

Foundation 1 SUMMER 2Term 6 Topic: MINIBEASTS	
<p>Literacy (Both ELGs Reading Writing)</p> <p>Books: non-fiction books about minibeasts, other story books Super worm The very hungry caterpillar</p> <p>Talk about who is in the story or a rhyme and what happened, to sequence parts of the story in order, describe setting. To make up own stories based on familiar stories (in different setting, different characters). To act out 'We are going on a minibeasts hunt' - based on bear hunt story To make up my own story about a super minibeast To discuss or find out from a non-fiction book about life cycle of a butterfly To give meaning to marks, symbols, drawings, letter like shapes, a-z letters to communicate their understanding of story characters/events. To have a go at making a book about minibeasts To write their name (on-going). To explore and imitate various minibeast sounds, rhyming words (phase one phonics) Focus on exploring different rhyming family each week. To recap phase 2/3 sets 1- 7 by sound (recap all the letters of the alphabet by sound), oral segmenting and blending</p>	<p>Mathematics (Both ELGs)</p> <p>To count sets of minibeasts-one object to one number To draw 3, 5, 10 minibeasts--represent numbers in different ways To create minibeasts pictures using various shapes, 2D and 3D. To play a matching games of numbers to pictures To sing number rhymes about minibeasts To sort minibeasts out, wings, tails, if they can fly, if they are plant, meat eaters To talk about, compare and order minibeasts according to wings, no wings, legs, no legs To play number recognition games- duck fishing game, snakes and ladders To measure out the actual length of minibeasts (use tape, string) To find one more than a number to 3, 6,10</p>
<p>Communication and Language (All 3 ELGs)</p> <p>To describe and name a minibeast they have designed. To make minibeasts puppets for my story (EAD link) To sing rhymes about minibeasts. (EAD link) Once I was a caterpillar To talk about the differences between minibeasts To begin to think about sequence of events in stories and saying what happened in the beginning, middle and end. To listen to my friends talk To use the ipads to record myself talking. (IT link) To explore mini role play- minibeasts investigation corner- Adopt a role e.g a etymologist magnifying glasses, insect mats etc).</p>	<p>Personal, Social and Emotional Development (All 3 ELGs)</p> <p>To take turns to look after the toy minibeasts To pass the butterfly around and ask each child to tell the rest of the group what they like/dislike about it To discuss the importance of looking after minibeasts our world and caring for the environment</p> <p>NEW CHILDREN: To say goodbye to their parent/carer. participate in the routines with support To settle into the Green Class- learn about classroom environment, where the toys are, toilets, asking for adults for help/or indicating that they need help</p>
<p>Physical Development (Both ELGs)</p> <p>To imagine that I am a spider, bee, butterfly, earthworm- how do I move-explore different ways of moving, move around the room on my hands and feet, negotiate space To develop gross motor movements to mimic various minibeasts To make minibeasts models out of malleable materials To make playdough and use a range of tools including dinosaur cutters To use a range of small and large equipment- bat and ball</p>	<p>Understanding the World (All 3 ELGs)</p> <p>To find out different types of minibeasts and where they live To look at the features of the minibeasts and compare to what they look like. To look at fact books and videos to find out information about minibeasts and comment on what they see on the pictures re how minibeasts look, what they do. To group minibeasts according to observations e.g. wings, legs, no legs etc.-sorting M link IT:</p>

<p>To cut out around a minibeasts outlines.-hold scissors, open close, make forward cutting actions, turn paper.</p> <p>To dresses with help (younger ch-n), e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>To dress independently (older ch-n)</p>	<p>To learn to type word minibeasts/insects to google and explore pictures</p> <p>Time /Place/ Materials</p> <p>To find out more about extinct creatures- lived , died,</p> <p>To excavate 'dinosaurs bones'</p> <p>To createdough imprints ofminibeasts</p> <p>To explore non-fiction books about minibeasts</p>
<p>Expressive Arts & Design (Both ELGs)</p> <p>To manipulate plasticine/ modelling materials to make a minibeasts</p> <p>To explore printing with minibeasts stamps</p> <p>To make minibeasts using different media eg. boxes, pipe cleaners, paper straw or collages using various dried pasta shapes</p> <p>To use textured edible materials to cook foods possibly related to minibeastseg- make spider web out of dough</p> <p>To use various natural objects and media to create a home for an imaginary super bug.</p> <p>To compose series of movements to demonstrate a life cycle of a butterfly-egg, caterpillar munching, making cocoon, sleeping, butterfly emerging-spreading wings, flying</p> <p>To create a chosen minibeastdance to piece of a music.</p> <p>To imprint minibeastsin wet sand, dough– use natural materials and ready moulds (shells, stones, etc)</p> <p>To make up our own stories about a minibeasts</p> <p>To create observational painting and drawing of minibeasts-use colours for a purpose</p>	<p>Kitchen</p> <p>To learn to estimate, measure, weigh</p> <p>To use senses to explore cooking materials and develop vocabulary to describe various ingredients and foods.</p> <p>To learn to work safely and hygienically.</p> <hr/> <p>Garden/ forest school</p> <p>Visit garden to discover where minibeasts live-what the best places to find them</p> <hr/> <p>Visits, Visitors</p> <p>Visit to the woodlands farm- minibeast hunt/ farm animals</p>