

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> • Talk about how we care for minibeasts, handling them appropriately with 'kind hands' and the importance of releasing them where we found them. • Explore a range of feeling words that can be evoked by seeing and handling different minibeasts. • Encourage group activities where children need to work together to solve problems, such as building a minibeast home or rescuing a fly from a spider's web. • Children can work together to wrap a soft toy up like a cocoon using rolls of tissue paper. Talk about the importance of working together, taking turns and being kind. • Provide opportunities for taking turns and working together, such as asking the children to share the use of a digital camera when on a minibeast hunt. 	<ul style="list-style-type: none"> • Learn to sing a variety of rhymes and songs about mini-beasts that could be performed to others. • Create a word bank of words that describe minibeasts, such as wiggly, fluttering, fast, slow and tickly. Clap out the syllables of the different words. • Create a minibeast habitat within a large activity tray. Provide the children with magnifying glasses so that they can explore where the minibeasts may be hiding. Encourage the children to use positional vocabulary to describe the minibeasts' positions. • Read the children 'What am I?' minibeast riddles for them to answer. • Ask an adult to dress up as a minibeast for the children to hot-seat. Which 'who', 'what', 'when' and 'how' questions can they ask? • Provide minibeast masks to imagine and recreate stories and experiences linked to minibeasts. 	<ul style="list-style-type: none"> • Create a spiderweb by threading white wool through hole punched holes around the rim of a paper plate. • Place plastic minibeasts in a large activity tray and attach lines of wool, criss-crossing over the tray, forming a web. Children can use tweezers to reach through the web and try to retrieve a minibeast. • Cut out some large leaves or collect some real leaves. The children can act as hungry caterpillars and nibble holes in the leaves using a hole punch. • Use minibeast handling and working in nature as an opportunity to discuss the importance of washing your hands. • Move like different minibeasts over an obstacle course of equipment. How would a worm wiggle over, under and around various apparatus? How about a scuttling beetle or a fluttering butterfly? • Throwing, catching, sending and receiving balls.

EYFS



Minibeasts



Summer Term 2021



Patterdale C of E School

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Provide the children with blank seed markers for the children to label parts of the outside area where they have spotted different minibeasts. • Write simple words on role-play or cut-out food items for children to read and feed to a hungry caterpillar. • Hide some small world worms, or printed worms, with CVC words written on them. Hide them in soil for the children to find and read. • Talk about what makes each minibeast unique. Can the children say which minibeast they would choose to be and why? Refer to minibeast non-fiction resources and leave these in the writing area to inspire independent writing. • Encourage children to write to minibeasts to invite them to visit their minibeast hotel. • Daily phonic sessions. • Letter formation. 	<ul style="list-style-type: none"> • Explore the concept of doubling using ladybird spots. (Use ladybird maths box). • Provide 2D shapes and shallow trays of paint for children to print onto butterfly wings. • Explore number by adding the correct number of peg legs to numbered minibeast bodies. Can the children put them in order from most to least legs? • Create a repeating pattern in a worm's body outline. How many times can the pattern be repeated? • Explore length using interlocking cubes. The children can create caterpillars using cubes and make direct comparisons to explore the vocabulary of short, long, shorter, longer, shortest, longest. • Order numbered sections of a caterpillar's body from zero to ten or twenty. • Follow Hamilton Trust maths scheme. 	<ul style="list-style-type: none"> • Using a large activity tray, line the tray with soil or sawdust and add plastic minibeasts. Provide the children with magnifying glasses. • In a water tray or large activity tray, create a pond dipping activity by adding gravel and small pebbles to the base, add real or artificial plants, plastic pond-dwelling minibeasts and nets. • Program bee-bots to discover and talk about minibeast habitats. Use minibeast mat on Twinkl. • Build a mini-beast hotel and allow the children to make observations, explore with magnifying glasses and investigate the different types of minibeasts that visit. • Build an ant farm or a wormery and explore the habitat and how the minibeasts move, feed and work together. • Take part in a daily act of worship. Also an RE session a week or reception. 	<ul style="list-style-type: none"> • Children can create their own small world bug habitat using a box, stones, real or artificial grasses, paper flowers, sticks and painted 'rock' bugs. • Turn fingerprints into minibeasts by adding legs and wings. • Create minibeasts by rolling and shaping clay to form the bodies. Add pipe cleaner legs to the bodies and paint when dry. • Provide the children with materials and accessories, such as large black dots for ladybird spots and pipe cleaners for antennae, for the children to create their own minibeast costumes. • Use musical instruments to create sounds for different minibeasts. What sounds could accompany a scuttling beetle, a slow snail or a fluttering butterfly?