

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 good listening skills when their peers are sharing their ideas as well as using full sentences, correct tenses and using conjunctions to link their own 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 and ideas with others.</li> <li>When sharing the story of 'The Cautious Caterpillar' in Literacy we will consider the idea of change, being brave and taking the next step. Encourage children to share times when they have felt brave. Celebrate these personal achievements.</li> <li>Continue to embed our work on 'Emotion Zones', identifying what zone we are in and why. We will continue to discuss ways in which we can regulate our feelings and we will reiterate all feelings are normal and how our feelings change across a day.</li> <li>Through class workshops we will consider our British Value of Mutual Respect and Tolerance. We will consider the meaning of respect and tolerance; we will read stories and watch short video clips which help us to understand how we are all different and this makes our world an interesting and wonderful place to be. We will consider ways in which we can show respect to others and that we are all equal.</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.</li> <li>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> </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 and backwards in 1s, count forwards/ backwards from different starting points and introduce counting in 10s, 5s or 2s in transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage careful observational drawings of minibeasts using photographs/ resin minibeasts and 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? How are minibeasts/ similar or different from each other? We will also look at minibeasts and their habitats in different parts of the world. How are these habitats similar/ different to Chew Stoke?</li> <li>We will visit the dipping platform to investigate what minibeasts live in and around the stream. We will identify the minibeasts we find, talk about the location of where we find them, discuss what they look like and compare the creatures we find.</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>Use clay and malleable materials and tools to create model minibeasts.</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>Create symmetrical butterflies using painting techniques and natural materials.</li> </ul>

<ul style="list-style-type: none"><li>• Weekly handwriting, ensuring letters are formed correctly.</li><li>• Writing for different purposes e.g. letters, lists, labels, captions, stories and describing pictures.</li><li>• Sentence structure including capital letters, full stops and finger spaces.</li><li>• Drawing club books linked to our minibeast topic and British Value – Mutual Respect and Tolerance. The children will be introduced to and discuss new vocabulary linked to the text, they will consider key characters, settings and creative open-ended questions to inspire their free choice writing and other activities which enable the children to make links across the curriculum. E.g. Discuss their feelings and model making.</li><li>•</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 read numerals 0-10 and begin to read numerals beyond 10.</li><li>•</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><li>• Mathematical vocabulary involved in addition and subtraction.</li></ul>	<ul style="list-style-type: none"><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>•</li></ul>	<ul style="list-style-type: none"><li>• Learn a range of minibeast and creation songs and rhymes.</li><li>• Retell and invent stories linked to Literacy, topic and RE work.</li><li>• Create images and models of our wonderful world using a range of mediums E.g. pastels, paint, malleable materials, junk modelling, collage or crayons.</li><li>•</li></ul>
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