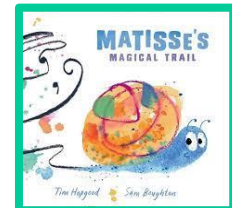
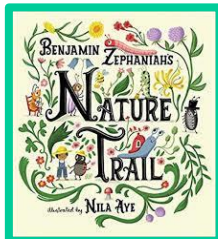
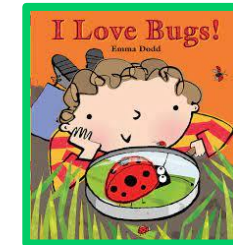
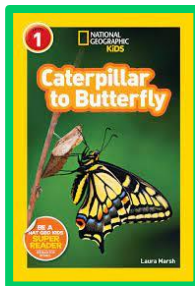
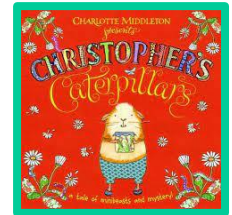
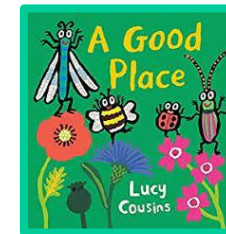
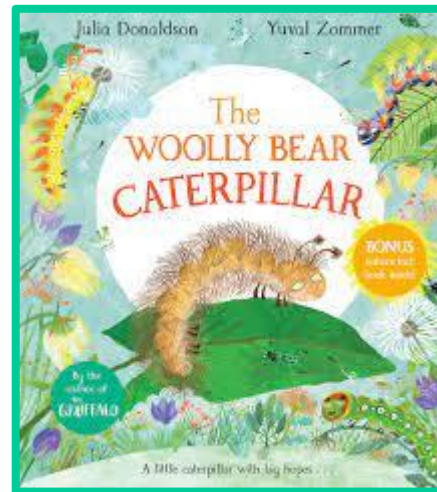
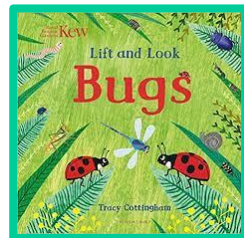
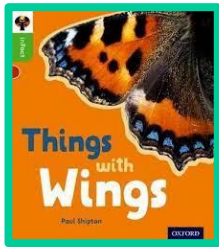



Reception Spring Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Key Learning Outcomes: Summer Term 1 * Also see full curriculum overview

Prime Areas of Learning							
Communication & Language Children learn to: <ul style="list-style-type: none"> Listen to and enjoy a variety of stories, rhymes, poems & non-fiction texts Respond to what they hear, using relevant comments and questions to clarify their understanding Re-enact and retell simple texts (fiction and non-fiction), using some vocabulary and language structures from the text Listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Share non-fiction facts linked to focus text / theme Hold conversation when engaged in back-and-forth exchanges Participate in discussions, including whole class / key person group Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Articulate their ideas & thoughts in well-formed sentence, including the correct use of tenses; and use of conjunctions with some practitioner support 		PSE (Personal, Social & Emotional Development) Children learn to: <ul style="list-style-type: none"> Identify and moderate own feelings socially and emotionally Express own feelings and consider the feelings and needs of others. Think about the perspectives of others. Set and work towards own simple goal, being able to wait for what they want and control their immediate impulses Follow instructions involving several ideas or actions Complete Weekly Challenges with greater independence Manage own self-care needs with greater independence Participate in discussions about overall health and wellbeing Be confident to try new activities and show resilience and perseverance in the face of challenge Explain the reason for rules, no right from wrong and behave accordingly See self as a valuable individual with different interests and experiences Use some social phrases with confidence Build constructive and respectful relationships; work and play cooperatively and take turns with others 		Physical Development Children learn to: <ul style="list-style-type: none"> Demonstrate body-strength, balance, co-ordination and agility while playing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Continue to refine the fundamental movement skills they have already acquired and move energetically: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace Further develop and refine a range of ball skills including passing, batting and aiming Negotiate space and obstacles safely, with consideration of themselves and others Continue to develop small motor skills so that they can use a wider range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, modelling tools Consolidate Beery Shapes using a range of different media -  Begin to show accuracy and care when drawing Form all letter families correctly: □ long ladder □ one-armed robot □ curly caterpillar □ zig-zag Form capital letters correctly Develop the foundations of a handwriting style which is fast, accurate and efficient 			
Specific Areas of Learning							
Literacy ... including Foundational Phonics * See CL for comprehension skills Children learn to: <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play □ Retell story in small world / role play (in correct sequence) □ Take on role of characters using some story language □ Talk about likes and dislikes of texts, rhymes and poems Anticipate, where appropriate, some key events in stories Talk about story events, story structure (beginning, middle and end), characters and settings in response to questions Answer a range of questions (including some simple inferential and deductive questions) with relevant comments Continue to consolidate concepts about print: □ Identify and name different parts of a book, including for non-fiction texts (e.g. contents page, label, illustration, caption) □ Begin to understand page numbers □ Know that a sentence starts with a capital letter and ends with a full stop Consolidate foundational phonics (phase 1) with a focus on the application of oral blending and segmenting Know and apply school's systematic synthetic phonics programme: □ Grapheme phoneme correspondence □ Blending and segmenting skills □ High frequency words Read labels, captions and some simple sentences using current phonic knowledge (in line with school's phonics programme) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Spell: □ CVC words, including with taught digraphs / trigraphs □ taught common exception words Write a caption / sentence □ Include spaces between each word □ Use a capital letter and full stop correctly. Orally rehearse caption / sentence before writing it Begin to compose a sequence of 2-3 simple sentences Re-read what they have written to make sure it makes sense 		Mathematics Children learn to: <ul style="list-style-type: none"> Recite numbers beyond 20: □ Backward from 20 □ Break counting chain (not always starting from 1 forwards or 20 backwards) Count objects, actions and sounds: □ Up to 10, in a range of contexts Have a deep understanding of numbers to 10 including the composition of each number Compare quantities up to 10 in different contexts; recognising when one quantity is greater than, less than or the same as the other quantity Subitise 5 objects Automatically recall number bonds to 5 and some to 10; including double facts Link the number symbol (numeral) with its cardinal number value to 10 with confidence Understand 'one more/less than' to 10 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Problem-solve up to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills Continue, copy and create repeating patterns Compare length, weight, capacity and distance using appropriate vocabulary Use the vocabulary of time – before, after, then, first, later, next, days of the week and learn some months of the year 		Understanding the World Children learn to: <ul style="list-style-type: none"> Describe what they hear, see and feel Understand the need to respect and care for the natural environment □ Handle living things with care □ Understand and talk about how to look after animals and plants □ Explore and talk about a variety of animal habitats and what animals need to survive □ Begin to understand how plants and animals help each other Begin to recognise and name some parts of plants and animals Make observations and draw pictures of animals and plants Understand what some different parts of animals are used for e.g. wings, antennae Observe and begin to talk about how some animals change during their life cycle (e.g. caterpillars), using some correct terminology - cocoon, egg, hatch Understand the effect of changing seasons on the world around them. Draw information from a simple map Recognise and talk about how some environments are different to the one in which they live 		Expressive Arts & Design Children learn to: <ul style="list-style-type: none"> Observe colours in nature and represent it in their art work, mixing colours to match what they see Use loose parts to make imaginative structures Begin to invent, adapt and recount narratives with peers and teacher Make use of props and materials when role playing characters in narratives and stories Begin to listen attentively, move to and talk about music, expressing their feelings and responses Sing a range of well-known nursery rhymes and songs Explore and engage in music making and dance Move in time to music Perform songs, rhymes, poems and stories with others 	
Characteristics of Effective Teaching & Learning							
Playing & Exploring □ Make individual choices □ Do things independently which have been taught previously □ Share and talk about their own interests and fascinations □ Engage confidently in new experiences		Active Learning □ Participate in daily routines and predict the sequence of routines □ Use a range of strategies to reach a goal they have set themselves □ Begin to correct their mistakes □ Keep in trying when things are difficult		Creating & Thinking Critically □ Share their own ideas □ Take part in simple pretend play and use to understand another perspective □ Concentrate on achieving something that is important to them □ Solve real problems			

Key teaching strategies: □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral rehearsal / oral segmenting / bead string / phoneme mat / word spacer / reading back writing

<p>Small steps in learning: □ <i>Read and spell some simple CVC words</i> □ <i>Read & write simple sentences using phonic knowledge, including use of some digraphs and trigraphs.</i> □ <i>Read & begin to write a sequence of 2 simple sentences; begin to read and write some words with adjacent consonants</i> □ <i>Continue to develop understanding of concepts about print, including (i) Identify, name and talk about different parts of a book (ii) Know that a sentence starts with a capital letter and ends with a full stop (iii) leave spaces between words</i> □ <i>Predict some of the story line and vocabulary in response to what has been read</i> □ <i>Answer a range of questions with relevant responses, including some simple inferential and deductive questions</i> □ <i>Talk about likes and dislikes of characters</i> □ <i>Orally rehearse simple sentences</i> □ <i>Re-read own sentence to check it makes sense</i></p>	<p>Main resources: □ Books – The Very Hungry Caterpillar by Eric Carle & The Woolly Bear Caterpillar by Julia Donaldson □ Butterfly garden with caterpillar eggs Woolly Bear and / or Caterpillar finger puppet on a leaf □ Note about the caterpillars □ Illustration of caterpillar, moth and cocoon</p> <p>Vocabulary development (<i>revisit / new</i>), using linked illustrations, props and gestures <i>Book talk:</i> □ <i>title</i> □ <i>page</i> □ <i>author</i> □ <i>illustration</i> □ <i>caption</i> <i>Text:</i> □ <i>egg</i> □ <i>crawl</i> □ <i>hatch</i> □ <i>caterpillar</i> □ <i>greet</i> □ <i>smart</i> □ <i>cheer up</i> □ <i>dandelion</i> □ <i>cocoon</i> □ <i>spin</i> □ <i>split open</i> □ <i>moth</i> □ <i>fluttered</i></p>
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Shared Read and Write		Guided Write
Monday	<p>Hook 1 – Shared talk / activate prior knowledge / vocabulary development: □ A caterpillar growing kit and a copy the familiar story of The Very Hungry Caterpillar are delivered with a note ‘Please look after the caterpillars.’ □ Talking partners / group discussion – Can they remember what happened in to the Very Hungry Caterpillar? (ensure the story was re-read recently during a read aloud time) □ Talk about what they think the caterpillars will do? Encourage children to respond in a full sentence e.g. ‘I think they will...’ □ Shared write: □ Listen to the children’s ideas and model writing ‘I think they will ...’</p> <p>Transition into continuous provision: Remind children where they can: □ Re-read The Very Hungry Caterpillar □ Observe and talk about the caterpillars in the investigative area □ Remind Children about Weekly Challenges.</p>	<p>Activity: Write a non-fiction caption for an illustration – <i>Look at the ... It has ...</i></p> <p>Audience: Class / nursery / parents & carers</p> <p>Purpose: To explain an illustration and provide some factual information</p> <p>Form: Photo or drawing with caption, collated into a class big book</p> <hr/> <p>Teaching Structure:</p> <ol style="list-style-type: none"> 1. Practitioner shares learning intentions <ul style="list-style-type: none"> □ Explain audience, purpose and form of task □ Share learning outcomes i.e. <i>to write a simple sentence, apply phonics and remember: to put spaces between each word; and use a capital letter at the beginning and full stop at the end</i> 2. Practitioner models key skills <ul style="list-style-type: none"> □ Look carefully at the illustration and name what it is □ Orally rehearse sentences – <i>Look at the ... It has ...</i> □ Write sentence/s with focus on; word spacing; application of phonics; capital letter to start and full stop □ Reread sentence/s to check it makes sense 3. Children rehearse strategies with practitioner □ Practise on white boards 4. Children try strategies independently – writing sentence/s under the illustration <ul style="list-style-type: none"> □ Practitioner to scaffold learning as required (see below) 5. Review / celebrate of learning <ul style="list-style-type: none"> □ Read each caption □ Comment on the factual information □ Use specific praise □ Address misconceptions <p>Adaptive Teaching:</p> <p>Pre-teach: □ Read simple sentence to match illustrations e.g. <i>Look at the... It has ...</i></p> <p>Smaller steps: □ Identify initial phoneme and GPC □ Spell CVC words e.g. <i>moth, leg</i> □ Write 1 simpler sentence e.g. <i>It is a ...</i></p> <p>Groups: □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related expectations or above)</p> <p>Scaffolds/ Resources: □ Chopped up sentence to read and order (if required) - children write final word □ Phoneme mat □ Letter formation chart □ Phoneme bead string □ Talking tin to record sentence</p> <p>Post-teach: Role of the Targeter Planning - □ Label for a purpose with focus on oral segmenting and GPC □ Write labels e.g. <i>It is a ... / Look at the ... / It has ...</i> □ Make sentence on washing line</p>
Tuesday	<p>Hook 2: □ New Book arrives, ‘The Woolly Bear Caterpillar’ with a caterpillar finger puppet and a speech bubble ‘Look at me. I am the WBC.’ (emphasise rhyme) Shared read: □ Read the speech bubble. Quality read-aloud / vocab development: □ Read story, encouraging children to predict what might happen next. Explain what a <u>moth</u> is and how it is similar to a butterfly. Explain that the moths lay the eggs. Shared write: □ Look at a picture of a moth and model writing a caption. ‘Look at the moth. It has 4 wings.’ Transition into continuous provision: Remind children where they can: □ Re-read The Very Hungry Caterpillar and The Woolly Bear Caterpillar □ Draw and label the caterpillars in the investigative area □ Remind children about Weekly Challenges.</p>	
Wednesday	<p>Quality read-aloud: □ Reread text. Pause at points to ask ‘How do you think that made the WBC feel?’ Vocabulary development: Explain the meaning of <u>spin</u>, <u>cocoon</u> and <u>split open</u> Shared write: □ Look at a picture of a <u>cocoon</u> and model writing a caption. ‘Look at the cocoon. It is on a twig.’ Clap the syllables of cocoon and model how you chunk the word to spell. □ Reread sentences to check. Transition into continuous provision: Remind children where they can: □ Re-read The Very Hungry Caterpillar and The Woolly Bear Caterpillar □ Draw and label the caterpillars in the investigative area □ Find hanging pictures of moths or butterflies outdoors, collect and sort them □ Remind children about Weekly Challenges.</p>	
Thursday	<p>Story recap: □ Encourage children to explain what happened in the story and ask them ‘Why do you think the other caterpillars thought the WBC would be a very dull moth?’ Shared Read: □ Read the rhymes and focus on the rhyming words and what is the same about the rhymes. Shared write: □ Look at a picture of a caterpillar and model writing a caption. ‘Look at the WBC. It has a lot of legs.’ □ Reread sentences to check. Transition into continuous provision: Remind children where they can: □ Re-read The Very Hungry Caterpillar and The Woolly Bear Caterpillar □ Draw and label the caterpillars in the investigative area □ Find hanging pictures of moths or butterflies outdoors, collect and sort them □ Remind children about Weekly Challenges.</p>	
Friday	<p>Shared Read: □ Read the captions written during the week (modelled and some of the children’s writing) □ Reread some of the rhymes in the book. Shared write: □ Use ideas from the children to write a short rhyme for the WBC. <i>Look at me. Look at me. I am ... and ... As can be.</i> Read it back to check. Transition into continuous provision: Remind children where they can: □ Re-read The Very Hungry Caterpillar, The Woolly Bear Caterpillar and today’s rhyme □ Find hanging pictures of moths or butterflies outdoors, collect and sort them □ Remind children about Weekly Challenges.</p>	

Key teaching strategies: □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral rehearsal / oral segmenting / bead string / phoneme mat / word spacer / reading back writing

<p>Small steps in learning: □ <i>Read and spell some simple CVC words</i> □ <i>Read & write simple sentences using phonic knowledge, including use of some digraphs and trigraphs.</i> □ <i>Read & begin to write a sequence of 2 simple sentences; begin to read and write some words with adjacent consonants</i> □ <i>Continue to develop understanding of concepts about print, including (i) Identify, name and talk about different parts of a book (ii) Know that a sentence starts with a capital letter and ends with a full stop (iii) leave spaces between words</i> □ <i>Predict some of the story line and vocabulary in response to what has been read</i> □ <i>Answer a range of questions with relevant responses, including some simple inferential and deductive questions</i> □ <i>Talk about likes and dislikes of characters</i> □ <i>Orally rehearse simple sentences</i> □ <i>Re -read own sentence to check it makes sense</i></p>	<p>Main resources: □ Book – The Woolly Bear Caterpillar by Julia Donaldson □ hoop □ pegs □ illustrations of life cycle of moth printed onto card □ card for captions □ A3 life cycle illustration for each child to label</p> <p>Vocabulary development (<i>revisit / new</i>), using linked illustrations, props and gestures Book talk: □ title □ page □ author □ illustration □ label Text: □ crawl □ hatch □ caterpillar □ greet □ smart □ cheer up □ cocoon □ spin □ split open □ moth □ dandelion □ lay / laid □ life cycle □ diagram</p>
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Shared Read and Write		Guided Write
Monday	<p>Book talk: □ Revisit the storyline and characters of the book. □ Watch a short video clip of the life cycle of a moth or butterfly e.g National Geographic video of life cycle Sequence: □ Children help practitioner to put 4 life cycle illustrations in the correct order. (1) <i>The moths laid eggs.</i> (2) <i>Caterpillars hatch from eggs.</i> (3) <i>They spin cocoons.</i> (4) <i>The moths hatch from the cocoons.</i> □ Practitioner pegs illustrations on to a large hoop – to demonstrate the cycle of change. Shared write: Model writing a label for the hoop ‘<i>From the egg to the moth</i>’ Transition into continuous provision: Remind children where they can: □ Order life cycle illustrations by pegging to a hoop □ Sing ‘There is a tiny caterpillar song’ in the performance are outdoors □ Remind children about Weekly Challenges.</p>	<p>Activity: Label illustrations of the life cycle of a caterpillar Audience: Family / parents / carers Purpose: To share information about the life cycle of the caterpillar Form: Poster / diagram of the life cycle to take home and talk about</p> <p>-----</p> <p>Teaching Structure:</p> <ol style="list-style-type: none"> 1. Practitioner shares learning intentions <ul style="list-style-type: none"> □ Explain audience, purpose and form of task □ Share learning outcomes i.e. <i>to label a diagram, apply phonics to: orally segment words; spell words</i> 2. Practitioner models key skills <ul style="list-style-type: none"> □ Look at and orally label the diagram □ Write labels – checking directionality of print □ Chunking bigger words □ Reread labels to check they make sense □ Correct spelling where needed 3. Children rehearse strategies with practitioner <ul style="list-style-type: none"> □ Practise on large shared diagram 4. Children try strategies independently – labelling own copy of diagram <ul style="list-style-type: none"> □ Practitioner to scaffold learning as required (see below) 5. Review / celebrate of learning <ul style="list-style-type: none"> □ Encourage children to read own labels and talk about the life cycle □ Use specific praise □ Address misconceptions (e.g. spelling, letter formation, fact, direction of print) <p>Adaptive Teaching:</p> <p>Pre-teach: □ Talk about a the life cycle diagram □ Read labels and match on to the diagram</p> <p>Smaller steps: □ Identify initial phoneme & GPC □ Spell VC / CVC words e.g. <i>egg, moth</i></p> <p>Groups: □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related or above)</p> <p>Scaffolds/ Resources: □ Words to read and stick on (harder words e.g. <i>cocoon</i>) □ Phoneme mat □ Letter formation chart □ Phoneme bead string</p> <p>Post-teach: Role of the Targeter Planning - □ Oral segmenting / blending of new vocabulary □ Label parts of drawings / models</p>
Tuesday	<p>Sequence: □ Revisit and talk through life cycle sequence. Shared Read: Reread yesterday’s label ‘<i>From the egg to the moth</i>’ □ Reread and add actions / signs to the words. Shared write: Model writing a label for the first illustration <i>The moths laid eggs.</i> □ Reread and add actions / signs to the words. Transition into continuous provision: Remind children where they can: □ Sing ‘There is a tiny caterpillar song’ in the performance are outdoors □ Order life cycle illustrations by pegging to a hoop □ Remind children about Weekly Challenges.</p>	
Wednesday	<p>Shared read & Text retell: □ Revisit and talk through life cycle sequence □ Reread label and first caption, using actions /signs to support the retelling Shared write: Model writing a label for the third illustration - <i>Caterpillars hatch from eggs.</i> Transition into continuous provision: Remind children where they can: □ Sing ‘There is a tiny caterpillar song’ in the performance are outdoors □ Order life cycle illustrations by pegging to a hoop □ Observe, draw and label class caterpillar. □ Remind children about Weekly Challenges.</p>	
Thursday	<p>Shared read & Text retell: □ Revisit and talk through life cycle sequence □ Reread label and first 2 captions, using actions /signs to support the retelling □ Look back at the text to where the different caterpillars spun their cocoons. Consolidate spatial prepositions where needed □ Watch a short video of a moth spinning cocoon. Shared write: Model writing a label for the third illustration - <i>They spin cocoons.</i> Transition into continuous provision: Remind children where they can: □ Sing ‘There is a tiny caterpillar song’ in the performance are outdoors □ Order life cycle illustrations by pegging to a hoop □ Make a cocoon in the creative area indoors or nature area outdoors □ Remind children about Weekly Challenges.</p>	
Friday	<p>Shared read & Text retell: □ Revisit and talk through life cycle sequence □ Reread label and first 3 captions, using actions /signs to support the retelling □ Look back at the text to see where the moth hatches out of the cocoon. Explain the phrase ‘<i>split open</i>’. □ Watch a short video of a moth emerging from its cocoon. Shared write: Model writing a label for the fourth illustration - <i>The moths hatch from the cocoons.</i> Transition into continuous provision: Remind children where they can: □ Sing ‘There is a tiny caterpillar song’ in the performance are outdoors □ Order life cycle illustrations by pegging to a hoop □ Make a cocoon in the creative area indoors or nature area outdoors □ Remind children about Weekly Challenges.</p>	

Key teaching strategies: □ Reading – sound buttons / fringe framing / trapping high frequency word □ Writing – oral rehearsal / oral segmenting / bead string / phoneme mat / word spacer / spidergram / reading back writing

Small steps in learning: □ *Read and spell some simple CVC words* □ *Read & write simple sentences using phonic knowledge, including use of some digraphs and trigraphs.* □ *Read & begin to write a sequence of 2 simple sentences; begin to read and write some words with adjacent consonants* □ *Continue to develop understanding of concepts about print, including (i) Identify, name and talk about different parts of a book (ii) Know that a sentence starts with a capital letter and ends with a full stop (iii) leave spaces between words* □ *Predict some of the story line and vocabulary in response to what has been read* □ *Answer a range of questions with relevant responses, including some simple inferential and deductive questions* □ *Talk about likes and dislikes of characters* □ *Orally rehearse simple sentences* □ *Re-read own sentence to check it makes sense*

Main resources: □ Book – The Woolly Bear Caterpillar by Julia Donaldson □ Spidergram proforma □ Fact card proforma

Vocabulary development (*revisit / new*), using linked illustrations, props and gestures
Book talk: □ title □ page □ author □ illustration □ caption **Text:** □ crawl □ hatch □ caterpillar □ greet □ smart □ cheer up □ dandelion □ stunning / strange / unusual / perfect / dull / plain / beautiful / ordinary □ cocoon □ spin □ split open □ moth □ fluttered □ spidergram □ fact

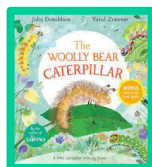
Shared Read and Write		Guided Write
Monday	<p>Shared read & Text retell: □ Revisit and talk through the life cycle sequence □ Reread captions from last week, using actions /signs to support the retelling. Shared read: □ Share and talk about some simple facts, taken from the non-fiction book at the back of The Woolly Bear Caterpillar (NB. simplified by the practitioner), or other simpler non-fiction books e.g. <i>National Geographic Kids 'Butterflies' level 1</i> Book talk: □ Encourage children to recall interesting facts about caterpillars. Shared write: □ Model use of a spidergram to recall some of the facts – using pictures and words. Transition into continuous provision: Remind children where they can: □ Look at and read non-fiction books about caterpillars, moths and butterflies □ Record interesting facts on spidergrams □ Remind children about Weekly Challenges.</p>	<p>Activity: Make a fact card about caterpillars, moths or butterflies Audience: Class – to share in the investigative or reading area Purpose: To share information Form: Spidergram and Fact card</p> <hr/> <p>Teaching Structure:</p> <ol style="list-style-type: none"> 1. Practitioner shares learning intentions □ Explain audience, purpose and form of task □ Share learning outcomes i.e. <i>to write simple factual sentence/s; and use capital letter and full stop</i> 2. Practitioner models key skills □ Collect key information on a spidergram □ Use spidergram to orally rehearse sentence/ s □ Write sentence/s with focus on; capital letter and full stop □ Reread sentence to check it makes sense 3. Children rehearse strategies with practitioner □ Practise oral rehearsal and writing a sentence 4. Children try strategies independently – □ Put pictures / words onto their spidergram □ Write sentence / s onto fact card □ Practitioner to scaffold learning as required (see below) 5. Review / celebrate of learning □ Read fact cards and respond to interesting information □ Use specific praise □ Address misconceptions <p>Adaptive Teaching:</p> <p>Pre-teach: □ Use of spidergram to collect information □ Share and read simple fact cards</p> <p>Smaller steps: □ Identify initial phoneme and GPC □ Spell CVC □ Label pictures on spidergram □ Write one simple sentence e.g. <i>It is / has / can...</i></p> <p>Groups: □ Flexible – to address priority next steps □ Smaller groups (minimum of 3 children for lower attainers / maximum of 6 for children working at age related or above)</p> <p>Scaffolds/ Resources: □ Photographs / non-fiction books to remind children of facts □ Phoneme mat □ Letter formation chart □ Phoneme bead string □ Talking tin to record oral rehearsal of sentences</p> <p>Post-teach: Role of the Targeter Planning - □ Orally rehearse and write factual labels about drawings / paintings / models □ Make spidergrams / fact cards about other animals</p>
Tuesday	<p>Shared read: □ Revisit the spidergram and read labels, recalling the facts. Shared write: □ Model using spidergram to write a short fact card about caterpillars, with strong focus on oral composition of sentences and reading back own writing to check it makes sense. Transition into continuous provision: Remind children where they can: □ Look at and read non-fiction books about caterpillars, moths and butterflies and read the new fact card □ Record interesting facts on spidergrams □ Remind children about Weekly Challenges.</p>	
Wednesday	<p>Shared read: □ Reread fact card written yesterday. □ Reread some simple nonfiction books, focusing on butterflies or moths. □ Recall some simple facts. Shared write: □ Model use of a spidergram to recall some of the facts – using pictures and words. Transition into continuous provision: Remind children where they can: □ Look at and read non-fiction books about caterpillars, moths and butterflies and read the new fact card □ Record interesting facts on spidergrams □ Go on a fact card hunt outdoors, collect and read the fact cards □ Remind children about Weekly Challenges.</p>	
Thursday	<p>Shared read: □ Reread fact card written on Tuesday. □ Revisit yesterday's spidergram and recall some simple facts. Shared write: □ Model using spidergram to write a short fact card about moths or butterflies, with strong emphasis on oral composition of sentences and reading back own writing to check it makes sense. Transition into continuous provision: Remind children where they can: □ Look at and read non-fiction books about caterpillars, moths and butterflies and read the new fact card □ Record interesting facts on spidergrams □ Go on a fact card hunt outdoors, collect and read the fact cards □ Remind children about Weekly Challenges.</p>	
Friday	<p>Shared read and celebration: □ Reread fact cards written on Tuesday and Thursday. □ Read and celebrate some of the children's fact card Shared read and celebration: □ Ask children to talk about their favourite most interesting fact (initially in pairs and then to the whole group). Shared write: □ Record some of the children's favourite facts onto a special celebration fact card. Transition into continuous provision: Remind children where they can: □ Look at and read non-fiction books about caterpillars, moths and butterflies and read the children's and practitioners fact cards □ Write new fact cards to hide outdoors. □ Remind children about Weekly Challenges.</p>	

Adult-Led Teaching & Learning (shared / guided inputs): Activity Ideas

Prime Areas of Learning

Personal, Social & Emotional Development

- **Social phrases / greetings:** □ Discuss how: the caterpillars greet each other; and the Woolly Bear Caterpillar greets the other caterpillars and asks what their names are. But how do the other caterpillars respond? How could they be more friendly? □ Act out the meetings of the different characters and how they greet one another.
- **Feelings of others:** □ Discuss how the Woolly Bear Caterpillar might have felt at different points through the story, using simple inferential questions e.g. *How do you think she feels now? Why do you think she feels like that?* □ Talk about the mistakes the other caterpillars made and how they could have been nicer to the Woolly Bear Caterpillar.
- **Rules:** □ Orally compose rules to make sure everyone handles the caterpillars / butterflies and other mini-beasts carefully. Discuss why we need rules for some things.
- **Work and play cooperatively to:** □ Paint or draw a giant butterfly □ Make an obstacle course for the caterpillars □ Act out the story



Physical Development (gross and fine motor)

- **Travelling / Movement:** □ Watch videos of minibeasts / insects e.g. [Butterflies flying in slow motion video](#). How do they move? E.g. *Move like ... a caterpillar – crawling; a grasshopper – jumping; a worm – wriggling etc* □ Use animal movements for an obstacle course, wear animal hats to take on the role and movement of a specific animal
- **Target play:** □ Throw beanbags into 'flower' shapes, pretending the beanbags are the bees or butterflies. □ Tally how many insects arrive on each flower.
- **Playdough / clay:** □ Create favourite animal characters using a range of modelling tools – write a caption for the animal e.g. *Look at the ... It has ...*
- **Drawing / painting / collage (see EAD):** □ Make favourite animal characters adding and labelling some of their features □ Paint favourite minibeast– use appropriately sized brush/tool for size and texture
- **Letter formation:** □ Letter families using a range of multi-sensory media, large to small – see [handwriting booklet](#) □ Make caterpillar or snail trails to form target letters correctly

Specific Areas of Learning

Mathematics

- **Number rhymes** with props: □ [Ten / Twenty Little Butterflies](#) – counting forwards / backwards
- **Counting games:** Pass the minibeast toy around the circle counting forwards / backwards, starting from different numbers
- **Sorting:** □ Mini-beasts with different numbers of legs
- **Patterns:** Sort / describe / make patterns □ butterfly wings
- **Counting and matching numeral to set:** □ Put the correct number of mini-beasts to leaves / flowers / logs
- **Subitise:** □ Make a giant mini-beast dice, with images of animals to represent different numbers □ Throw the dice and do the correct number of animal actions or collect the correct number of animals
- **Composition of numbers:** □ Explore different ways to make a group of up to 10 minibeasts, using two different types of minibeast
- **Sharing:** □ Share leaves between caterpillars
- **Doubling:** □ Make a pattern on one wing and print on to the symmetrical wing □ Count shapes on one wing and predict how many altogether using double facts



Understanding the World

- **Animal life cycles:** □ Read caterpillar to butterfly non-fiction books □ Watch [National Geographic video of life cycle](#) □ Hatch your own caterpillars (using butterfly garden kit) e.g. [Insect Lore](#) □ Sequence pictures of the life cycle of the caterpillar □ Sing '[There is a tiny caterpillar song](#)' the with actions
- **Observe and draw:** □ A variety of minibeasts / insects – naming them and talking about different body parts and their function
- **Minibeast hunt:** □ Look out for and record minibeasts in the outdoor area □ Use a simple map of the outdoor area or nature area to record where the animals were found □ Discuss where different animals like to live and what they need to survive □ Read 'A Good Place' by Lucy Cousins to talk about how we can make our outdoor area a good habitat □ Talk about why different minibeasts need plants and why plants need some of the minibeasts (see [The Growing Curriculum](#))
- **Butterfly or moth:** □ Use pg 26 of National Geographic 'Caterpillar to Butterfly' to look at and talk about some of the differences between moths and butterflies.



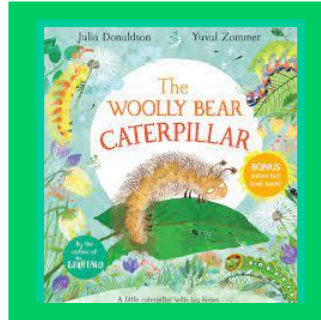
Expressive Arts & Design

- **Song / rhyme / poem time** using fingers and actions - □ '[There is a tiny caterpillar song](#)' □ [Out of the Ark Minibeast songs](#) □ [Butterfly Cycle](#)
- **Music & dance:** Make up / perform a dance for e.g. [Flight of the Bumble Bee by Rachmaninoff](#) / [Butterfly Waltz by Charles Janon](#) □ Use scarves / fabric wing costumes □ Talk about whether the music is slow / fast
- **Sculpture** (clay, play dough or loose parts): Make & label models of minibeasts □ Plan / label body parts
- **Observational drawings:** □ Look carefully at minibeasts – note and talk about colours, shapes, textures □ Draw using a range of media e.g. pastilles, paint, pencil crayons □ Observe colours and mix paint to match colours in nature
- **Collage:** From observations create □ butterfly □ moth □ caterpillar □ spider □ snail
- **Imaginary play:** ■ Retell / act out story □ lolly stick puppets □ hats ■ Role play – camping in nature area

Provision Enhancements: Indoors & Outdoors

Reading Area / Listening

- ✚ Range of fiction / non-fiction books about minibeasts (including books made by the children / class)
- ✚ Text retelling: Sequence life cycle illustrations by pegging them onto a hoop add captions / words
- ✚ Match photos of minibeasts with relevant captions
- ✚ Say / sing minibeast rhymes / songs – using props and resources
- ✚ Count how many moth words (i.e. high frequency words written on moths) can you read and collect in 1 or 5 minutes?



Large Construction / Den Making with labelling opportunities

- ✚ Make a giant butterfly or caterpillar
- ✚ Ride on the back of a giant caterpillar to go on a journey

Sand & Water (indoors or outdoors)

- ✚ Make rafts to carry minibeasts across the water
- ✚ Make ponds in the sand
- ✚ Make giant insects in sand using a range of natural resources
- ✚ Make and follow snail trails (words and pictures)

Writing Area

- ✚ Write speech bubbles for book characters
- ✚ Make their own minibeast non-fiction books / fact cards
- ✚ Write minibeast questions for a quiz
- ✚ Write a list of animals with wings
- ✚ Make & read washing line sentences e.g. *Look at the... It has /can*
- ✚ Label minibeast pictures – animal names and body parts
- ✚ Make Happy Hatch Day cards

ICT

- ✚ Listen to audio story with illustrations / story map
- ✚ Watch national geographic / wild life videos – use a talking tin to record one interesting fact to share with the class
- ✚ [Caterpillar number sequencing on IWB](#)
- ✚ Dress Bee-bot up as a caterpillar and direct it to leaves

Nature Area

- ✚ Minibeast hunts – spot and record animals found
- ✚ Mark where different minibeasts have been found on a large simplified map of the nature area
- ✚ Make woollen cocoons and hang outdoors
- ✚ Make butterfly mobiles to hang in the trees
- ✚ Use bushes for 'minibeast' small world play – making homes and furniture / roads and pathways for them
- ✚ Find pictures of butterflies & moths outdoors and sort them
- ✚ Minibeast fact card hunt – find and read
- ✚ Leave letters / messages for the minibeasts in the bug hotel

Malleable / Area Creative with labelling opportunities

- ✚ Make & label clay / plasticine minibeasts – use a range of modelling tools to create body parts and texture
- ✚ Make collage minibeast using a variety of fabric / materials
- ✚ Make cocoon with thread or wool
- ✚ Print symmetry minibeasts e.g. *butterfly, ladybird, dragon fly, spider*
- ✚ Draw / paint minibeasts – from stimulus of photos / pictures
- ✚ Make character puppets / hats
- ✚ Make wing for a mystery animal for 'guess which animal game'

Investigative Area

- ✚ Watch class caterpillars and observe / talk about the life cycle
- ✚ Sequence life cycle illustrations on a hoop
- ✚ Make symmetrical animals using small loose parts / beads / gems and a mirror
- ✚ Match camouflaged minibeast to their habitat

Role Play & Bike track

- ✚ **Minibeast homes** Wear wing costumes and cycle to appropriate home Find and collect minibeasts around the track and put them in the bike basket Follow a simple map to find minibeast homes

Maths Area

- ✚ Sort minibeasts into those with wings / not wings
- ✚ Use ladybird or butterfly flip-flap to predict doubles
- ✚ Use two minibeasts to calculate total number of legs (doubles)
- ✚ Share leaves between caterpillars
- ✚ Play dice game to collect body parts and make an insect – with different body parts (each with a number on)
- ✚ Make number sentences (up to 10) by combining different numbers of two types of insects

Role play – Indoors: Home

- ✚ Domestic Role Play (*See Summer 1 Planning*)
- ✚ Dog / puppy focus – talk about growth of puppies into dogs

Games Area

- ✚ Minibeast obstacle course Wear minibeast hat and move around the obstacle course, in the right way for that animal How many circuits can you do in 5 mins?
- ✚ Throw beanbags (butterflies) onto flower shapes, or caterpillars onto leaf shapes – and tally
- ✚ Dribble ball around life cycle pictures – talking through life cycle

Construction / Small World Area with labelling opportunities

- ✚ Small world scene to retell story – using craft stick puppets
- ✚ Make / read fact cards for animals in the small world area
- ✚ Make minibeasts
- ✚ Make homes for minibeasts

Writing – large scale

- ✚ Use paint brushes / roller brush to make giant snail trail words
- ✚ Rainbow chalk word spelling practise
- ✚ Draw and label chalk minibeasts with speech bubble sentences e.g. *Look at me. I am...*

Mud Kitchen

- ✚ Make mud or clay minibeast with twigs / leaves etc for legs / antennae, label with name and fact
- ✚ Minibeast café – drinks and food for the minibeasts

Stage / Performance

- ✚ Sing and add actions to caterpillar rhymes / songs
- ✚ Use wings, scarves or fabric to make insect dances
- ✚ Use instruments to accompany own minibeasts dances
- ✚ Retell / act out story using character hats and fabric

