

literacy

Children's literature is at the heart of all learning (see separate MTP). Alongside this, we enrich the children's learning experience through further texts linked to their topic theme.

- Explore the story *What the Ladybird Heard* by Julia Donaldson. Encourage children to join in with the animal noises, make predictions with what will happen in the story and discuss the characters and events that have taken place.
- Create a Wanted Poster for the two men in the story.
- Take on roles of the different characters, interview them and record.
- Learn about the different animals and create fact files about them.
- Explore the story *Aaaargh Spider!* by Ruth Brown.
- Re-tell the story in their own words. Discuss prejudices and stereotypes. Discuss what children expect a typical pet to be like.
- Share additional topical stories for the children's enjoyment such as *Tad*, *The Very Hungry Caterpillar* and *The Bad-Tempered Ladybird*.
- Children will be expected to form their letters with increased accuracy and full stops and capital letters are an expectation in sentence writing.
- Children are expected to spell known tricky words correctly and to spell words in a phonetically plausible manner.

Mathematics

We follow the White Rose Scheme of Learning for maths, which offers clear progression to children's learning (see separate MTP). Alongside this, we enrich the children's learning experience through further mathematical learning experiences linked to the topic theme.

- Provide minibeast resources for the children to groups and share in different ways.
- Count the ladybird cards and show different ways to represent these numbers.
- Hide a variety of the Minibeast safari cards in the outside area. Tell the children how many you have hidden and challenge them to find them all. After finding each one, check how many more there are to find.
- Make colourful caterpillars of different lengths with the children using cubes, counters or beads. Encourage the children to compare the lengths of the various caterpillars they have made, by placing them next to each other and counting the number of items used. Ask 'Which caterpillar is the longest?' and 'Which caterpillar is the shortest?'

ROBIN CLASS TOPIC MAP

SUMMER TWO

Creep, Crawl and Wriggle



PSED

- Offer the children opportunities to care for nature including doing tasks such as watering the plants, chopping, peeling and putting out fruit to feed minibeasts with vegetable peelings and monitoring the minibeast hotel.
- Watch video footage of real ants working together. Ask the children to work together as a team of ants to collect and carry objects or move a structure piece by piece along the line to a new location.
- Create a minibeast role play centre where the children can take on the real of the different minibeasts. Children should consider how their creature would interact with others in real life.

physical development

- Children will engage with a range of varied 'Finger Gym' activities to encourage fine motor, these will include skills linked to dressing and basic self-care. Further, there will be a high importance placed upon self-hygiene and handwashing throughout the school day.
- Can the children act like minibeasts? Provide a range of activity cards in the outdoor area for children to follow, such as: Can you flutter like a butterfly? Can you zoom like a fly?

In PE sessions we use 'Get Set 4 PE'. This half term, the children will develop their understanding of playing games through the topic of 'Games'. In this unit children will learn to score and play games fairly. Children will be playing in pairs and learning what it means to play as part of a team. They will understand how to behave if they win and lose and what the word 'sportsmanship' means. The children will consolidate their learning this year of run, balance, throwing and catching. They will be focusing on communicating to each other during our sessions.

Communication and Language

- Read the story *What the Ladybird Heard* by Julia Donaldson. After reading, ask the children 'Did you hear any words that rhyme?' Allow time for them to share their ideas and examples and then read the book through again, encouraging them to join in. Display the Rhyming word cards from the story for the children to match and read. For example 'hen, pen' and 'duck, cluck'.
- Read and sing a variety of action poems and songs on the theme of minibeasts. Rhymes might include, *Incy Wincy Spider*, *There's a Worm at the Bottom of my Garden* and *Ladybird Ladybird*. Encourage the children to join in with the actions, predict the next lines and learn the poems by heart.
- Set up a 'drainpipe' using guttering or a cardboard tube and provide coloured cut out spiders. Give the children instructions for placing the spiders using prepositions such as under, on, next to and behind.
- Put Minibeast picture cards in envelopes - one per envelope. Working in a small group, give each child an envelope and ask them to open it without showing other children which minibeast they have. Taking it in turns, ask each child to describe their minibeast without using its name and see if others can guess it.

Expressive Arts & Design

- Provide baskets of natural materials such as logs, bark, pine cones, hay, sticks, leaves, stones and a range of man-made items, such as bricks with holes in, wooden boxes or pallets, flower pots, guttering, drinking straws, netting and string. Display a sign that says 'Welcome to The Minibeast Hotel!'
- Provide a snail shell template and chalk pastels Model to children how to blend the chalks so they becoming a blended spiral of colour on the snail shell.
- Provide minibeast templates for children to create their own minibeast. Provide paint and collage materials for children to decorate and make the minibeast their own.
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Understanding the World

As part of this area of learning, we incorporate key festivities and significant occasions as they are met throughout the year.

- Visit a local park, woodland or garden to carry out a minibeast safari. Encourage the children to search for minibeasts that wriggle, crawl or fly, looking under logs, leaves, stones and in leaf litter.
- Provide a clear tank containing two or three garden snails, soil, leaves and slices of fruits or vegetables.
- Make a mini wormery in a plastic or glass container and display it indoors or outdoors. Instructions can be found online.
- Offer a range of wild or garden flowers and a variety of magnifiers for close observation.
- Set up a butterfly farm by buying a commercial butterfly kit.
- Ask the question 'Why do ladybirds have spots?' Look at pictures of other brightly-coloured minibeasts, such as butterflies, dragonflies, bees and beetles. Ask 'how' and 'why' questions to stimulate children's scientific thinking, such as 'Why are these beetles so brightly coloured?' and 'How does being green help these stick insects?'
- Find out which foods minibeasts prefer. Place plates of different foods including bread, fruit, vegetables, cereals, cooked meat or fish, cheese or yoghurt in a sunny spot outside. Ask the children to predict the minibeasts' favourite food. Let the children check the plates throughout the day to count any visiting minibeasts. Share the results. Were their predictions right?