

SPRING 2 Termly Overview 2019 Why do ladybirds have spots? We will learn all about minibeasts and their habitats.

AREAS OF LEARNING	Week 1 25/2	Week 2 4/3	Week 3 11/3	Week 4 18/3	Week 5 25/3	Week 6 1/4
<p>Communication and language</p> <p>ONGOING- Rhyme time Circle time Show and tell</p>	<p>Read the story <b>What the Ladybird Heard</b> 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 pairs of rhyming words from the story for the children to match and read. For example 'hen, pen' and 'duck, cluck'.</p>	<p>Action rhymes. 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.</p>	<p>School trip to Green Dragon farm. We will be finding out about the animals, including insects, that live on the farm. Children will listen to experts and then share what they have learnt in a variety of ways.</p>	<p>Who am I? Put pictures of different minibeasts 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. Encourage them to describe their minibeast by appearance, unique features and habitat.</p>	<p>Snail's journey. Share the story <b>Snail Trail</b> by Ruth Brown with the children. Before turning each page, encourage the children to predict where snail might go next. When reaching the last page, see if children can match where snail thought he was to where he actually was.</p>	<p>Incy wincy spider! 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. Once the children understand the game, encourage them to give instructions to others.</p>
<p>Physical development</p> <p>ONGOING - cooking</p>	<p>Funky finger webs! Provide paper plates with holes punched around the edge and in the centre. Demonstrate how to create a web-like effect, by weaving pipe cleaners or wool through the holes on the plate before challenging the children to create their own. Once complete, children could stick plastic spiders or flies to their web.</p>	<p>Snail trails! Put snails on clear perspex sheets or one side of a window, so the children can see them moving from underneath. What can they see? Ask the children to move like a snail by rippling their bodies along the floor.</p>	<p>Explore the farm on our visit. Think about how we keep safe when encountering/handling animals.</p>	<p>Leaf confetti! Take the children outside to collect lots of different coloured and textured leaves. Show the children how to use a hole punch safely to make holes in the leaves. Use the punched-out leaf litter to make leaf confetti and put in bowls for sensory play.</p>	<p>Explore movement on different parts of the body, especially creeping and crawling. Make tunnels and travel through them with own bodies or toys.</p>	<p>Set out an ant obstacle course for children to carry and move objects along. Obstacles could include benches, steps, hoops and cones.</p>
<p>Personal, social and emotional development</p> <p>ONGOING – assessment</p>	<p>Explore right and wrong in relation to the story above.</p> <p>Re-read the consequences stories – Say please, Louise/Don't be greedy</p>	<p>Read the story <b>The Very Greedy Bee</b> by Steve Smallman to a small group of children. After reading, ask the children questions to check their understanding of the story, for example 'What did Bee</p>	<p>Join with others to engage in a successful outing away from school.</p>	<p>Take photographs of the children with 'bad-tempered' faces. Stick these on ladybird bodies and display. Offer small dry wipe speech bubbles for the children to add captions to their images, encouraging them to reflect</p>	<p>Set up and follow nature trails, in immediate environment and locality. Work together to spot features and record findings, presenting findings to</p>	<p>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</p>

<p>of well-being and involvement /characteristics of effective learning</p> <p>Celebrate birthdays/family &amp; community events</p>	<p>Graham etc. and role play different scenarios. Write speech bubbles to show what to say when we get things wrong.</p>	<p>like to do? Why didn't Bee want to share? What happened to Bee? How did the animals help Bee?' Explain to the children that they are going to work together, just like Bee and the other animals. Show them 'Greedy Bee's honeypot', a loaf of bread, a tub of butter, a spreading knife and a spoon. Talk with the children about how they could work together to make sure everyone gets a slice of honey and bread!</p>		<p>the emotion vocab. used in the story.</p>	<p>others.</p>	<p>along the line to a new location. Ask questions such as 'What is important about working together? What could you do if people have different ideas? Why is it sometimes better to work as a team than on your own?' Add rules for children to follow. For example 'The object must not touch the floor' or 'No more than two 'ants' touching the object at any time.'</p>
<p>Literacy</p> <p>ONGOING - 2 / 3 PHONICS – separate plan</p>	<p>Read the sequel to What the ladybird heard. Discuss our favourite story and explain why we prefer. Create own ladybird heard story as a class or individually.</p>	<p>Share the story <b>The Bad-Tempered Ladybird</b> by Eric Carle. After reading, create a story map with the children on a long roll of paper, focusing on the story's structure and retelling events in order. Encourage the children to use sequential vocabulary such as next, then and after that when retelling the story. For example 'First, the ladybird met...' and 'Next, the ladybird met...</p>	<p>Read the story <b>Diary of a Spider</b> by Doreen Cronin to the children. Encourage the children to see how the spider in the story views the world and what kind of things he likes to do on a day-to-day basis. Ask the children to imagine they are a spider, crouching down and looking up. How would they view the world? What would they like to do? Challenge the children to write a story, or write a caption for a drawing, imagining that they are a spider.</p>	<p>Read '<b>The very clumsy click beetle</b>' by Eric Carle. Think about words to describe our ourselves and others. Eric Carle has a series of books that use these words such as 'The very busy spider', 'The very lonely firefly' What do these words mean and how do they make us feel. Make a mood board and encourage children to use it to communicate their feelings.</p>	<p>Read '<b>Creepy Crawly Calypso</b>' by Tony Langham. Make our own Class number story using ordinal vocabulary. Read the information pages and use other sources to find out more about the many different kinds of creepy crawlies in the environment.</p>	<p>Read '<b>Spinderella</b>' by Julia Donaldson. Explore rules for playing team games. Can we make up some games and write our own rules for others to read?</p>
<p>Maths</p> <p>ONGOING – number rhymes and stories</p>	<p>Explore the route taken round the farmyard in the story above. Create our own maps and give instructions to follow arrows. Explore programmable toys.</p>	<p>Hide a variety of '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. Give each child a container with a number written on it? The children could</p>	<p>Display 'What the spider saw picture cards'. Encourage the children to guess the object or place seen from a different perspective! Explore rotation of 2d shapes.</p>	<p>Read <b>Ten Little Ladybugs</b> by Melanie Gerth and encouraging the children to predict the decreasing numbers. Provide 'Ladybird counting cards'. Lay them out on a table top and ask the children to choose a card, and count the ladybird's spots. Repeat with different ladybirds, before choosing</p>	<p>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</p>	<p>Explore sharing through making teams. For example, if we have 15 children in class, how do we divide into two teams? Learn about simple fractions – cutting things in half or quarters, sharing different amounts of apples at fruit time etc.</p>

		collect the right number of minibeasts in their container and bring them back to their team for counting and checking.		two or three cards and counting the total number of spots. Estimate how many spots are on a ladybird or several ladybirds before counting to check they are right.	counting the number of items used. Ask 'Which caterpillar is the longest?' and 'Which caterpillar is the shortest?'	
Understanding the world ONGOING - Use computers and whiteboards, I-pads and printers. Use cameras to take photos of each other. Use talking tins. Play with toys that have sound effects Audio stories  Read a range of stories about computers. After reading, ask the children what happened in different parts of the story, building up a picture of	Ask the question 'Why do ladybirds have spots?' Allow the children thinking time before encouraging them to share their ideas. Record the children's suggestions on a simple mind map, or on sticky notes. 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?'	Provide a range of non-fiction books about minibeasts from the UK and around the world. Working with a small group of children, ask each child to choose their favourite non-fiction book and look for interesting pages. Mark the pages with sticky notes and then share the page with them, one to one. Ask questions about the page and answer any questions that they have. Provide pre-made mini-books for the children to make a non-fiction book that includes some of the interesting facts or pictures that they found.	In the outdoor space, disguise a programmable toy as a spider and place some pictures of flies close by. Can the children program the 'spider' to catch the flies? Read the story <b>Superworm</b> by Julia Donaldson to the children. After reading, ask the children 'What do you know about worms?' Allow the children time to share their ideas and record them on a whiteboard. Discuss 'worm facts' with the children and decide if they think it is true or false. Children could then investigate to see if they were right.	Minibeast café! 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?	Same or different? Spread a range of minibeast pictures or models on a table top. Ask a small group of children to name the minibeasts and say where they have seen them before. Ask the children to choose two pictures or models and think carefully about how the animals are the same or different. Encourage them to explain their ideas to others in the group and let them help each other if necessary.	What colours do minibeasts prefer? Hang coloured clothes or textiles outdoors on a washing line, include the colours black, white and yellow. Encourage the children to observe which colour minibeasts land on most frequently. Read the book <b>Ben Plants a Butterfly Garden</b> by Kate Petty. Fill a wheelbarrow with bags of compost, a watering can, packets of seeds, small plant pots, seedlings and plan a garden for next term. Invite parents in to help prepare the ground.

<p>the beginning, middle and end. Use story maps to work together to plot the stories from beginning to end</p>						
<p>Expressive arts and design ONGOING- Daily routine songs musical wall Action songs Explore different kinds of music and respond through art or movement</p>	<p>Loose parts. Offer a range of mechanical loose parts including cogs, wheels, buttons, wires and switches for making patterns and shapes. Add other loose parts for interest including glass beads and coloured bottle tops. Encourage children to make an imaginary minibeast using these parts. Take photographs of their transient art and write a label for it.</p> <p>Play Debussy's Arabesque No.1. Ask the children what type of movements they could do to it and which minibeast it might be about.</p> <p>Offer wings, netting, chiffon sheets and other floaty materials for children to explore flighty movements.</p>	<p>Be a bee! Encourage the children to lay down in a quiet space and listen to the Flight of the Bumblebee by Nikolai Rimsky-Korsakov. After listening to the music, ask 'Which minibeast do you think this music is about?' Encourage the children to share their ideas and explain their thoughts. Talk about how bees fly, move from flower to flower, feed on nectar and waggle dance! Play the music two or three times for the children to explore bee movements. Record the children's dance on a digital camera, watch it back and ask questions such as 'Did anyone visit a flower?' and 'Were you fast or slow?'</p>	<p>Drip and splash! Display Jackson Pollack 'drip and splash' style paintings for the children to observe. Ask questions that encourage the children to look more closely at the pictures. For example 'What colours can you see?' and 'How do you think the artist made them?' Challenge the children to make a Jackson Pollock style painting using the art tools on software such as Paint or similar. Encourage them to explore line, brush stroke and colour.</p>	<p>Minibeast finger /stick puppets. Encourage the children to paint, colour and add patterns to decorate. Offer tools including glue, scissors, lollipop sticks and tape for constructing the puppets. Provide the children with a selection of fine tipped brushes. Once dry, show the children how to slip their fingers into the holes to create a simple minibeast puppet with finger legs! Introduce some bug-themed music so the puppets can dance.</p>	<p>Display The Snail, a collage by Henri Matisse, and a range of textural materials to inspire children's creative responses.</p> <p>Use coloured play dough and mini craft shells for children to make tiny snails.</p> <p>Fill shallow containers with water and add brightly-coloured natural food colouring. Allow the children to dip a snail gently into the mixture, by holding its shell. After dipping the snail into the mix, show the children how to place the snail on white paper. Let the children observe what happens and how the colours mix as the snails make their trails.</p>	<p>For print making, offer paint in shallow trays so children can press objects into the paint and make a print of a minibeast on a piece of paper or fabric. Offer wooden or cardboard photograph frames for children to make their pictures inside.</p> <p>Make pebble art for the garden, painting minibeasts or flowers on them.</p>