

MINIBEASTS AND GROWING

First Hand Experiences
 Planning seeds/bug hunts
 Using the bug hotel
 Having a butterfly Garden in Nursery
 Gardening [in the school garden]

<p><u>Vocab</u> Names of minibeasts and insects [spider, ladybird, beetle, butterfly, wasp, bee, fly]. Flower, petal, stem, leaf, roots</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that there are different minibeasts/insects in my environment I know where I might find minibeasts/insects I know the names of familiar plants and flowers I know that plants/flowers need water, sun, and food [soil] to grow. I know that plants/flowers grow from bulbs and seeds I know that flowers/plants/leaves start to grow in the spring time/summer when it is warmer 	<p><u>Skills</u></p> <ul style="list-style-type: none"> I can identify and name minibeasts/insects I can describe/sort different minibeasts/insects I can count legs/spots on minibeasts and insects [within 6] I can name familiar plants and flowers I can represent minibeasts/plants/flowers by drawing, painting, making collages, models etc. I can compare plants/creatures using taller than/shorter than/ bigger than/ smaller than/same size as.
---	---	---

Objectives	Possible Learning Activities
<p style="text-align: center;">Writing</p> <p>[from 40-60 months] • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together.</p>	<ul style="list-style-type: none"> Letter formation [linked to Phase 2 phonics] Tracing, copying and then independently writing their names Looking for print in their environment and in books Opportunities to mark make
<p style="text-align: center;">Reading</p> <p>[from 30-50 months] Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<ul style="list-style-type: none"> Phase 2 phonics Stories related to theme Reading comprehension, retelling with puppets/drama/sequencing pictures/small world Some children may be cvc word building and Reception tricky words
<p style="text-align: center;">Number and Shape, Space and Measure</p> <p>[from 40-60 months] • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<ul style="list-style-type: none"> Sorting insects Counting legs, wings etc Measuring language [tall, short, long etc] Comparison [measurement] Measuring with non standard units Repeating pattern caterpillars

Medium Term Plan – Nursery Summer 1

<p>RE The creation story</p>	<ul style="list-style-type: none"> • Story of Creation • Caring for God’s creatures • Children to plant seeds and grow plants, vegetables and flowers • Children to talk about how they take care of plants and creatures • Children to create art work/model and talk about what they created.
<p style="text-align: center;">Communication and Language [from 30-50 months]</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. 	<ul style="list-style-type: none"> • Describing attributes of creatures/plants and using vocabulary • Talking about what they observe and experiences that they have • Asking questions about what they see
<p style="text-align: center;">Physical Development [from 30-50 months]</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Fine motor [letter formation/writing names]. • Drawing insects [bee, butterfly, worm, caterpillar, ladybird] and plants • Obstacle courses and moving in different ways [music and dance].
<p style="text-align: center;">Personal, Social and Emotional Development [from 30-50 months]</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Encouraging friendships and collaborative play • Encouraging children to express ideas, opinions and to see that everyone is different and special • Encouraging children to “use their words” to communicate needs and feelings
<p style="text-align: center;">Understanding the World [from 30-50 months]</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> • Life cycle of a butterfly and life cycle of a seed • Looking for insects and plants in their environment • Talking about what they see and experience in the garden
<p style="text-align: center;">Expressive Arts and Design [from 30-50 months]</p> <ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> • Making insects [loose parts and playdough]. • Collage and painting sunflowers [forks] • Printing caterpillars with corks and paint • Music and Movement to tell life cycle of a seed/butterfly • Ugly Bug Ball [costume music and movement].