



## Spring 2: Minibeasts in the Garden

### Quality Texts

Betsy Buglove by Catherine Jacob  
Ten Wriggly, Wiggly Caterpillars by Debbie Tarbett  
Mad About Minibeasts by Giles Andreae

### Vocabulary

Bee, worm, woodlouse, beetle,  
ant, butterfly, spider,  
caterpillar, bug, creature,  
minibeast

### Personal, Social and Emotional Development

#### Self-Regulation

- Talk about and understand how others might be feeling and respond to this appropriately.
- Begin to recognise the impact of their choices on others and knows that some actions and words can hurt other's feelings.
- Talk about and find solutions to conflicts, supported when needed.
- Begin to show confidence in trying new activities, supported when needed.
- Respond to a simple instruction.

#### Managing Self

- Enjoy a sense of responsibility and belonging through daily tasks.
- Begin to show confidence in trying new activities, supported when needed.
- Respond to messages of appreciation or criticism from others and uses this to begin developing ideas about themselves.
- Remember rules without being prompted.
- Become more independent in dressing, undressing and their own care needs.

#### Building Relationships

- Show increasing consideration of other people.
- Seek to form relationships with adults and other children.
- Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.
- Talk about and find solutions to conflicts, supported when needed.

### Communication and Language

#### Listening, Attention and Understanding

- Enjoy listening to stories, poems, singing songs and rhymes and shows increasing recall of what happens.
- Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.

#### Speaking

- Use a wider range of vocabulary.
- Develop their pronunciation.
- Begin to use more complex sentences to link thoughts - and, because, so.
- Talk about things that are of particular importance to them.

### Physical Development

#### Gross Motor Skills

- Use hands and body to maintain balance and stabilise their body.
- Explore movements - balancing, riding, ball skills, skipping, hopping.
- Create lines, circles and marks using large muscle movements from the shoulder and elbow.

#### Fine Motor Skills

- Begin to show a preference for a dominant hand.
- Use a comfortable grip with good control when holding pens and pencils.
- Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

## Mathematics

### Number

- Count a small group of objects in different ways, recognising that the total is still the same.
- Explore that numbers are made up of smaller numbers.

### Shape, Space and Measure

- Understand the position of an object when described with words.
- Respond to and uses some language of position and direction - in front, behind.
- Make some comparisons between objects relating to size, length, weight and capacity - longer, shorter, heavier, lighter, more or less full.

## Understanding the World

### Past and Present

- Remember and talk about some significant events in their own life.
- Show interest in different occupations and ways of life.

### The Natural World

- Make comments and ask questions about their familiar world.
- Develop understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Begin to understand the need to respect and care for all living things and the environment with an awareness of the effect their behaviour could have.
- Understand key features of the life cycle - plant, animal.

### Technology

- Show an interest in toys and real objects with knobs and pulleys.
- Can achieve effects by pressing, lifting, pulling, pushing parts on toys.
- Explore different technologies to learn cause and effect - If I do this, what will happen?
- Can operate simple equipment - turns on CD player, uses a remote control, can navigate touch technology with support.
- Identify initial letter of their own name and other familiar words on a keyboard.

## Literacy

### Comprehension

- Enjoys listening to stories, poems, singing songs and rhymes and shows increasing recall of what happens.
- Talk about some of the books they read - events, characters, illustrations.
- Know how to use a book - handling carefully the correct way up, **naming different parts of a book**, using page sequencing in stories, understanding we read English text from left to right and from top to bottom.

### Word Reading

- Count, clap or tap syllables in a word.
- Show an awareness of alliteration.
- Recognise and suggest their own rhymes.

### Writing

- Make up stories, play scenarios, drawings and mark making in response to real life experiences.
- Sometimes gives meaning to their own mark making, drawings and paintings.

## Expressive Arts and Design

### Creating with Materials

- Explore colour and how colours can be changed by mixing.
- Use various construction materials experimenting with joining techniques and different textures.

### Being Imaginative and Expressive

- Enjoy joining in with moving, dancing and singing.
- Create movements and sounds in response to music and to accompany stories.
- Sing familiar songs.
- Create their own songs using elements of known ones.
- Make up stories, play scenarios, drawings and mark making in response to real life experiences.