

### Literacy

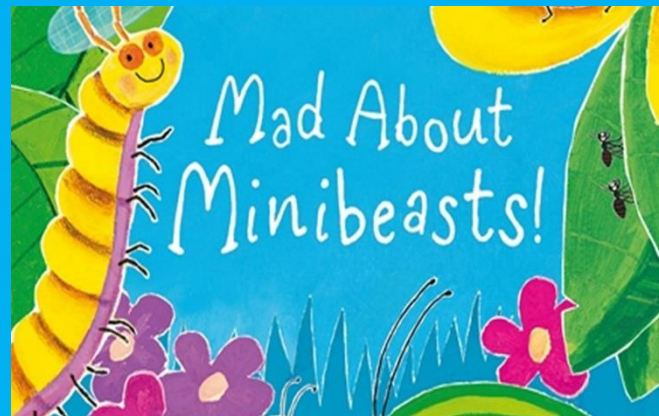
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Enjoys an increasing range of books
- Links sounds to letters, naming and sounding the letters of the alphabet
- Can segment the sounds in simple words and blend them together
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- To find the answers to questions they have asked about minibeasts
- Children to use their phonic knowledge to write a sentence about minibeasts
- Children to use their phonic knowledge to write labels for the different body parts of a minibeast

### Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity
- Responds to instructions involving a two- part sequence. Understands humour, e.g. nonsense rhymes, jokes
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Links statements and sticks to a main theme or intention

### Understanding the World

- Show care and concern for living things and the environment
- Look at similarities, differences, patterns and change
- Completes a simple program on a computer
- Discuss what they already know about Minibeasts and share something that they would like to find out about them
- Discuss where Minibeasts live and why they live there
- Find answers to questions asked about minibeasts
- Add materials to the bug hotel according to the plan made as a class



### Mathematics

- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to five objects, then ten objects
- Selects a particular named shape
- Children to draw spots on a ladybird to match the corresponding numeral
- Can the children make a channel of guttering to wash out Incey Wincey Spider??
- Children to print red circles with circular objects (potato, potato masher, cylinder, cup etc.) and then add black finger paint dots to make a ladybird
- Can you draw the spots to make both sides of the ladybird the same?
- How long can you roll your Superworm?
- Make a 3 step pattern

### Personal, Social and Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role- play activity with other children
- Initiates play, offering cues to peers to join them
- Is more outgoing towards unfamiliar people and more confident in new social situations
- Aware of own feelings, and knows that some actions and words can hurt others' feelings

### Physical Development

- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- Shows understanding of how to transport and store equipment safely
- Children to use templates to cut out and make a split pin ladybird.
- Children to roll a ball of dough and add eight legs; four on each side and add 8 eyes to their spider
- Children to thread a spider web. Use a paper plate and the hole punch to make holes around the edge and one hole in the middle
- Add cooked spaghetti into the sand. Children to use tweezers to rescue as many Superworms as they can in 1 minute

### Expressive Arts and Design

- Selects appropriate resources and adapts work where necessary
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Chooses particular colours to use for a purpose
- Children to design their own Bug Hotel and make a list of the materials that they will need
- Draw Superworm helping the animals and write what he turned into