

Prime Area: Personal, Social and Emotional development (PSED)

- Circle time – contribute to discussions about looking after minibeasts both in the local environment and in the classroom
- Discuss consequences of mistreating minibeasts
- Empathise with the friendly ladybird in "The bad tempered ladybird"
- Talk about the behaviour of the bad tempered lady and discuss potential consequences.
- Recount personal account of being afraid of a minibeast or counteracting fear.

Prime Area: Communication and Language (CL)

- Listen to texts on tape-recorder
- Retell texts with magnetic story props/small world toys/puppets
- Make a zig-zag book of a snail's trail using positional language
- Contribute to class lift the flap book – who lives here? – minibeast habitats
- Sequence own Hungry caterpillar book
- Change ending and character in Little Miss Muffet to compose own rhyme
- Compose own verses for minibeast song

Understanding the World (UW)

- 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 1 minibeast
- Go on a minibeasts trail in the local environment
- Experiment with different foods for minibeasts
- Sort minibeasts e.g. wings, no wings, fast and slow
- Make a minibeast menu of favourite foods for different minibeasts
- Observe life cycle of caterpillar - butterfly

Literacy (L)

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

- Make a poster about minibeast rules
- Make own I spy book
- Write guessing cards for minibeasts
- Make own information book about 1 minibeast
- Compose party invitations for the ugly bug ball
- Write a letter to the bad tempered ladybird
- Write instructions for looking after and feeding minibeasts

Environment/Resources

*Listening and responsive adults
Organisation inside and out of workshop areas
Resources accessible and labelled
Use outside to provide/support all areas of learning*

Assessment

*Narrative observation & discussion with parents & child to be completed for all children by half-term
Providing appropriate support and differentiation for children with HA, LA, SEND, or EAL*



Prime Area: Physical Development (PD)

- Explore ways of travelling by making pathways>Create dances to contrast Minibeast movements e.g. scurrying ants, buzzing bees, slow snails,
- Cut spiral mobiles inspired by snail shells
- Make junk model flying minibeasts
- Make pipe cleaner spiders to sit in webs
- Design and make masks for minibeast world
- Observation drawings of minibeasts

Mathematics (M)

- Solve simple practical problems E.g. Arrange 5 snails on 2 leaves, make equal number of legs on each side of minibeast
- Record number of legs for various minibeasts
- Collect information in a survey about favourite minibeasts and count responses – make own tallies
- Sort out sets of minibeasts into wings, no wings, fast, slow, patterned, plain
- Ask and answer questions about the above activities using more and less
- Have a snail race – predict the winner and measure distance

Expressive Arts & Design (EAD)

- Make a collage minibeast to contribute to a larger class frieze of a garden/park with lift the flap hiding places
- Observation drawings minibeasts using chalks/charcoal
- Make masks for Minibeast world
- Make clay models of minibeasts
- Paint flowers to go on class frieze
- Print ladybird spots on paintings
- Cut spiral mobiles inspired by snail shells
- Make a small world play mat using collage and junk materials for Minibeast dough models
- Sew a spiders web onto black card

Characteristics of Effective Learning (CoL)

Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

Active learning:

*Encourage children to learn together and from each other
Encourage children to persist with an activity even when it is challenging*

Creating & Thinking Critically:

*Encourage open ended thinking
Model being a thinker, showing that you don't always know*