

Specific Area: Literacy

In their Literacy lessons the children will:

- Listen to our Power of Reading text, 'Yucky Worms' by Vivien French along with many related non-fiction texts and stories about insects. Children will be able to remember key facts and will speak in full sentences that they can remember, ready for writing. In all their reading the children will be encouraged to answer 'how' and 'why' questions, showing their own understanding and feelings about each text.
- Write 3 facts about worms.
- Write sentences telling people what worms need. (Building upon the 'ducks need' sentences that they focused on in their 'New Life' topic. Some children may add 'and' or 'because'.

The children will be challenged to write during their choosing time; drawing and labelling chosen minibeasts.

In phonics children will continue to focus on:

- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC words
- longer words
- words with two or more digraphs
- compound words
- words ending in -ing, -ed, /t/, id, ed, -est

Specific Area: Understanding the World (UW)

Through exploration of the outside area and soil, the children will search for minibeasts using magnifiers, thinking about the habitats they think would hide certain creatures. They will always learn to put the creatures they find back into their original habitat.

The children will comment on what they see in their local environment, such as flowers in bud or leaves falling from trees, and make connections, linking it to their seasonal understanding.

How to handle equipment carefully, safely and appropriately; Know that some specialist equipment can help us to understand the natural world and enhance our experiences; Select equipment and materials to use to create e.g. a nest, or animal habitat (bug hotel, hedgehog home).

To observe closely and present results in different ways.

Explore how things work and talk about it for example magnifying glasses and how they make things bigger to be seen in more detail.

Children will collect evidence and information about the bugs in their environment using iPads to record video and sound.

Prime Area: Communication and Language (CL)

Sparkly starter: Excitement will build with our 'Grand worm hunt'. We pray for rain that day so that the worms are easy to find!

The children will then work as a team to make a worm habitat where the worms can be observed- ensuring the correct food and environment is provided for them. This will provide the basis for lots of talk around what they have found and what they notice, using descriptive language.

Through their reading of 'Yucky Worms', the children will develop their listening and understanding skills by sharing and responding to their partner's response to the factual story. Children will be encouraged to answer questions such as: What will we need to make a wormery? /What is the most interesting fact you know about worms? /How can we help worms survive?

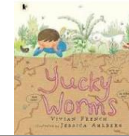
New vocabulary: worm, habitat, wormery, soil, cast, tail end, head end.

Children will enjoy many bug related books, and will be encouraged to join in with repeated phrases and begin to add in their own ideas.

Children will continue to develop the Poetry Basket poems with a selection from:

Creepie Crawlies – an eight-line poem, Bugs – a six-line poem, Caterpillar – a four-line poem, The Spider – a six-line poem, Bees – an eight-line poem.

A Bug's Life



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

After reading the Bad-Tempered Ladybird, the children will consider the questions: How did the ladybird react? Was she kind? How should she have spoken to people? How do you choose to speak to people?

Living in the Wider World

Children can express:

- That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.
- That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)

Religious Education

We will begin our new unit on **Pentecost and Mission**

Our Driving Big Question is: **What should the friends of Jesus do?**

In this unit, the children will look at events of the upper room and explore what a friend of Jesus does. 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.

Key vocabulary we will use:

Disciples – close friends of Jesus

Pentecost – when God gave the Holy Spirit to help his friends.

Spirit – given to help guide us to live like God wants.

Prime Area: Physical Development (PD)

The children 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.
- Go on 'bug hunts' and 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: Mathematics (M)

In our maths learning during this theme, we will...

Find and count minibeasts in the outside area. Children will make comparisons about size/length and measure in non-standard units. Children will use 10s frames in their play to check 'how many' bugs they find. Shapes will be used to create pictorial representations of minibeasts.

Focus on The White Rose: First, Then, Now

- Adding More
- Adding more Track Game- Counting On
- Adding more- Unknown Then
- Unknown First
- Taking Away Taking Away- Unknown Then

Spatial reasoning

- Compose and decompose recognising that shapes can have other shapes within them. Making new shapes with 2 right-angled triangles.

Specific Area: Expressive Arts and Design (EAD)

The children will:

- Create a bug hotel using natural resources outside.
- Make a web outside – use large scale materials- tape/string, can you move in and out without being caught?
- Texture (simple collage)
- Collages with natural materials
- Use leaves to make prints and rubbings. And place your own bug life art on top.
- Pattern (irregular patterns)-Snail art in the style of Henry Matisse
- Make up their own bug stories.
- Use form (shape and model) -To create their own Minibeasts from playdough and create minibeast imprints in playdough using small world insects.

In Music, the children will learn a variety of bug-related songs, such as *The Ugly Bug Ball*, *There's A Spider on the Floor*, *If I Were A Butterfly*, *The Ants Go Marching 1 By 1*

Children will listen to *The Flight of the Bumblebee* by Rimsky-Korsakov – focus on tempo – the piece is very fast! Children will explore tempo on tuned and untuned percussion instruments.