

Minibeasts and Human Growth

Our focus this half term will be...

- People and places
- Easter
- Human growth
- Mini Beast



Vocabulary:

baby child teenager adult elderly
food water love and care bed home sleep
exercise milk family healthy
bee snail ant slug beetle butterfly
worm fly wasp spider woodlouse
millipede

Our big questions:

- What does a baby need?
- How have you changed?
- What do we need to survive?
- What is a minibeast?
- How can you care for living things?
- How many legs does it have?

Success Criteria:

- I can discuss the human growth cycle and explore those features within my play.
- I know how to look after others and what I need to be healthy and happy.
- I can identify minibeasts and describe the features.

Ways to support at home:

- Show your child images of themselves as a baby and as a toddler. Discuss the differences between them in those photos to now.

Please can you upload a baby photo of your child onto Tapestry as we will be looking at these in class

- Explore how we look after babies, or each other, in their play. You could do this by playing with baby dolls or a teddy. Focusing on what we as humans need to survive—food, drink, sleep etc..
- Go on a minibeast hunt outside. How many bugs can you find? Discuss the difference between the minibeasts you find—how many legs does it have, can it fly, what colour is it.



7 Areas of Learning

Communication and Language

To listen to traditional tales and retain key information—talk about the setting, characters and structure of the story.

To describe familiar texts in detail, in full sentences.

Use connectives—such as 'Once upon a time...' 'then', 'next'.

To listen to and follow simple instructions and respond to questions appropriately.

To begin to ask questions about familiar aspects of their environment and learning.

Personal, Social and Emotional development (PSED)

To show independence when playing and learning around the classroom.

To independently put their coat on and use the toilet.

To listen to and follow rules set.

To look after others and resources in the classroom.

To identify ways of being helpful to others and how this will make them feel.

To explore how to look after themselves and be healthy.

Physical Development

To hold a pencil correctly, using a tripod grip.

To form numbers and letters.

Look at books independently and turn pages one page at a time.

To handle tools, objects, construction and malleable materials safely and with increasing control.

Literacy

To ascribe meaning to the marks they make.

To form letters correctly.

To think of a and write a simple sentence.

Listen and hear the sounds in CVC and CVCC words.

To identify sounds, including phonemes and other digraphs on a sound mat.

Listens to stories and is beginning to anticipate what may happen next.

Maths

Make an accurate set and rote count.

Talk about 1 more and 1 less of an amount.

Discuss height, weight and length.

To talk about the properties of 2D shapes.

Subitise to 6.

To develop fast recognition of numerals to 10.

Count back from 10.

Create repeating patterns.

Use objects to solve addition and subtraction problems.

Share objects between groups of people equally.

Understanding of the World

Listen to traditional stories such as The Hungry caterpillar and talk about different minibeasts.

To explore Easter.

Use their senses to explore the world around them.

To identify and sort healthy and unhealthy foods.

To identify and group minibeast.

To talk about special events in their lives.

Expressive Arts and Design

Explore different textures and talk about them.

Sing familiar Nursery Rhymes.

Use tools for a purpose.

Use a range of resources to create own props to aid role play

To plan, carry out, evaluate and change where necessary.

Engage in role play and make different characters for this—such as puppets.

Create closed shapes using continuous lines—scribe meaning to this.

Manipulate material to achieve a planned purpose.