroom/s for the children to look at and discuss with one another.
Communication and Language	Teaching Input and Activities AL: discuss the word supportive - what does it look like? What does it mean? How can we support each other in Year 1? AL: thinking of other words which mean we are helpful and supportive - creating our own bank of 'being a friend' words	Continuous Provision Children will be encouraged to discuss with one another their move to Year 1 in their play with their adults and peers.	Teaching Input and Activities AL: End of Year presentation to the class - what have you enjoyed? What was your favourite day? AI: listening attentively to others thoughts and feelings of their move to Year 1	Continuous Provision Children will be encouraged to discuss with one another their move to Year 1 in their play with their adults and peers.
Literacy	Teaching Input and Activities AL: reading and recounting the stories 'The Very Hungry Caterpillar' and 'The Very Busy Spider' by Eric Carle AL: Writing a recount of what we found on our bug hunt AL: Writing our own stories about having a busy day (inspired from The Very Busy Spider) AL: Writing directions for the robbers journey in What the Ladybird Heard AL: Writing a newspaper article for what happened to the whale in the Snail and the Whale story AI: Writing a description about the mini beasts	Continuous Provision Writing Area: Mini Beast writing prompts and images Daily writing challenge related to mini beasts	Teaching Input and Activities AL: Writing a mini beast fact file (to impress our Year 1 teacher) AL: What I can do book for our new Year 1 teacher AL: Writing a recount of a life cycle of a caterpillar AI: Writing a recount of our trip to Belton House AL: Final writing for Year Teacher - What the Ladybird Heard recount.	Continuous Provision Writing Area: Mini Beast writing prompts and images Daily writing challenge related to mini beasts

Phonics	Teaching Input and Activities AL: Big Write Monday AL: Phase 4 consolidation AL: Learning Year 1 common exception words	Continuous Provision Phase 4 tricky words and Year 1 common exception word mats and other resources in the writing area	Teaching Input and Activities AL: Big Write Monday AL: Phase 4 consolidation AL: Learning Year 1 common exception words	Continuous Provision Phase 4 tricky words and Year 1 common exception word mats and other resources in the writing area
Mathematics Underpinned by White Rose Maths and Numberblocks	Teaching Input and Activities White Rose Phase 3 'Find My Pattern' AL: doubling numbers AL: sharing and grouping AL: exploring odd and even numbers AL: number bonds to 10 AL: double facts	Continuous Provision Well stocked and set up numeracy area with a daily intended task.	Teaching Input and Activities White Rose Phase 4 'On the Move' AL: deepening understanding of problem solving AL: patterns and relationships with numbers and objects AL: spatial reasoning and mapping skills AL: number bonds to 10 AL: counting in 2s, 5s and 10s	Continuous Provision Well stocked and set up numeracy area with a daily intended task.
Understanding the World -The World, People and Communities, Technology	Teaching Input and Activities AL: Going on a Bug Hunt in the mud kitchen AL: Discovering about habitats and identifying a mini beasts habitat AL: Investigate spiders and their features AL: Experience life as a spider by going through the large web AL: Investigate snails and their features AL: Investigate lady birds and their features	Continuous Provision Mini Beast non-fiction books Investigate the mini beasts in our outdoor environment	Teaching Input and Activities AL: Researching facts for our mini beast fact files AL: Investigate the life cycle of a caterpillar AL: explore the season of Summer AL: compare the differences in season across where you are in the world ECP: Caterpillar to Ladybird experience.	Continuous Provision Mini Beast non-fiction books Investigate mini beast figurines
Expressive Arts and Design - Media, Being Imaginative	Teaching Input and Activities AL: Drawing a Mini Beast Habitat AI: Constructing a Mini Beast Hotel with the junk model materials AI: Painting a ladybird AL: Creating a tissue paper snail AL: Drawing the map for the robbers route in What the Ladybird Heard ECP: Model making a mini beast	Continuous Provision Photographs of mini beasts for reference to draw or model make Observational drawings of mini beasts Mini Beast Role Play Area Mini Beast Small World	Teaching Input and Activities AL: Drawing a mini beast to go with our fact file using chalk. AL: Observational drawings of the caterpillars and butterflies. AL: Self- Portrait drawing ECP: Painting of butterflies.	Continuous Provision Drawing mini beast habitats Mini Beast Small World

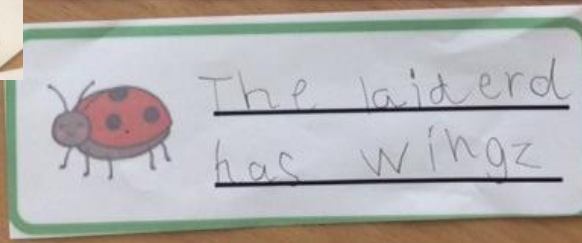
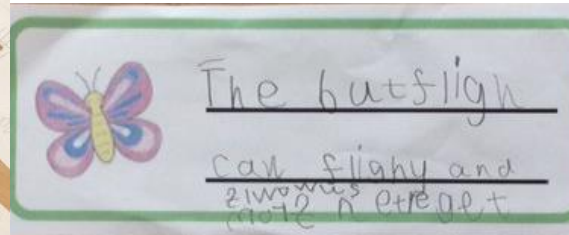
Physical Development Health and Self-care	CAMBS PE Scheme Games Fundamentals Unit 2 AL: running in a direction AL: running and catching in a direction AL: Sports Day practice	Continuous Provision Opportunities to play and practise the Sports Day events in the outdoor environment	CAMBS PE Scheme Games Fundamentals Unit 2 AL: balancing practise AL: learning the game of rounder's - throwing, catching, bowling, and batting skills AL: class match - Acorns vs Caterpillars	Continuous Provision Opportunity to play rounder's in the outdoor environment
Well-being	AL: How do we help care for mini beasts? How do we handle mini beasts? AL: Thinking about transition into Year One.		AL: How can we look after our planet for all creatures, big and small? Transition day into Year One	
EYFS: New EYFS Curriculum	<p>Personal, Social and Emotional Development - Managing Self Children play co-operatively, taking turns with others. Children work as a team, and take turns when playing rounders in PE lessons.</p> <p>Communication and Language- Speaking Extends vocabulary related to topic and mini beasts. They develop their own narratives and explanations by connecting ideas or events when writing instructions for the robbers to steal the fine prize cow.</p> <p>Literacy - Writing Children will write words and simple sentences that can be read by themselves and others. Using Phase 4 Phonics (descriptions of mini beasts/bug fact files)</p> <p>Literacy - Comprehension Demonstrate understanding when talking to others about what they have read from non-fiction books.</p> <p>Understanding the World - The Natural World Children can talk about some of the things they have observed when on a bug hunt. They will discuss their findings with friends sharing their knowledge with one another.</p> <p>Expressive Arts and Design - Being Imaginative and Expressive Children use what they have learnt about media and materials in original ways painting ladybirds and making tissue paper snails.</p> <p>Expressive Arts and Design - Creating with Materials Children use the junk modelling area to create insects from their designs.</p>		<p>Communication and Language - Listening, Attention and Understanding Children respond to what they hear about mini beasts with relevant comments and questions in relation to mini beasts.</p> <p>Literacy - Writing Children write words and simple sentences that can be read by themselves and others. Using Phase 4 Phonics bug fact files/ End of year writing.</p> <p>Mathematics - Numerical Patterns Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.</p> <p>Understanding The World - The Natural World Children can talk about some of the things they have observed when observing the caterpillars cocooning and turning into butterflies.</p> <p>Expressive Arts and Design - Being Imaginative and Expressive Children make detailed observational drawing of mini beasts to go with their fact file.</p> <p>Physical Development - Gross Motor Skills Children show good control and co-ordination when practising with a bat and ball.</p>	

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



Mini beasts

Name: James
if I were a butterfly
I wud fly to spais
to find the moon
I finc it will be
COOL

