

Playful learning outdoors:

Children will continue to access the main outdoor areas of provision with these additional provisions:

- Exploring bugs within our environment including looking at them carefully with bug viewers
- Learning how to skip safely with a skipping rope both along and in a group.
- Hula hooping
- Teamwork challenges
- Using litter pickers
- Outdoor scavenger hunt
- Messy play with pretend bugs

Phonics:

CVCC and CCVC words containing all digraphs and trigraphs learnt.

Tricky words: they, are

Reading comprehension

- Answer questions about stories and information texts using 'because'
- Draw on repeating patterns in stories.

Speaking and Listening

- Ask questions to find out more and check understanding.
- Join ideas using 'and' and 'because'

Writing

Sentence structures:

His/her _____ is _____
I/he/she was _____

Myis.....

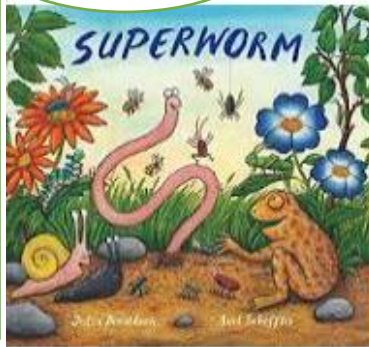
Writing their own captions for pictures including non-fiction writing about bugs.

Playful learning indoors

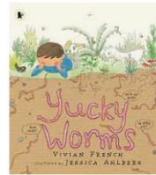
Children will continue to access the indoor provision with these addition provisions:

- Making models of bugs using different material including small-scale junk modelling and malleable materials
- Spider's web drawing and making
- Small world play based around the story and with different types of bugs.
- Matching pictures to captions
- Story sequencing and caption writing
- Labelling pictures.

Key texts and stories



Songs and rhymes



- The ants went marching...
- Incy Wincy Spider
- The worm at the bottom of the garden

Non-fiction



Hip, hip hooray for Superworm!

Key vocab: disaster, panic, beetle, insect, ladybird, spider, toad, squirm, tunnels, workers, survival, legs, antennae, capture, rescue, treasure, lair

Key experiences

- Trip to the wild garden
- Building a bug hotel and wormery
- Pancake day celebration

Physical

Skipping and hopping, leading to using a skipping rope

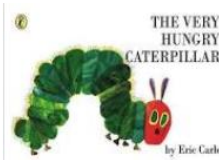
- Climbing safely and with control on the wall bars

-Continue to practise a variety of gymnastic positions and balance/hold for 3 seconds

-Roll forwards and backwards and stand without using hands

-Hula hooping

Moving like different types of minibeasts



Maths

- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.
- '5 and a bit'

Understanding the World

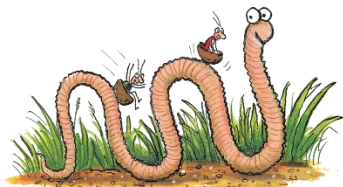
- Finding out about minibeasts and other creatures we might find in the garden
- Features of our immediate environment
- Discovering what minibeasts need to survive/habitats

Creative

- Using different joining techniques e.g. treasury tags, stapling, tape
- Using modelling clay/plasticine-developing skills of pinching/squeezing
- Listening and responding to music

PSED

- Teamwork and helping out our friends
- Adaptability and perseverance
- Using positive affirmations to develop friendships and confidence levels



Our current unit is one of our favourites! For two weeks, our work in class will be driven by another Julia Donaldson/Axle Scheffler classic – ‘Superworm.’

Through this book, we will learn the key themes of helping others and teamwork as well as learning all about those little creatures that might live in your garden.

‘Yucky worms’ is a great book by Vivian French and is an information book as well as a story book. It has lots of facts about worms that even some of us grown-ups were not aware of. We will be beginning to explore more non-fiction and even have a go at creating our own!



Supporting your child’s learning at home:

- Keep practising your phonics sounds in the pink book as well as the decodable words and the words on your tricky word keyring.
- As always, please read with your child as much as possible as it makes a real difference.
- When you are out and about at the park or on walks, see if you can spot any bugs in the ground or the bushes. Can you name them? What do you notice about them? Use this picture to help you. Can you talk about what they look like and how they move?
- We will also be looking at the habitats of the creatures that we discover. When spotting the minibeast, talk about where they found them, and also about putting them back. We wouldn’t want them to get lost!