**Personal, Social and Emotional development**

* Daily Show and Tell
* Daily circle time
* Listen to books being read daily and talk about them.
* Imaginary role play
* Re-enact the weekly story with the children and encourage them to experiment with different ways of moving .
* Encourage the children to retell the weekly story
* Hot seating activity.
* How does it feel lie to be lonely? What can we do if we see someone who appears unhappy and alone?
* Work as a team to make cocoons around a child, using toilet tissue. Talk about the changes that happen before and after a caterpillar makes a cocoon.
* Develop a plan to save Superworm – Work together in a group to hatch a plan to save Superworm.
* Caring for all minibeasts.
* Focussed circle time- Empathise with the friendly ladybird.
* Discuss consequences of the bad tempered ladybird’s behaviour

|  |
| --- |
| **Texts*** **The Bad Tempered Ladybird- Eric Carle**
* **The Snail and the Whale- Julia Donaldson**
* **Superworm by Julia Donaldson**
* **The Very Hungry caterpillar- The Eric Carle**
* **The Ugly Bug Ball**
* **Range of non-fiction texts**
 |

**Physical Development**

* Moving like different bugs featured in the poem TUBB.
* Make costumes/ masks/ features for our own UBB from a range of materials.
* Talk about healthy and unhealthy foods. Look at the ones covered in the story.
* Make some paper chain caterpillars.
* Cut up and taste the fruits in the story. Use them to create a fruit salad.
* Explore folding strips of paper into a zigzag shape to make caterpillars.
* Hole punch some fresh leaves and provide string for the children to thread through the holes.
* Digging in the ground to find things that lives there.
* Watching film clips about how worms and other animals move around under the ground. How can we move like them?
* Making Superworms by stuffing tights with paper. Use the worms for skipping and other games.
* Skipping games.
* Hooking objects with a fishing rod.
* Make a Well – Using materials available, make a well just like the one in the story. Teach the children how the well would have been used. Discuss how the location of a well would be.
* Range of **Spiral** activities.
* Watching how snails and slugs move- can we move like them?
* Hygiene after handling snails and slugs.
* Exploring slime.

Building our own snail share to wear.

* Spinning different objects.

**Summer 2 Medium Term planning**

**Focussed tasks and Ideas to Enhance Continuous Provision**

**Theme**

![C:\Users\Jayne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NS9YP433\butterfly-150x150[1].jpg]()

**Minibeasts**

**Communication and Language**

* Follow 2 and 3 step instructions
* Whole class carpet time.
* Focus on talking through conflict independently.
* Daily Show and tell
* Imaginary role play
* Learn the words to ‘The Ugly Bug Ball’
* Encourage the children to retell the story using story cut-outs as props
* Recite ‘There’s a worm at the bottom of the garden’.
* What do we know about animals and mini- beasts that live under the ground? Would you like to live under ground? Why? Why not?
* Describe how it feels to move round and round in a spiral.

**Maths**

* Building and identifying numbers to 20.
* Adding and taking away
* Doubling and halving
* Sharing equally- lightly touching on even and odd.
* Size ordering (as in the animals from the book TBTL)
* Counting spots on ladybirds- Topmarks Maths website.
* Symmetry- investigation
* Revisiting clock- O’clock and half past- find out which animal the ladybird was visiting at different times.
* Collect and count snails in the outside area.
* Snail racing – ordinal numbers.
* Draw maps so that the whale doesn’t get lost again.
* Counting shells
* Encourage the children to go on a leaf hunt to collect leaves of different shapes and sizes.
* Give the children some chalk and encourage them to draw and measure caterpillars of different lengths.
* Create a simple pictogram showing the children’s favourite fruit.
* Encourage the children to count the food that The Very Hungry Caterpillar eats each day and in total.
* Make a mini- beast lotto game
* Counting mini- beasts in our bug hotel and outside area.
* Counting legs on multiple insects.

|  |  |
| --- | --- |
|

|  |
| --- |
|  **Find Superworm** – Follow the map to where super-worm is being held. |

 |

Count worms found when digging.

* Measure the worms- who has found the longest worm? Chart the lengths.

|  |  |
| --- | --- |
|

|  |
| --- |
|  **Find Superworm** – Follow the map to where super-worm is being held. |

 |

Count worms found when digging.

* Measure the worms- who has found the longest worm? Chart the lengths.

|  |  |
| --- | --- |
|

|  |
| --- |
|  **Find Superworm** – Follow the map to where super-worm is being held. |

 |

Count worms found when digging.

* Measure the worms- who has found the longest worm? Chart the lengths.

|  |  |
| --- | --- |
|

|  |
| --- |
|  **Find Superworm** – Follow the map to where super-worm is being held. |

 |

Count worms found when digging.

* Measure the worms- who has found the longest worm? Chart the lengths.

|  |  |
| --- | --- |
|

|  |
| --- |
|  **Find Superworm** – Follow the map to where super-worm is being held. |

 |

Count worms found when digging.

* Measure the worms- who has found the longest worm? Chart the lengths.

Paint a tall beanstalk for display and encourage the children to paint leaves and count them as they are added to the display.

Provide a selection of beans and challenge the children to see how many fit inside containers of different sizes.

Provide chalk for the children to draw beanstalks of different heights and measure using tape measures or construction toys.

**Literacy**

* Daily phonics
* Daily writing provocation
* School library visit where possible.
* Create story maps of each story and then act-out the story using masks and props.
* Hot seat characters from each.
* The children can use their knowledge of the story to ask relevant questions.
* Sequencing TBTL story.
* Writing sorry cards to the animals from TBTL.
* Writing signs using string. (snails trail writing)
* Write help notes around the classroom.
* Write thank you letters to the snail from the whale.
* Read about slugs and snails on the internet and in non- fiction books.
* Invent our own Superhero bug. Write about what it would look like and what it’s super power would be.
* Write a story about your superhero bug.
* Draw story maps.
* Make zig-zag books based on the story focus.
* Look at non- fiction books about butterfly life cycles- record in own way.
* Recite the poem.
* Write menus for the ball.
* Write posters advertising the ball.

**Expressive Arts and Design**

* Paint/drawing program on the IWB for children to draw pictures of minibeasts.
* The Snail’ by Henri Matisse – children create their own collage snail pictures
* [Minibeast Investigation Lab](http://www.twinkl.co.uk/resource/t-t-2094-minibeasts-investigation-lab-role-play-pack) role play area, including plastic minibeasts, magnifying glasses, bug catching apparatus, iWB magnifier.
* Selection of percussion instruments to make sounds to accompany different minibeasts.
* The Flight of the Bumblebee’ music by Nikolai Rimsky-Korsakov.
* Minibeast garden small world area, including pretend/real grass and a selection of natural materials.
* Building minibeast houses in the block/construction area.
* Clay ladybirds
* Spring paintings
* Spiral paintings
* Decorate snail shells
* Make snail finger puppets
* Making trails.
* Performing ‘There’s a worm at the bottom of the garden’.
* Make magic flowers – Using natural materials.
* Take photos of minibeasts with the ipads

|  |
| --- |
| **Throw a party –** As a celebration for Superworm being back again, plan a party in the woods. Make mud pies, Hapa Zome bunting, develop new party games, mix new and exciting drinks.  |

|  |
| --- |
| **Expressive Arts and Design- continued*** Look at the life cycle of a butterfly with the children.- make pasta and plate life cycles. (Real caterpillars to be delivered.)
* Create some symmetrical butterfly paintings- Encourage the children to talk about the different colours they can see.
* Explore printing circles to create caterpillar pictures.
* Ballroom dancing- creating our own.
* Creating our own bugs from junk modelling and other materials.
* Paint UB posters.
 |

**Understanding the World**

* Take photographs of minibeasts
* Real caterpillars to be delivered- week 1
* Paint/drawing program on the IWB for children to draw pictures of minibeasts.
* Bee-Bots – children could program the Bee-Bot to reach a hive!
* Discuss looking after minibeasts both inside and outside and make poster of rules
* Consequences of not caring for minibeasts.
* Watch ‘Come Outside-Clay’.
* Finding out about ladybirds and their habitats. How can we encourage them into our outdoor area?
* Explore bugs that fly.
* How do snails and slugs eat? Make observations.
* Watch ‘Come Outside- Snails’.
* What other creatures live in shells?
* What are trails?
* Watching film clips about how worms and other animals move around under the ground. What can we learn from them?
* Watch ‘Come Outside- Useful holes and Holes in the Ground’.
* Charm a worm – Use the Nature Detective resources to charm a worm: <http://www.naturedetectives.org.uk/download/worm_charming_kit.htm>
* Worm Farm – Build a worm farm and observe the changes over the weeks.
* Look at the life cycle of a butterfly with the children.- make pasta and plate life cycles.
* Create some symmetrical butterfly paintings- Encourage the children to talk about the different colours they can see.
* Explore printing circles to create caterpillar pictures.
* Make insect cakes and ‘slime’ jellies for TUBB on Friday.
* What do people do at Balls?
* Look at ballroom dancing and listen to the music. Find out where the different dances come from.
* Watch ‘Come Outside- Spiders’.