

## Early Years INSPIRE Half Termly Overview – Minibeasts

### C&L

- Asks questions using a range of question words
- Continues to learn and use more new words
- Starts a conversation with an adult or friend and continues it for many turns
- Can link sentences with words like ‘and’, ‘or’ ‘because’
- Enjoys talking and playing with other children or adults
- Is beginning to be able to pay attention to more than one thing at a time
- Shows understanding of some ‘why’ questions e.g. why do you think the caterpillar got so fat?
- Listens to a story or information text, talks about it and answers simple questions about what they have heard
- Articulates ideas and thinking in well-formed sentences
- Asks questions to find out more and to check understanding about what has been said
- Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean
- Engages in sustained conversations with others
- Uses talk to interact and negotiate as part of extended conversations
- Can listen out for instructions while busy with something else
- Asks relevant questions and makes relevant comments in relation to what they have heard
- Talks about some of the new knowledge and vocabulary learnt from books

### PSED

- Is beginning to be able to pay attention to more than one thing at a time
- Follows two-part instructions reasonably well e.g. Get me the scissors and some paper from the drawer please
- Selects and uses a range of resources independently
- Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things/social situations
- Can increasingly follow rules independently
- Usually knows what is right and wrong
- Understands they may need to wait their turn and is beginning to anticipate when this is
- Can understand their own feelings
- Is able to give focused attention in adult led sessions
- Is able to direct attention as necessary in a range of contexts
- Follows a longer list of instructions in a range of contexts
- Knows what they need to carry out their intended activity
- Takes turns with others in conversation in a range of contexts

### PD

- Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence
- Makes large-muscle movements to wave flags and streamers, paint and make marks
- Uses smaller objects and implements in play with increasing accuracy and control
- Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
- Can move quickly or slowly depending on the type of music being played
- Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways
- Use core muscle strength to achieve good posture when sitting at a table/on the floor
- Uses a range of small tools, e.g. pens, pencils, scissors, paint brushes and cutlery with the correct grip
- Shows a preference for a dominant hand



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<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary</li> <li>Talks about events and characters in stories and suggests how a story might end</li> <li>Uses some vocabulary from books they have shared in their play</li> <li>Enjoys sharing books with adults and peers</li> <li>Has an awareness of pages and words</li> <li>Uses some of their print and letter knowledge to mark make</li> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Asks questions to find out more and to check understanding about what has been read</li> <li>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary</li> <li>Talks about some of the new knowledge and vocabulary learnt from books</li> <li>Uses a range of new vocabulary they have met in books in a range of contexts, including role play</li> <li>Can explain the difference between fiction and non-fiction books</li> <li>Can find the blurb and explain what its purpose is</li> </ul>	<h3>Theme: Minibeasts</h3> <hr/> <p><b>Crucial Curriculum Content (3Cs)</b></p> <ul style="list-style-type: none"> <li><b>To know that minibeasts can be found in the garden, and know where to look for these: under logs, rocks etc</b></li> <li><b>To name some familiar minibeasts found in the garden</b></li> <li><b>To describe some of the features of different minibeasts</b></li> <li><b>Begin to explore some life cycles: caterpillar-butterfly</b></li> </ul>	<p><u>Maths</u></p> <ul style="list-style-type: none"> <li>Explores 3D shapes e.g. through block play, puzzles, modelling, using a range of shape names and related mathematical language</li> <li>Combines shapes to make other shapes</li> <li>Selects shapes appropriately</li> <li>Recites numbers to 10</li> <li>Has fun counting as far as they can go and is fascinated with large numbers</li> <li>Can count things of different sizes</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li>Link some numerals with their cardinal value to 5</li> <li>Compares quantities – ‘more than’ ‘fewer than’ in play</li> <li>Compares quantities where amounts in the groups are <i>obviously very different</i>, - ‘more than’ ‘fewer than’ ‘the same’</li> <li>Is able to compose and decompose 2D shapes recognising that a shape can have other shapes within it and which shapes combine to make other shapes</li> <li>Turns and flips objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>Recites numbers to 20 in the right order, and from different starting points</li> <li>Can link the numeral with its cardinal number value – to 20</li> <li>Can recall most number bonds to 10, including all double facts</li> <li>Can explain the pattern</li> <li>Can write numbers 0-20</li> <li>Understands that halving is sharing into two equal parts</li> <li>Understand that doubling is adding the same number to itself</li> <li>Can talk about patterns of numbers within 10, including odds and evens and number facts</li> </ul>
<p><u>UTW</u></p> <ul style="list-style-type: none"> <li>Knows ‘before’ and ‘after’ as concepts</li> <li>Comments on people and events in books read to them/in class</li> <li>Remembers and talks about significant events in their own experience</li> <li>Explores the natural environment and identifies some similarities and differences</li> <li>Can explain the life cycle of, for example, a butterfly</li> <li>Knows the key changes to nature in each season</li> <li>Knows that other children do not always enjoy the same things and is sensitive to this</li> <li>Explores the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments</li> <li>Has developed an understanding of the effect their behaviour can have on the environment</li> </ul>	<p><u>EAD</u></p> <ul style="list-style-type: none"> <li>Can mix own paint – primary colours</li> <li>Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes</li> <li>Draws from memory</li> <li>Manipulates malleable materials, including clay (roll, cut, squash) to create own designs</li> <li>Selects tools and materials (e.g. rollers, stamps) to use in their painting</li> <li>Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists</li> <li>Returns to work on another occasion to edit and improve</li> <li>Draws landscapes, buildings, and animals with some details</li> </ul>	



Aspirational

Confident

Resilient

Tolerant

Creative

Communicator

Motivational




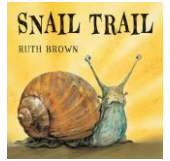
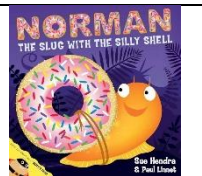

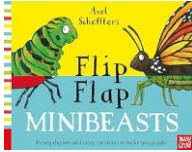
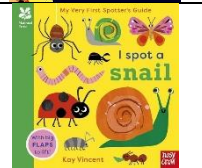


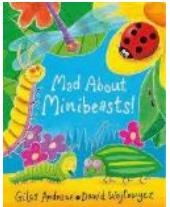


Co-operative

Problem Solver

Honest





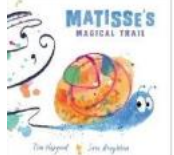







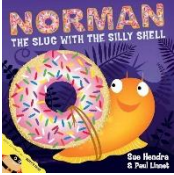
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<b>Wow starter</b>	<b>Parental Engagement</b>	<b>Curriculum enrichment</b>
Insect Lore: Caterpillars to Butterflies		Live caterpillars to observe
<b>Fantastic Finish</b>	<b>Celebration/Festivals/Events</b>	<b>Key vocabulary</b>
To watch our butterflies grow, then release them into our garden		Minibeast, Bee, Spider, Snail, Slug, Ladybird, Worm, Butterfly, Caterpillar, woodlouse, bug, web, hive, wings, legs

Nursery				
Key Text	Pobble Picture	Inspire	Shared Reading/Storytime	Maths Focus
		Observing the caterpillars Making observational drawings	 	3D shape Counting beyond 10
		Creating a shell for Norman Observing snails in the garden		Sequencing
		Minibeast hunt in the garden Creating a bug hotel for the bugs	 	More than
		Tasting honey Creating beehive and bee pictures		Less than Matching numerals to amounts



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Reception				
Key Text	Pobble Picture	Inspire	Shared Reading/Storytime	Maths Focus
		<p>Observing the caterpillars</p> <p>Making observational drawings</p>	 	<p>Spatial Reasoning</p> <p>Building numbers to 10 (2 weeks)</p>
		<p>Drawing pictures on pebbles like Matisse &amp; create an artistic trail</p> <p>Explore and recreate the 'snail' picture created by Matisse</p>		<p>Doubling</p>
		<p>Minibeast hunt in the garden</p> <p>Creating a bug hotel for the bugs</p>		<p>Grouping and sharing (halving)</p>
		<p>Tasting honey</p> <p>Creating beehive and bee pictures</p>		<p>Odd and even</p>



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Enhanced Provision							
Books and puppets	Writing/ Mark making	Maths	Small world	Construction	Blocks	Malleable	Sand
-A range of fiction & non fiction books added -Minibeast puppets added -Storytelling box with a variety of items  Hungry Caterpillar Tonie	-Observational drawings of minibeasts	-Catching bugs counting game: roll the die and collect (using tweezers) the correct amount of bugs -Ladybird counting games <a href="#">Ladybird Spots - Counting, Matching and Ordering game</a> <a href="#">Bud's Number Garden</a>	-Garden scene with minibeasts and key vocab		-Using the blocks to create a snail like Matisse	-Playdough and lose parts, to create minibeasts -Making snails in the playdough-tray of loose parts (shells, cones etc) to make shells -Using clay to create favourite minibeasts	-Making swirls with sticks and natural materials/ loose parts
Water	Creative Workshop	Painting	Investigation	Home Corner	Transient Art/ Loose Parts	Outdoors	
	-Creating model minibeasts -Creating a snail in the style of Matisse 	-Symmetrical butterfly paintings -In the style of Kandinsky, children paint a snail shell  -fingerprint painting caterpillars in the style of Eric Carle	-Finding out about minibeasts we find in the garden -Non-fictions books to support finding out more -Magnifying glasses and bug pots to observe minibeasts	-Gardening magazine added	Light box and loose part snail shells	-Bug hunts -creating our own bug hotel -Creating signs for our garden- what minibeasts live here? -Planting wildflowers to attract butterflies -Using sticks and twine, weave a spiders web Using natural materials to create pictures of minibeasts -Looking for worms- creating a wormery -White chalk: mark making on the floor making snail trails	

