

Literacy

Texts: "Hungry Caterpillar", "The very busy spider", "The bad tempered ladybird", "Snail trail", "Amazing Anthony Ant", "Minibeast Encyclopaedia", "I spy in the garden"

Non-fiction:

- ◆ Look and learn series - creepy crawlies
- ◆ Lets look at - bugs
- ◆ "Bugs"
- ◆ Keeping Minibeasts series
- ◆ First discovery series
- ◆ Write instructions for looking after and feeding minibeasts
- ◆ Make a poster about minibeast rules
- ◆ Compose party invitations for the ugly bug ball
- ◆ Write a letter to the bad tempered ladybird
- ◆ Change ending and character in Little Miss Muffet to compose own rhyme
- ◆ Compose own verses for Anthony Ant song
- ◆ Enjoying books in a variety of situations.
- ◆ Sharing books, as a part of whole class shared text and individual or group reading,
- ◆ Reading text in the environment.
- ◆ Reading and writing in role-play.
- ◆ Reading scheme and key word activities.
- ◆ Following text when using the listening centre.
- ◆

Communication and Language

- ◆ Model good use of language through a variety of media and activities-themed role-play, home corner, small group times etc and encourage children to communicate and respond in a vocal way.
- ◆ Talk through activities and modify.
- ◆ Give the children the language needed for negotiating.
- ◆ In class discussions to respond to others, ask questions and describe events etc.
- ◆ Model language used for a range of purposes eg requesting, instructing etc. and for different audiences.

Expressive Art and Design

- ◆ Observation drawings minibeasts using chalks/charcoal
- ◆ Make clay models of minibeasts
- ◆ Observational drawings of animals and plants
- ◆ Make spiral mobiles inspired by snail shells
- ◆ Make junk model minibeasts
- ◆ Paint/print symmetrical butterflies
- ◆ Model dough snails
- ◆ Sing songs relating to toys e.g. "tiny caterpillar on a leaf", "Ants went marching 2x2", "Wiggly Woo", "The Ugly bug ball"
- ◆ Make music for Minibeast dances e.g. scurrying ants, buzzing bees, slow snails,
- ◆ Create dances to contrast Minibeast movements
- ◆

ICT

- ◆ Make a graph of popular minibeasts on the class computer
- ◆ Draw caterpillars, worms, snails, bees etc on colour magic
- ◆ Use internet to find out more about minibeasts
- ◆ look at different parts of plants using the digital microscope
- ◆ Get the children to look at and take pictures using the Digital Blue cameras and Digital cameras at different stages of growth. Introduce the use of cameras and easi speak voice recorders to make notes of things and changes that they observe.
- ◆ Beebot to enhance maths games/develop math language/simple programming

Living and Growing
What do a frog, sunflower and a butterfly have in common?
Reception

Term 5

Our Living and Growing Topic grows and develops from the children's ideas and interests throughout the term. These ideas act as a starting point to stimulate ideas and creativity

Understanding of the World

- ◆ Find out about life cycles, minibeasts habitats, food that they eat and special features by looking at books and videos
- ◆ Closely observe minibeasts in the outside environment and in the classroom.
- ◆ Draw pictures of minibeasts using magnifying glasses to help pick out main features - colour, patterns, size, legs, wings, segments, antennae,
- ◆ Label parts of minibeasts
- ◆ Label a diagram of the life cycle of a caterpillar
- ◆ List similarities and differences of various minibeasts
- ◆ Make information book about a minibeast
- ◆ Observe life cycles of animals and plants
- ◆ Plant a range of flowers and vegetables care for them and gain knowledge on how they grow develop and reproduce
- ◆ Encourage the children to look at the different types of weather and how the weather affects the different plants and seeds from growing.
- ◆ Get the children to think about what plants need to grow and set up a rota each week emphasising the passing of time and the important things that need to be done to ensure that they grow well.
- ◆

Maths

- ◆ Solve simple practical problems E.g. Arrange 5 snails on 2 leaves, make equal number of legs on each side of minibeast
- ◆ Contribute to graph showing number of legs for various minibeasts
- ◆ Collect information in a survey about favourite minibeasts and count responses - make own tallies
- ◆ Represent information about favourite minibeasts in a pictogram / graph and analyse results
- ◆ Sort out sets of minibeasts into wings, no wings, fast, slow, patterned, plain
- ◆ Provide problem solving activities with 1p coins as they represent a unit of money.
- ◆ Create and display price tags and special offers.
- ◆ Discuss and observe seasonal changes as Summer progresses.
- ◆ Daily discussion of the day and weather. What day was it yesterday? What will it be tomorrow etc.
- ◆

Physical Development

- ◆ Cut spiral mobiles inspired by snail shells
- ◆ Make junk model flying minibeasts
- ◆ Make pipe cleaner spiders to sit in webs
- ◆ Make clay models of minibeasts
- ◆ Make a collage hungry caterpillar and food
- ◆ Design and make masks for minibeast world
- ◆ Observation drawings of minibeasts
- ◆ Busy Fingers activities
- ◆ Write Dance activities
- ◆ Weekly PE sessions covering games and dance

Personal Social and Emotional Development

- ◆ Care and concern for living things - caterpillars/butterflies/plants
- ◆ Looking after new equipment and areas outside.
- ◆ Taking care of plants and keeping them alive.
- ◆ Talk about the behaviour of the bad tempered lady and discuss potential consequences.
- ◆ Recount personal account of being afraid of a animals or counteracting fear.

Enrichment

Visit to Wingham Wildlife Park
Grow your own butterflies
Grow your own chicks
Minibeast hunts
Making minibeasts houses
Petal perfume
Forest school biscuits (wood)
Ugly Bug Ball- I'm a celebrity get me out of here- trials all day- jelly worms/water slide challenge etc

How to help at home

Look out for minibeasts and nature in the garden and talk about it.
Get children involved in gardening at home
Research life cycles of a range of minibeasts common to your garden on the Internet
Practise letter and number formation and weekly phonemes in practical meaningful everyday writing- making shopping lists, adding cost of shopping, looking at money and how much things cost.

Communication and Language Term.5

LA- To maintain attention, concentrate and sit quietly during appropriate activity.

- To show two-channelled attention - can listen and do for short span.

ELG

To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give their attention to what others say and respond

U- To respond to instructions involving a two-part sequence.

- To be able to follow a story without pictures or props.
- Listen and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

To follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

S To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and sticks to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events and introduce a storyline or narrative into their play.

Early Learning Goal

To express themselves effectively, showing awareness of listeners' needs.

To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. connecting ideas or events.

Literacy

R- To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together and knows which letters represent some of them.

To link sounds to letters, naming and sounding the letters of the alphabet.

To begin to read words and simple sentences.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

To know that information can be retrieved from books and computers.

Early Learning Goal

To read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To demonstrate understanding when talking with others about what they have read.

W- To give meaning to marks they make as they draw, write and paint.

To begin to break the flow of speech into words.

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

To write own name and other things such as labels, captions.

To attempt to write short sentences in meaningful contexts.

Early Learning Goal

To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. To write simple sentences that can be read by themselves and others. To write words that are spelt correctly and others that are phonetically plausible.

Personal Social and Emotional Development

MR To explain own knowledge and understanding, and ask appropriate questions of others.

To take steps to resolve conflicts with other children, e.g. finding a compromise.

To initiate conversations, attend to and take account of what others say.

Early Learning Goal

To play co-operatively, taking turns with others.

To be able to take account of one another's ideas about how to organise their activity.

To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SC/SA To speak to others about own needs, wants, interests and opinions.

To describe self in positive terms and talk about abilities.

Early Learning Goal

To be confident to try new activities, and say why they like some activities more than others.

To be confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen

MFB To understand that own actions affect other people, for example, becomes upset or tries to comfort another child, realise they have upset them.

To be aware of the boundaries set, and of behavioural expectations in the setting.

Early Learning Goal

To be able to talk about how they and others show feelings, to be able to talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

To work as part of a group or class, and understand and follow the rules.

To be able to adjust their behaviour to different situations, and be able to take changes of routine in their stride.

Mathematics

N- To count objects to 10, and begin to count beyond 10.

To select the correct numeral to represent 1 to 5, then 1 to 10 objects.

To estimate how many objects they can see and check by counting them.

To find one more or one less from a group of up to five objects, then ten objects.

To use the vocabulary involved in adding and subtracting.

To record, using marks that they can interpret and explain.

To identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

To use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer.

To solve problems, including doubling, halving and sharing.

SSM-

To order two or three items by length or height.

To use everyday language related to time.

To use everyday language related to money.

To measure short periods of time in simple ways.

Early Learning Goal

To use everyday language to talk about size, time and money.

To compare quantities and objects and to solve problems.

Physical Development

MH - To experiment with different ways of moving.

- To travel with confidence and skill around, under, over and through balancing and climbing equipment.
- To show increasing control over an object in pushing, patting, throwing, catching or kicking it.

• To use simple tools to effect changes to materials.

• To handle tools, objects, construction and malleable materials safely and with increasing control.

• To show a preference for a dominant hand.

• To begin to use anticlockwise movement and retrace vertical lines.

• To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

To show good control and co-ordination in large and small movements.

To move confidently in a range of ways, safely negotiating space.

To handle equipment and tools effectively, including pencils for writing.

H&SC- To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

To show understanding of the need for safety when tackling new challenges, and considers and manages some risks.

To show understanding of how to transport and store equipment safely.

Early Learning Goal

To know the importance for good health of physical exercise, and a healthy diet, and can talk about ways to keep healthy and safe.

To manage their own basic hygiene and personal needs, including dressing and going to the toilet.

Understanding of the World

PC- To enjoy joining in with family customs and routines.

Early Learning Goal

To know that other children don't always enjoy the same things, and are sensitive to this.

The World- To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

To show care and concern for living things and the environment.

To look closely at similarities, differences, patterns and change.

Early Learning Goal

To know about similarities and differences in relation to places and living things.

To talk about the features of their own immediate environment.

To make observations of animals and plants and explain why some things occur, and talk about changes.

To know that information can be retrieved from technology (computers tablets etc and how to use technology safely.

Early Learning Goal

To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes.

Expressive Art and Design

MM-

To have a repertoire of songs and dances.

To explore the different sounds of instruments.

To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

To select appropriate resources and adapts work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal

To sing songs, make music and dance, and experiment with ways of changing them.

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BI-

To create simple representations of events, people and objects.

To choose particular colours to use for a purpose.

To introduce a storyline or narrative into their play.

To play cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

To use what they have learnt about media and materials in original ways, thinking about uses and purposes.

To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.