

Understanding of the World (UTW)

- Showing care and concern for living things: Hatching and caring for baby chicks, planting, gardening and tidying of outside areas.
- Life cycles: Chicks, Butterflies and so on. Do they look the same when hatch as they do when fully grown? Introduce new vocabulary relating to these animals.
- Discuss similarities and differences between ourselves and particular animals /mini-beasts.
- Children given opportunities throughout the term to help take care of the outside area and garden.
- Provide opportunities to talk about what they have observed through a variety of growing experiments/ non-fiction texts and clips.
- Drawing what they have observed, flowers/ plants/animals to consolidate learning.

Mathematics

- Composition of numbers to 5: How many ways can we make 0-5.
- Matching numeral to quantity: roll the dice and add the legs to the spider, count dots on the ladybird and find correct numeral.
- Positional language: follow instructions: place the chick on top of/inside/next to. Can you stand on top of next to/beside/under. Directing the beetbots to different destinations.
- Measurement: length and height. Measuring worms, beanstalks, who's is taller, shorter, longer. Introduce centimetres
- Number songs relating to theme: 5 hairy spiders, little chicks, spotty ladybirds etc.
- Create repeating patterns when making caterpillars/ with natural objects
- Look at and describe the patterns found in outside environment and in nature. Go on an outside walk around the school grounds.
- Mark making of numerals using different materials: how many chicks, seeds, flowers, minibeasts can you see.
- Data representation: What is your favourite mini beast? Create a class pictogram and use for maths display.

Expressive Art & Design

- Create story props to support the retelling of 'the Very Hungry Caterpillar'
- Inventing movements that mirror different minibeast and other animals.
- 2D observational drawings and paintings of different animals, mini beasts and plants.
- 3D creations such as bug houses, ladybirds, butterflies. Children to talk about the manufacturing process, how did they make it? What materials did they use?
- Exploring with different instruments and using them during story and rhyme time.
- Sing a range of nursery rhymes relating to theme such as Incy Wincy spider.

Physical Development

- Inventing own movements for different animals and insects moving their bodies in a variety of ways.
- Practising correct pencil grip and pressure.
- Performing gross motor movements through dance using ribbons and other props.
- Executing gross motor movements through mark making on a large scale and completing different obstacle courses outdoors.
- Manipulating a range of tools to achieve a purpose through creating, gardening, and planting.
- Executing more complex bodily movements such as hopping and balancing on one leg.

Growing and mini beasts

Summer 1

Communication and Language

- Continue asking and answering who what where and when questions.
- Begin to introduce why questions through modelling and role play with other adults during carpet time.
- Asking and answering questions, making predictions during story time as well as sharing weekend news using simple full sentences.
- Listening and attention games such as broken telephone, sound discrimination games, stolen key game and so on.
- Modelling the correct use of tense when talking about situations of past, present, and future.

PSED

- Exploring 'anger' through reading 'the bad tempered ladybird' Discuss the characters feelings. Children to talk about their own experiences of being angry. How could we cheer them up? What calms you down?
- Introduce the emotion of calm through the green colour monster: What is calm? How can we keep calm? When do you feel calm? Link it to nature: Green, nature is calm.
- Friday: Collaboration day. Provide opportunities for children to work as a team and turn take.
- Discuss the importance of healthy eating and exercise, linking to the Hungry Caterpillar (5 a day)
- Children to continue with independently taking off and putting on a number of clothing items such as shoes. socks. coats. zips. hats and so on.

Literacy

- Phonics Phase 1: relating aspects.
- Reading a variety of stories relating to theme including: 'the Hungry Caterpillar', 'the Very Busy Spider', 'the Bad Tempered Ladybird' 'Superworm' using prop bags.
- Singing Nursery rhymes using props/visuals
- Learning and using newly introduced vocabulary such as; hatch, cocoon, centimetres and so on.
- Use theatrical role play to invent own endings of stories.
- Using story telling language such as Once upon a time, then, after, and so on.
- Phonics Phase 2, Introducing a new letter sound when appropriate and linked to a key text.
- The ability to write first name, forming recognisable letters.