

### Prime Area: Personal, Social and Emotional Development (PSED)

- We will use the story of 'The Bad Tempered Ladybird' to explore how the ladybird shows his feelings. We will talk about how his behaviour has consequences for his relationships with other animals and creatures.
- In class we will encourage children to give out friendship bugs (ladybirds) to their friends when they are showing kindness to others.
- We will talk about fears and try to dispel any fears about bugs seeing how marvellous they are with all the amazing things they do.

### Religion

- We will begin our new unit on Pentecost. In this unit we This unit enables pupils to listen to and act out the story of Pentecost. Opportunities are provided to explore the role of a disciple of Jesus. Pentecost is shown as being about the Father, Son and Spirit.

The Big Question we will be answering is: **What should the friends of Jesus do?**

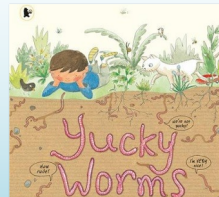
### Specific Area: Expressive Arts and Design (EAD)

- We will sing lots of bug related songs and make up our own songs about mini beasts that we know using the instrument box and pots and pans outside for percussion. In 'the Very Quiet Cricket' the cricket has lost his song. Can you help him find it?
- In the outdoor learning area, children will have the opportunity to create large scale webs for Eric Carle's 'The Very Busy Spider'. They will also hide spiders and try to retrieve them from the masking tape webs they have weaved in our tuff spots.
- We will encourage lots of creative play with the small bugs as they set up bug hotels and a mini beast investigation lab in the outdoor area.
- We will also continue to develop out skills of joining materials by creating more complex junk modelling sculptures to look like our favourite bugs.

### Prime Area: Communication and Language (CL)

- Excitement will build with our 'Hook' creating a wormery and going on a grand worm hunt. We hope for rain that day!
- We will read 'Yucky Worms' and ask how and why questions in response to the factual story. We will develop the children's listening and understanding skills by asking them to share and respond to their partner's response to the story (e.g. Do you agree?).
- In some of our repeated texts, we will encourage children to join in with repeated phrases and begin to add in their own ideas.
- To build confidence talking in a small group we will ask the children to become 'mini-beast masters' and teach their friends lots of facts about their chosen mini-beast.

### St Peter's Reception Year Summer 1: A Bug's Life! 3 weeks



### Specific Area: Understanding the World (UW)

- This topic provides so much opportunity to learn about and ask questions about the world around us. We will be looking at similarities and differences between different mini beasts. We will also focus on taking care and concern for creatures that we find.
- Our topic will start by making a wormery for worms we find in our digging patch. We will learn that creatures need the correct habitat to live in safely and will return the worms to their rightful home afterwards.
- In Technology we will use our programmable 'Bee bots' to take a walk through their 'habitat'. We will learn to give the Bee bot commands to achieve a specific effect (movement).
- Whilst out on bug hunts, the children will try to capture evidence of the variety of creatures in our environment using I pads as cameras. They may use these pictures as their non-fiction writing.

### Prime Area: Physical Development (PD)

- We will continue to think about how our body can move in different ways: like a worm, a butterfly, a spider: shuffling, hopping, slithering, sliding etc.. We will 'travel' in role as a bug: under, over and through balancing equipment.
- During our 'bug hunts' we will look at how to keep both the bugs and us safe: using tools correctly and washing our hands after touching any creature.
- In our fine motor work, we will focus on letter patterns and where each letter should start; making the letter large in the air before writing on paper.

### Specific Area: Literacy

- We will enjoy a range of bug book literacy. There are many familiar stories with bugs in: The Eric Carle books, Aaaarrgghh Spider! by Lydia Monks, and Spinderella by Julia Donaldson. We will enjoy a range of these texts and will also look at lots of Bug fact books. We have many Guided reading texts in school linked to minibeasts and will use these to extend our vocabulary and fluency in reading.
- In all our reading we will encourage the children to answer 'how' and 'why' questions and showing their own feelings about each text.
- Our writing will be fact based as we research information about bugs in our local environment.
- We will be encouraging children to use their phonic knowledge to write the sounds that they here in their mini fact books.

### Specific Area: Mathematics (M)

- In maths we will be encouraging lots of practical counting of bugs for accurate 1:1 correspondence. We will be counting the numbers of legs on bugs and drawing our mathematical thinking as we add the number of legs on two creatures.
- We will continue to consolidate our understanding of 1 more and 1 less through practical games with the bug counters.
- Our focus will be looking at halving and sharing. We will set up lots of practical problems for the children to challenge themselves in their thinking, such as: The sparrow brought 11 worms for her two chicks. How many worms will each chick get? Is it fair? Do you think that is an odd or even number? Do you think it would be fair if the sparrow brought 10 worms back? This will lead us on to lots of exploration and odd numbers and even numbers and sorting activities.