

Understanding the world:

Nursery:

- Identifying and naming different minibeasts
- Minibeast hunt ; observe minibeasts under a microscope
- Looking at similarities/differences and discussing features of various minibeasts e.g. Number of wings, number of legs etc
- Growing and change; life cycle of a butterfly/ frog
- Rotting fruit/changes
- Animals/ minibeasts homes: where do they live? Where would you find a spider's web?
- Photograph minibeasts found in the garden and identify features as they zoom in on the minibeasts.

Reception:

- Identifying and naming different minibeasts
- Minibeast hunt ; observe minibeasts under a microscope
- Looking at similarities/differences and discussing features of various minibeasts e.g. Number of wings, number of legs etc
- Growing and change; life cycles
- Discuss habitats; observe, discuss and compare different environments
- Bees in the summer

Communication and language:

Nursery:

Suggested Texts:

- *The very hungry caterpillar - Eric Carle
- *The very busy spider - Eric Carle
- *The very lazy ladybird
- Listening to stories and rhymes, joining in with refrains
- Listening to and following directions and instructions
- Links sounds made by the animals to the correct one/ naming animals in the story.
- Describing minibeasts, naming colours
- Recall rhyming parts of stories

Reception:

Suggested Texts:

- *Mad about minibeasts - Giles Andre
- *Norman the slug with the silly shell - Sue Hendra
- *Minibeasts with Jess - cbeebies
- *RSPB first book of minibeasts
- *Twist and hop minibeast bop
- *Minibeast adventures with Jess French
- Play what am I? game
- Describing features of minibeasts
- Listen and respond to ideas expressed by others

Literacy:

Nursery:

- Identifying and naming different minibeasts
- Retelling stories and repeating the refrains
- Listing foods eaten by caterpillar/ foods they would eat As a caterpillar.
- Non-fiction books ; answer questions like where, why, how, when
- Describing minibeasts; what am I?
- Chalk webs/ string in white paint/ white glue squeezed/ dribbled over paper etc)
- Ladybird wanted poster
- Create own information pages e.g. slug = slimy
Snail = slow

Reception:

- identifying and naming different minibeasts
- The very hungry caterpillar ; sequencing using days of the week
- Non-fiction books ; answer questions like where, why, how, when
- Comparing minibeasts using 'but' e.g. A spider has 8 legs **but** an ant has 6 legs.
- Labelling parts of a minibeast
- Describing minibeasts; what am I?
- Creative writing; creating your own minibeast and describing the features e.g. Spider-bird (spider and lady bird) describing what the minibeast looks like; number of legs, wings, body parts etc

Minibeasts

Role Play: Minibeast lab/ spiders web/

Personal, Social and Emotional Development:

- Looking after minibeasts, understanding actions can hurt minibeasts
- Feelings, bad tempered lady bird
- Helping others, super worm, busy bees
- The spider simply wants to build his web (what do you like to do most in nursery?)
- Role play, how the ladybird should have spoken to the other animals?

Reception:

- Aware that some actions can hurt or harm others
- Taking care of minibeasts/ environments/ habitat and understanding the importance of this; i.e. explains own knowledge and understanding and asks appropriate questions
- Show sensitivity of others needs and feelings
- Demonstration friendly behaviour ; minibeast hunt
- The bad tempered ladybird; children talk about how they and others show feelings

Expressive Arts and Design:

Nursery:

- Minibeast songs; incy wincy spider , the days of the week
- Colour naming and mixing, butterfly paintings
- Mixing colours to make fruit and caterpillar
- Paper plate minibeasts
- Minibeast hotel made from resources provided.

Reception:

- Mixing colour/ symmetry butterfly
- Felt pens on filter paper to make butterfly patterns
- Handprints spider
- Making minibeast with recyclable materials

Physical Development:

Nursery:

- Moving like minibeasts
- Cutting leafs, caterpillars, spirals snail shells
- Folding paper and weaving
- Catch the bees (decorated balls)
- Threading the caterpillar through the fruit as it eats.
- Create webs using a range of resources (string/ rope etc amongst tress / posts)
- Maintaining hygiene following minibeast hunt

Reception:

- Travels with confidence and skill around, under, over and through balancing and climbing equipment; bee in the garden .
- Experiments with different ways of moving ; clawing like a spider, moving like a snail etc

Mathematics:

Nursery:

- 2D shapes, naming and counting sides and corners
- Symmetry, butterflies
- Counting and doubling, ladybirds
- Number recognition with minibeasts
- Pictogram of favourite minibeasts
- Repeating patterns, bees
- Measuring worms/ ordering by length
- Matches numbers to the amounts of fruit provided (label/ hang numbers)
- Ordering/matching lengths of string when creating a web
- Playdough and straw counting for spiders legs.
- Counting the number of rings in various spiders webs.

Reception:

- Days of the week
- Counting food
- Ladybird spots; adding, subtraction and doubling
- Adding with spider legs
- Symmetry; butterfly
- 2D shape pictures; identifying shapes and describing the properties