

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>Children will share their Easter break experiences, expressing their ideas and feelings about their experiences. Children will be encouraged to use full sentences, correct tenses and using conjunctions to link their ideas.</li> <li>Learn a range of minibeast songs and rhymes. Emphasise how some words sound the same. Encourage children to find the words that rhyme and consider others that could replace these. Discuss the meaning of new words.</li> <li>Discuss minibeasts with the children and find out what they'd like to know more about. Use non-fiction books to find answers to their questions.</li> <li>Read and enjoy the story of 'The Cautious Caterpillar', focusing on the comprehension of the text.</li> <li>Provide 'The Cautious Caterpillar' story Sequencing Cards and Stick Puppets to encourage children to retell key events and parts of the story.</li> <li>Weekly show and tell and Basil Bear sessions.</li> </ul>	<ul style="list-style-type: none"> <li>During a circle time, pass around a soft toy minibeast. Encourage children to share their favourite minibeast and express their feelings with others.</li> <li>Share the story of 'The Cautious Caterpillar', focusing on change, being brave and taking the next step. Encourage children to share times when they have felt brave. Celebrate these personal achievements.</li> <li>Jigsaw – Relationships. Throughout the term the children will discuss how to make friends, how to stop themselves from feeling lonely and ways in which they can solve friendship problems when they occur. They will learn how to help others feel a part of a group, how to show respect in how they treat others and know how to help themselves or others when they feel hurt or upset. We will also unpick what makes a good friend and what a good relationship is.</li> </ul>	<ul style="list-style-type: none"> <li>Play a minibeast movement game to explore different ways of moving and combining movements. Invite children to create a movement for different minibeasts and then perform a sequence of movements.</li> <li>Use playdough or clay to mould, pinch and sculpt minibeasts. Children could enhance their models using tools to create fine patterns on their bodies.</li> <li>Offer a range of large and small apparatus for children to create obstacle courses for a 'bug Olympics'.</li> <li>Sewing a minibeast hand puppet.</li> <li>Provide the children with pipe cleaners and some beads in a range of colours for children to thread their own patterns.</li> <li>Gymnastics – Travelling confidently in different ways and using apparatus showing an ability to negotiate space and obstacles safely. We will also have multi-Sport sessions with our sports coaches.</li> <li>Fun Run.</li> </ul>



### Minibeasts



Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>ULS Phase 4.</li> <li>Revise single letter sounds, diagraphs and trigraphs.</li> <li>Continue to learn our letter names.</li> <li>Practise segmenting and blending to read and write words. Including: CVC, CVCC, CCVC, -ed, -ing and words containing adjacent consonants.</li> <li>Revise reading and learning to write CEWs.</li> <li>Practise reading and writing sentences and questions.</li> <li>Ensuring letters are formed correctly.</li> <li>Writing for different purposes e.g. letters, lists, labels, stories and describing pictures.</li> <li>Sentence structure e.g. capital letters, full stops and finger spaces.</li> <li>Understanding the features and uses of non-fiction texts.</li> <li>Guided and individual reading.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all children can recognise dice patterns 1-6 without counting. Look at non-standard arrangements of dots/ pictures and discuss the arrangements using their understanding of number bonds.</li> <li>Estimate, count and compare sets of objects.</li> <li>Explore odd and even numbers.</li> <li>Order numerals/ images smallest to biggest or biggest to smallest.</li> <li>Counting forwards in 1s to 50, count backwards 20-0, count forwards/ backwards from different starting points and counting in 10s, 5s or 2s.</li> <li>Ensure all children can read numbers 0-20.</li> <li>Formation of numbers to 10.</li> <li>Recall of double, addition and subtraction facts.</li> <li>Finding 1 more or less than a number.</li> <li>Explore halving and sharing.</li> <li>Comparing the length, height and distance of objects.</li> <li>Continue Numberblocks Series 3.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage careful observational drawings of minibeasts using photographs/ finding minibeasts in the outdoor classroom.</li> <li>While searching for minibeasts, we will encourage the recognising and naming the different creatures using a minibeast location chart. We will also consider the habitat of a minibeast. Where do they live and why might they choose to live in these places?</li> <li>What is a life cycle? - We will introduce our own caterpillars to the class, observe and discuss the changes that take place to them. We will take part in a range of life cycle activities using the story 'The Hungry Caterpillar.'</li> <li>Children will work together to consider how they could make their setting more 'bug friendly'.</li> <li>We will reflect on the Jewish and Christian beliefs that flow from their shared creation story. Together we will raise and suggest answers in response to the story of the creation. We will read, retell and re-enact the story from the Bible about why the world was made. We will discuss how Christians and Jews believe that God told people that we should look after the world.</li> <li>Using the stories 'Teddy &amp; The King's Coronation', 'The King's Hats' and 'King Charles III: Celebrating His Majesty's Coronation and Reign' for our coronation work, we will compare and contrast Chew Stoke and London. We will look at maps and aerial views of the two places and will create our own. We will research and compare kings and queens of the past. We will make coronation biscuits using a variety of tools and discuss the changes that take place to the mixture. We will have a coronation party.</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with a range of junk-modelling, collage and joining materials. Discuss the shapes, colours and sizes of minibeasts and consider which materials would be best to create their minibeast and why.</li> <li>Create and discuss the processes used to create images using chosen mediums.</li> <li>Children to create sounds and movements to be like a chosen minibeast. Can they choose more than one minibeast and link their movements together to create a minibeast dance for an ugly bug ball?</li> <li>Learn a range of minibeast, creation and coronation songs and rhymes.</li> <li>Retell and invent stories linked to Literacy, topic and RE work.</li> <li>We will design and make a crown for the King's coronation out of chosen materials.</li> <li>Create own stories about the King using/ creating role play puppets and props.</li> <li>Design, create and discuss our processes for creating our own paper plate carriages using chosen materials.</li> <li>Design and make a castle using chosen construction materials.</li> <li>Music – Big Funk transitional unit for Year 1.</li> </ul>

