

Communication and Language

Through the theme of change we will learn to:

Listening and Attention

Children listen attentively in a range of situations.—e.g. listening to the Gribblybug man and remembering information.

Understanding

Able to follow a story without pictures or prompts—listening and discussing shared stories about minibeasts

Children follow instructions involving several ideas or actions.—through planting seeds and investigations

They answer 'how' and 'why' questions about their experiences and in response to stories or events—focusing on simple inference and being able to refer to the text.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events - **Explaining how they made their minibeasts, including why they chose certain materials and how they could improve it.** Through explaining what they have found out during plant and minibeast investigations.



Physical Development

Through the theme of minibeasts we will learn to:

Moving and Handling

Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space.— **Gymnastics and dance linked to minibeasts**

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it— **skills with Mr Mosey**

They handle equipment and tools effectively, including pencils for writing.— **handwriting skills correct formation of letters and placing on lines**

Health and Self—Care

Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.— **by putting PE and large construction equipment away safely. Discussing how exercise can keep us healthy.**

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.— **dress and undress for PE independently. Through practising doing up small buttons on painting shirts and zips on coats.**

Learning Web — Prime subjects



Our Theme is 'Take a Walk on the Wild Side'

Personal, Social and Emotional Development

Self-confidence and Self—awareness

Children are confident to try new activities. They can say why they like some activities more than others.

They will choose the resources they need for their chosen activities.

They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. They are confident to speak to a class group. - **Through creative activities such as a junk modelling minibeasts, artwork and investigations**

Managing feelings and behaviour

Children talk about how they and others show feelings. Children play co-operatively, taking turns with others.

They show sensitivity to others' needs and feelings. **Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable —through discussing stories such as the bad tempered ladybird and using I feel... When ... So ...**

Making Relationships

They take account of one another's ideas about how to organise their activity—through being more independent and developing strategies e.g compromise

WOW Experiences

Visit from the Gribblybug man and his exotic creatures
Ugly Bug Ball

Ways to help at home...

Read a wide range of non-fiction books looking at contents page, index and glossary.

Read poems about minibeasts and perform them out loud with clear diction

Practise correct formation of letters and numbers.

Continue to practise reading and writing tricky words on **red card**.

Explore gardens to identify plants for mini-beats—possible activities include keeping a tally chart, draw and label, make a home (wormery etc)

Continue with quick fire questions 1 more /1 fewer to 20

Reciting the days of the week and telling the time (o' clock and half past)

Bring any extra work from home to go on our WOW WALL and in the children's folders.

Literacy

Texts being used: If only..., The very hungry caterpillar, The bad tempered ladybird, The very busy spider, The tiny seed, Today is Monday, Non fiction minibeast and plants books

Reading.

They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read. They read some irregular common words.—**through a range of fiction and non-fiction books on mini-beasts and plants.**

Writing.

Children read and understand simple sentences. They write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. They write simple sentences which can be read by themselves and others. Use simple punctuation in sentences.—**through describing minibeasts. Writing for a purpose e.g. writing labels, posters, letters, instructions, invitations and our own non-fiction books**

Phonics.

Complete phase 4 spelling blending and segmenting cvcc/ ccvc / ccvc words e.g. camp / train / crunch

Begin phase 5 spelling, split digraphs— a-e i-e o-e

Naming letters of the alphabet—**alphabet song**

Phonics

Maths

Number.

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.— **by jumping minibeasts along number lines**
Children estimate a number of objects and check quantities by counting up to 20.—**through bug research role play and creating a garden activity**

Shape Space and Measure.

Children use everyday language to talk about, distance and time to compare quantities and objects and to solve problems.— **Sid and Sally snail investigation**

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time— **through stories including bad tempered ladybird** (Telling the time o'clock and half past), **If only...** (positional language),

The tiny seed (changing seasons and measure)

The very hungry caterpillar (Order days of the week)

Money—**using 1p and 2p in our 'Garden Centre.'**

Measuring and using comparative language—**through our mini-beasts and plants**

Problem solving / investigations.

To solve problems, including doubling, halving and sharing.— **through spider activities and sharing minibeasts onto leaves**

Using larger amounts they solve practical problems that involve combining groups of 2 or 10, or sharing into equal groups.—**counting large quantities of minibeasts, flowers, seeds, stones**

Our Theme is 'Take a Walk on the Wild Side'

Learning Web—Specific subjects

Understanding the World

Through the theme of change—growth and decay

People and Communities.

Read religious stories from different religions about caring for our world.

The World.

Children know about similarities and differences in relation to living things—**through observing minibeasts and plants and how they grow and change.**

They make observations of animals and plants why some things occur, and talk about changes.—**through plant investigations and lifecycles of mini-beasts, their habitat and eating habits.**

Children know that the environment and living things are influenced by human activity—**through stewardship and looking after the environment. (Dear Earth, Dinosaurs and all that rubbish)**

Technology.

Children recognise that a range of technology is used in places such as homes and schools.

They select and use technology for particular purposes. Confident using digital photography. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.— **recording investigations, writing non fiction texts**



Expressive Arts and Design

Exploring and using Media and Materials

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function—**through Exploring 2D and 3D artwork/ construction linking to habitats minibeasts and plants. Exploring sounds, dances and singing songs relating to mini-beasts and the 'ugly bug ball.'**

Children develop their own ideas through selecting and using materials and working on processes that interest them.

Through their explorations they find out and make decisions about how media and materials can be combined and changed -**Designing and making their own mini-beasts.**

Being Imaginative

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

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.— **develop art and modelling work through careful observations as wildlife explorers.**