

Minibeasts

Nursery Summer 1	Book Focus <i>The Very Busy Spider by Eric Carle</i>	Songs and Rhymes <i>Wiggly Woo, Incy Wincey spider, Little Miss Muffet</i>	Enhancement <i>Animal Experience Visit</i>
<p>Communication and Language</p> <p>Listening and Attention: Listens to others in one-to-one or small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understanding: Understands use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>Speaking: Can retell a simple past event in correct order. Explain what is happening and what will happen next. Builds up vocabulary that reflects their experiences. Uses talk in pretending that objects stand for something else in play.</p>	<p>Personal, Social and Emotional Development</p> <p>Making Relationships: Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p>Sense of Self: Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Understanding Emotions: Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Talks about how others might be feeling.</p>	<p>Physical Development</p> <p>Moving and Handling: _____ Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. _____ Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Health and Self-Care: _____ Can name and identify different parts of the body. Willing to try a range of different textures and tastes and expresses a preference. _____ Working towards a consistent, daily pattern understands why this is important. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do</p> <p>Creative and Critical Thinking THINKING Having their own ideas Making Links</p>
<p>Listen with increasing attention to others as they speak during small group sessions. Beginning to maintain attention and concentrate for longer periods. Follow a simple instruction using positional language. Speaking with greater confidence to a variety of adults and peers in school, discussing different thoughts, opinions, and needs. Sticking to one theme or intention when speaking during small group times, or during Plan, Do, Review. Beginning to develop an ability to understand more difficult how and why questions and beginning to answer them themselves</p>	<p>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</p> <p>Continue to build good relationships with adults and different peers through different experiences and situations. Manage their emotions in the expected way and manner when the need arises. Explore the awareness that their actions can affect others and attempts to comfort others when they may have upset them when the opportunity arises. Beginning to develop an ability to identify emotions and seek adult support when needed.</p>	<p>Encourage children to move in different ways mimicking minibeasts. Make salt dough spiders. Roll and shape the dough into a ball and then add pipe cleaner legs and googly eyes. Set up some climbing equipment, stepping stones, mats, benches and obstacles for crawling through. Children pretend to be spiders as they move around the equipment. Play a piece of music called 'Fantasy in C' by Georg Philipp Telemann. Encourage the children to create a butterfly dance and explore different ways of moving to the music. Develop an ability of how to handle objects and equipment safely and correctly. Developing understanding of healthy eating through planting and growing a range of vegetables to use to prepare our own food.</p>	<p>Working with ideas</p>

<p>Literacy</p> <p>Reading: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Looks at and enjoys print and digital books independently. Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together.</p> <p>Writing: Includes mark making and early writing in their play. Sometimes gives meaning to their drawings and paintings</p>	<p>Mathematics</p> <p>Compares two small groups of up to five objects. Practise counting verbally as far as they can go with the aim to count up to ten. Points or touches each item, saying one number for each item recognising that the last number said represents the total counted so far. Links numerals with amounts up to 5 and maybe beyond. Begin to recognise numerals 0 to 10. Subitises one, two and three objects (without counting). Responds to and uses language of position and direction. Responds to common shape names. Shows awareness of shape similarities and differences between objects. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. Recalls a sequence of events in everyday life and stories.</p>	<p>Understanding the World</p> <p>People and Communities: Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life. The World: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment. Technology: Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Expressive Arts and Design</p> <p>Creating with materials: Explores and learns how sounds and movements can be changed. Enjoys joining in with moving, dancing and ring games. Sings familiar songs. Taps out simple repeated rhythms. Continues to explore colour and how colours can be changed. Uses various construction materials. Uses tools for a purpose. Being Imaginative and Expressive: Notifies what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme Uses movement and sounds to express experiences, ideas and feelings. Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories</p>
<p>Phase 1 letters and sounds, Aspect 6 - voice sounds Take a story book to share at home. Make a representation of their name. Listen to and interact with a variety of stories, including The Very Busy Spider and What the Ladybird Heard. Explore mark making based on interests.</p>	<p>Order objects by size, weight, capacity, number of. 1:1 correspondence 1-10, displayed through counting different objects or manipulatives Representations of 1-10 explored through different types of representation eg numicon, numerals, objects, movements, dots. Rote counting 1-10 and 10-0.</p>	<p>Awareness of seasons – spring leading to summer. Naming insects and develop knowledge of them. Show care for them and appreciate their beauty. Who do we care for and who cares for us? – RE link. Sorting insects based on their characteristics. Planting and growing a range of flowers and vegetables in the garden and looking at what they need to grow and how they change over time. Caterpillar life cycle. Observe how they grow, change, and turn into butterflies. Explore how to use different technology – moving a beebot. Animal Experience – visit from minibeasts.</p>	<p>Create a paper plate ladybird. Create an egg box caterpillar. Moves their body to music and beats in different situations. Our role play will be a camping ground. Exploring what happens when they mix colours and how to make a colour Building and constructing with a clear purpose and the tools they need to achieve it</p>