



Minibeasts



Understanding The World

The World

Plants and Animals
Life cycles of an animal
Habitats
Senses - sensory activities, feely bags, sound walk, listening games.
Use small world to create own stories and different environments.
Build and construct using a variety of materials.
Keeping safe, how we can keep ourselves safe in different situation and who we can call on to help.
Road safety
Visitors—Minibeasts

People & Communities

Describe their immediate environment - maps

Past & Present

People around them and their roles in society

Forest School

Signs/colours of Spring
Story telling/acting
Plants and Animals

RE

What times/stories are special and why?

KUW— Skills based objectives to focus on:

Geography Skills

Talk about the features of their own immediate environment and how environments may differ from one another.
Talk about the features of their own immediate environment and how environments may differ from one another.

History Skills

Understand their place in the world by discussing events in their own lives and that of their family.
Begin to build on future concepts of how things can change and stay the same.

Science Skills

Ask simple questions to find out more
Observe the world around them.
Know similarities and differences in relation to materials.

Physical Development

My space on the carpet.
Body shapes— making shapes with our bodies.
Explore body movements.
Moving to music.
Moving over obstacles.
Pencil control.
Yoga.
Little Movers.
Wiggle Squiggle—gross and fine motor
Dough Disco
Pen Disco
Letter formation.
Finger Gym daily activity
Dough Disco

Literacy

Sharing stories
Name Recognition.
Name writing.
Retelling stories.
Recognising print.
Role Play.
iPads—Hairy letters, teach your monster to read, phonics games
Hearing and using new vocabulary from stories, poems, and non-fiction texts.
Sequencing stories.
Identifying our favourite characters and settings in stories.
Make predictions of what will happen next in a story.
Writing CVC words and labels.
Beginning to write sentences.
Finding facts from non-fiction texts.
Using their phonics knowledge to help them in their independent writing.

Phonics

Acorns will continue their pre Phonics.
New Acorn children will settle in with circle times and stories.
Oak children will continue with red ditties in Read Write Inc.

We will be learning through a core books approach:

The Very Hungry Caterpillar
The Bad Tempered Ladybird
Spinderella
Snail and the Whale
Mad About Minibeasts

Week 1

UTW— The life cycle of a caterpillar.

ICT— Logging on to school 360.

PSED— Relationships.

RE—What times/stories are special and why?

EAD / DT— Caterpillar printing.

Week 2

UTW— Growing plants

ICT— Logging on to school 360.

PSED— Relationships.

RE— What times/stories are special and why?

EAD / DT— Butterfly symmetry

Week 3

UTW— Planting sunflowers

ICT— Logging on to school 360.

PSED— Relationships.

RE— What times/stories are special and why?

EAD / DT— Painting a sunflower

Week 4

UTW— Name parts of a plant.

ICT— Using jit on the laptop.

PSED— Relationships.

RE— What times/stories are special and why?

EAD / DT— Matisse snail.

Week 5

UTW— Minibeast habitats.

ICT— Digital Literacy

PSED— Relationships.

RE— What times/stories are special and why?

EAD / DT— Colour mixing.

Week 6

UTW— Minibeast habitats.

ICT— Using jit to make a bar chart.

PSED— Relationships.

RE— What times/stories are special and why?

EAD / DT— Junk modelling.

Computing

To use JIT program to create simple bar charts of information
Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private. (Digital Literacy)
To log onto school 360 using EYFS log in and access games
To use a range of devices to take and create pictures.

Personal, Social & Emotional Development.

Daily routines, rules and caring for our resources

Adults model how to use the classroom

Looking after the classroom

Tidying up and sticking to limitations in areas.

Listening and following instructions.

Talking about likes and dislikes/what we are good at, why we are special.

Encourage turn taking, sharing & listening to others

Circle time

Being a good friend

All about me

Likes and dislikes

What we are good at

What makes us different

Keeping Healthy

RHSE—Relationships

Expressive Arts & Design

Art

Painting.
Painting our favourite characters or settings from stories.
Match movements to music.
Acting out favourite stories in role play area.
Colour mixing
Printing
Explore tools for painting; brushes, rollers, sponges, rags and fingers.
Collage materials to create a Matisse snail.
Printing using materials.

Art and Design skills

Handling and feeling objects and enjoying manipulating materials (play dough, boxes and cardboard)
Constructing, building and destroying (Duplo models and cardboard structures)
Shape and model making using play dough, sand and other similar materials.

Music

Looking at music to express emotions - happy, sad music.
Using percussion instruments.
Music & Movement - use streamers and ribbons to dance
Dancing and moving to music.
Listen to different music and decide which would be best for each dinosaur in the stories.

Mathematical Development

Acorns

Subitising

Talk about and identify the patterns around them.

Extend and create ABAB patterns.

Notice and correct an error in a repeating pattern.

Positional language.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Say one number for each item in order to 5

Counting children at register time

Know that the last number reached when counting a small set of objects tells you how many there are in total

Show 'finger numbers' up to 5

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

Counting

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Communication and Language

Talk about behaviour and feelings in stories/characters.

To respond to a variety of role play situations act out stories

increasing vocabulary and learning to express themselves clearly

Think about feelings, events ,rules and routines

Ask and answer questions about stories.

Join in with stories and rhymes.

Communication and language through story telling e.g. Retell

favourite story and say why. Talk about story openings and end-

ings—once upon a time, happy ever after do they always begin

and end like this?

Listen to others, both in adult initiated time and in choosing time.

Share their opinions.

Share facts they have learnt.

