

Medium Term Planning				Key Vocab: crawl, slow, slimy, wiggly, hairy, shiny, hard, stripey, colourful, spotty, patterned, furry, creepy, fast, spindly, fast, winged, delicate, march, scuttle,	
Minibeasts WB 17.4.23 Reception Development Matters Outcomes					Early Learning Goals
Personal, Social and Emotional Development		Communication and Language		Physical Development	
<p>Show resilience and perseverance in the face of challenge. <i>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>-Work and play cooperatively and take turns with others.</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Talk about minibeasts they find.• Learn new facts about minibeasts & talk about them• Talk about which are their favourite minibeasts.• Which minibeast is missing? Kim's game• Follow instructions to create minibeasts		<p>Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Learn rhymes, poems & songs Retell the story, once they have developed a deep familiarity with the text some as exact repetition & some in their words. <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>-Make comments about what they have heard and ask questions to clarify their understanding.</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>Activities:</p> <ul style="list-style-type: none">• Anticipate what might happen next in minibeast stories.• Answer how and why questions about the stories• Develop own minibeast stories with small world creatures• Explain key facts about minibeasts and their habitats.• Explore new vocab to explain how the minibeast moves e.g, wiggly, fluttering, scuttling• Describe minbeast from selection of photos & identify which one it is.		<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently & safely use a range of large and small apparatus indoors & outdoors Gross Motor <i>-Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>• Demonstrate strength, balance and coordination when playing.</i> <i>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p>Fine Motor Skills <i>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>-Use a range of small tools, including scissors, paintbrushes and cutlery.</i> <i>-Begin to show accuracy and care when drawing</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Help to build the minbeast hotel• Make clay/playdough minibeasts• Move around like a minibeast• Thread beads to create a caterpillar• Use tweezers to pick minibeasts out of a spider's web.	
The Specific areas of learning					
Literacy		Mathematics		Understanding the World	Expressive Arts and Design
<p><i>-Write recognisable letters, most of which are correctly formed.</i> <i>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <i>-Read words consistent with their phonic knowledge by sound-blending.</i> <i>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i> <i>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>• Write simple phrases and sentences that can be read by others.</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Read simple sentences about minibeasts• Read the stories: Superworm, Butterfly Kiss, The Very Hungry Caterpillar, Spiderella, Billy Beagle• Label minibeasts phonetically• Write a fact sentence about a minibeast.• Make key words associated with the minibeasts• Identify rhyming words in Superworm & continue a rhyming string		<p>Select, rotate & manipulate shapes to develop spatial reasoning skills. Continue, copy & create repeating patterns. <i>-Have a deep understanding of number to 10, including the composition of each number.</i> <i>- Subitise (recognise quantities without counting) up to 5.</i> <i>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</i> <i>-Automatically recall some number bonds to 10, including double facts</i> <i>-Verbally count beyond 20, recognising the pattern of the counting system.</i> <i>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> <i>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Describe & create own pattern using minibeasts• Number bonds- put minibeasts on tens frame. Identify different combinations.• Order minibeasts from biggest to smallest• Use cubes to make long worms/caterpillars matching no. of cubes used to corresponding numeral• Add & subtract groups of minibeasts• Answer word problems with minibeasts halving, doubling• Count on & back along number line using minibeast puppet		<p>Describe what they see, hear and feel whilst outside. <i>Explore the natural world around them, making observations & drawing pictures of animals & plants.</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Online-find pictures & info about minibeasts animals for class book• Read non-fiction books/read powerpoints about minibeasts & their habitats• Discuss key facts & write 1 key fact to create a class book.• Explore minibeasts in the Butterfly Garden. Where should they look for them?• Sort minibeasts into groups- legs/no legs, wings/no wings	<p><i>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>• Share their creations, explaining the process they have used.</i> <i>• Make use of props and materials when role playing characters in narratives and stories.</i> <i>-Invent, adapt and recount narratives and stories with peers and their teacher.</i> <i>-Perform songs, rhymes, poems & stories with others & try & move in time with the music.</i></p> <p>Activities:</p> <ul style="list-style-type: none">• Make Clay minibeasts & paint by mixing own colours• Create minibeasts scene by cutting out minibeasts and position onto coloured paper split into grass & earth.• Act out stories using the minibeasts• Draw large minibeasts using colured chalks outside.• Draw outlines of minbeasts in a mud tray with a stick.• Create 3D minibeasts with craft materials e.g., spiders with cardboard tube, bee with paper bowl,spider in a web on a paper plate.• Use finger prints for the body of a minibeast.• Paint stones red and black to make ladybirds.• Perform poems/songs about minibeasts

	<ul style="list-style-type: none">• Order numbered minibeasts to 20 & identify 1 more & 1 less• Make minibeasts using 2D shapes• Match numeral to no. of minibeasts.		
--	--	--	--