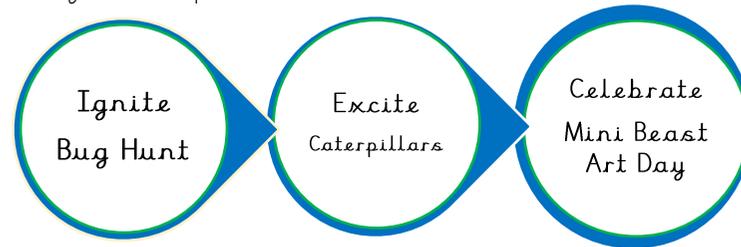




EYFS Summer 2-

Magnificent Minibeasts!

Through this topic of Magnificent Minibeasts, 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 minibeasts 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 Minibeasts	Non-fiction texts about Minibeasts
Possible Learning Challenges	<p>Can you draw and label a minibeast? Can you build a house for a minibeast using the small construction? Can you write a list of minibeasts that you know? Can you use the junk model materials to make a minibeast? Can you hunt for minibeasts and record what you find?</p>	
Texts	<p>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</p>	Non-fiction texts about Minibeasts
Poems/songs	Incy Wincy Spider/ Caterpillar song/What the ladybird Heard song by Julia Donaldson	
Moving images	Bug fact videos on YouTube, CBeebies minibeasts	
Topic Word Bank	Minibeast, insect, antennae, habitat. Fiction, non-fiction, metamorphism, minuscule, hunt, magnifying glass	
Role Play Areas	Bug Investigation Area	

<p>Events</p>	<p>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?</p>	
<p>Communication and Language Attention and Understanding. Speaking</p>	<p>Communication and language: Children in Reception will: <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p>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</p>	<p>Communication and language: Children in Reception will: <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</i></p> <p>Teaching Input and Activities AL: End of Year presentation to the class - what have you enjoyed? What was your favourite day? AL: listening attentively to others thoughts and feelings of their move to Year 1</p>
<p>Continuous Provision</p>	<p>Children will be encouraged to discuss with one another their move to Year 1 in their play with their adults and peers.</p>	<p>Children will be encouraged to discuss with one another their move to Year 1 in their play with their adults and peers.</p>
<p>Personal, Social and Emotional Development Self-Regulation Managing Self Building relationships</p>	<p>Personal, social and Emotional Development Children in Reception will- <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p>Built upon by: 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</p>	<p>Personal, social and Emotional Development Children in Reception will- <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Form positive attachments to adults and friendships with peers.</i></p> <p>Built upon by: 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.</p>

		AI: partaking in Sports Day practice - showing solidarity to one another
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	Photos of the children's new Year 1 teacher and classroom/s for the children to look at and discuss with one another.
Physical Development Gross Motor Skill Fine Motor Skills	<p>Physical Development Children in Reception will- <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>AL: running in a direction AL: running and catching in a direction AL: Sports Day practice</p>	<p>Physical Development Children in Reception will- <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>AL: balancing practise AL: learning the game of rounder's - throwing, catching, bowling, and batting skills AL: class match - Acorns v/s Caterpillars</p>
Continuous Provision	<p>Fine-motor skills opportunities for: Threading, weaving, Playdough, posting slotting, sewing, building, sorting making constructing Matisse's snail for children to imitate (once taught) onto different minibeasts - drawing skills Fruit and vegetables set in tuff tray for children to practice their cutting - creating a picnic for their friends Model make a minibeast</p> <p>Gross-motor skills opportunities for: Bikes, balls, climbing, throwing, swinging, dancing</p> <p>Opportunities to play and practise the Sports Day events in the outdoor environment Transport moving cards to inspire movement Team rounder's practise - coned off section and coloured bibs - scoring on whiteboards the runs Pass the hoop team game - moving the hoop through a circle of children without letting go of each other's hands</p>	
PE Session	<p>Implement Get Set 4 PE: Games: Unit 1 In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Learning Objectives- To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p> <p>Assessment Criteria</p>	

I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play cooperatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and coordination.

Literacy
Comprehension
Word Reading
Writing

The fundamentals of English are built into the classroom setting daily by use of high quality adult interactions with children. Children are consistently questioned and introduced to new vocabulary throughout the day. This is underpinned by meaningful Literacy lessons that are explored through various ways to entice and excite the children.

Literacy Children in Reception will-

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

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

Teaching Input and Activities

AL: Writing a minibeast fact file (to impress our Year 1 teacher)
AL: Writing a recount of a life cycle of a caterpillar
AI: Writing a recount of Sports Day.
AL: Final writing for Year Teacher - What the Ladybird Heard recount.

During each writing task children will be encourage to read their work back to correct mistakes. Use correct capital letters and full stops and build up a stamina for writing by writing at least 5 captions per piece.

Continuous
Provision

Writing Area: Minibeast writing prompts and images
Daily writing challenge related to minibeasts
Making story maps of the story 'What the Ladybird heard'. Use the story map to practice writing out the story onto 'farm paper' (tea bagged).
Use questions for story starters- What did the ladybird do next?
What happened to the robbers?
Where did the fine prize cow go for his next show?

Opportunities for writing
Writing a description about the minibeasts.
Use paper books for children to write their own stories in the style of Eric Carle.

Minibeast FactFile format with minibeast word maps to write minibeast FactFiles.
Books and images to support life cycles of a caterpillar and life cycle sheets with caterpillar words mats to support writing and spelling.
Paper books and minibeast images for cutting and sticking - can you create a minibeast book and write facts about the minibeasts?

English- ELG
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during

Transcription- Handwriting, punctuation and spelling - use of phonics

Composition- story sequencing, story maps

Exploratory- can you think of your own minibeast story using a five sentence structure? What could be the problem? How could it be resolved?

Presentational- oral composition - can you tell your story to the class?

Transcription- Handwriting, punctuation and spelling - use of phonics

Composition- bullet points for writing fact files, lists, lifecycle formats

Exploratory- can you write a factfile on a minibeast? What do you need to include? Why?

Presentational- oral composition - present you factfile to the class.

discussions about stories, nonfiction, rhymes and poems and during role play.

Phonics

Literacy Children in Reception will-
Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Teaching Input and Activities
AL: Big Write Monday
AL: Phase 4 consolidation
AL: Learning Year 1 common exception words

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Continuous Provision

Phase 4 tricky words and Year 1 common exception word mats and other resources in the writing area

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Mathematics Underpinned by White Rose Maths and Number blocks Number Numerical Pattern

Mathematics Children in Reception will-
Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns
Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Built upon by: Teaching Input and Activities

AL: Children will be able to count in 5's and 10's.
AL: Children will recap ordering numbers to 20.
AL: Children will recall their bonds to 10.

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Built upon by: Teaching Input and Activities
White Rose Summer

AL: Children will recall their doubles to 10.
AL Children will recap addition and subtraction.
AL: Children will be able to talk about weight and capacity.

Continuous Provision

Well stocked and set up numeracy area with a daily intended task.

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	<p>Playing snap with number representations. Numicon for counting in 5's and 10's Number cards for ordering to 20. White boards and pens - symbols for adding and subtracting with number cards.</p>	<p>Numicon for doubling. Water play with a variety of containers - encourage full/half full/empty vocabulary. Weighing scales and objects for weighing - heavy/light/heaviest/lightest</p>
<p>Understanding the World Past and Present People, Culture and Communities</p>	<p>Understanding the World Children in Reception will: <i>Talk about the lives of the people around them and their roles in society-</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>People Culture and Communities-</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>The Natural World-</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p> <p>Built upon by: Teaching Input and Activities AL: Going on a Bug Hunt in the mud kitchen AL: Discovering about habitats and identifying a minibeasts 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</p>	<p>Understanding the World Children in Reception will: <i>Talk about the lives of the people around them and their roles in society-</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><i>People Culture and Communities-</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</i></p> <p><i>The Natural World-</i> <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p>Built upon by: Teaching Input and Activities AL: Researching facts for our minibeast 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</p>
<p>Continuous Provision</p>	<p>Minibeast non-fiction books Investigate the minibeasts in our outdoor environment Create a minibeast home Use iPads to explore homes of minibeasts and take photos Fossils of minibeasts (preservations)</p>	<p>Minibeast non-fiction books Investigate minibeast figurines Caterpillar to butterfly experience. Use photographs of minibeasts and recreate them in the art area or loose parts area. Label the different parts of the body</p>

<p>Expressive Arts and Design -Media, Being Imaginative Creating with Materials Being Imaginative and Expressive</p>	<p>Expressive Arts and Design Children in Reception will: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Drawing a Minibeast Habitat AI: Constructing a Minibeast Hotel with the junk model materials AL: Creating a tissue paper snail when exploring the work of Henri Matisse. AL: Drawing the map for the robbers route in What the Ladybird Heard</p>	<p>Expressive Arts and Design Children in Reception will: <i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p> <p>Built upon by: Teaching Input and Activities</p> <p>AL: Drawing a minibeast to go with our fact file using chalk. AL: Observational drawings of the caterpillars and butterflies. AL: Self- Portrait drawing AL: To learn about, discuss and experiment Georgia O'keiff's 'flowers'. AL: Explore music that could represent a butterflies movement. AL: Learn- I'm a tiny Caterpillar on a leaf.</p>
<p>Continuous Provision</p>	<p>Photographs of minibeasts for reference to draw or model make Observational drawings of minibeasts Minibeast Role Play Area Minibeast Small World Model making a minibeast Design and make minibeasts focusing on number of legs, using skills built when making dinosaurs. Painting a ladybird to show numberbonds to 10.</p>	<p>Drawing minibeast habitats Minibeast Small World Painting of butterflies. Design and make minibeasts focusing on number of eyes, spots etc. Design and make a new minibeast. To paint flowers in the style of Georgia O'keiff using magnifying glass to observe flowers.</p>
<p>Well-being</p>	<p>Well-Being Day - Move -Being animals What is exercise? Being a safe pedestrian Eating healthily</p>	<p>AL: How can we look after our planet for all creatures, big and small? How do we help care for minibeasts? How do we handle minibeasts? AL: Thinking about transition into Year One. Transition Day into Year One</p>

KEY AL - Adult Led

AI - Adult Initiated

AL- Adult Led

ECP - Enhanced Continuous Provision



The butterfly
can fly and
move ^{around} a great

The ladybird
has wings



Mini beasts

Name: James
if I were a butterfly
I would fly to space
to find the moon
I find it will be
COOL



the mommy and daddy
laid 3 eggs

