

WAYCROFT ACADEMY NURSERY

Medium Term Planning — Term 5 Creepy Crawlies

Prime areas—blue
Specific areas—red

Personal, Social and Emotional Development

Explore kindness and caring—for living things in our local environment
Develop confidence in approaching other adults for support when needed.
Recognise the needs of others—when help is needed.—respond to the feeling of others when observing insects.
Continue to plan and carry out own ideas to develop and extend learning, developing concentration and independence.
Discuss fear of certain minibeasts.
Caring for the environment and our minibeasts - create a set of RULES.
'The Bad Tempered Ladybird' by Eric Carle
(Relationships' theme)

Communication and Language

Develop attention and concentration when listening to stories , and when completing directed tasks.
Extend vocabulary linked to different minibeasts—descriptive / technical vocabulary
Use language to recreate roles of a vet—caring for living things.
Follow simple instructions—linked to direct instructions during role play, during directed tasks, etc.
Focus on correct use of tenses when speaking.
Develop children's own use of prepositions when describing position., linked to insects positions
Develop questioning skills—to find out about creepy crawlies

Physical Development

Move freely and safely in spaces, adjusting speed and direction (linked to movements of different minibeasts)
Develop increasing control of a ball—linked to sports day. (Beetles rolling dung, etc.)
Use tools with increasing control - during creative tasks, including clay tools to create creepy crawlies.
Continue to develop control of pencil, forming letters in name, and then other families of letters with increasing consistency.
Develop moving in different ways—focusing on different races for sports day. Encourage children to have a 'have a go' attitude, and celebrate children's successes and perseverance. (link to BLP)
* TWEEZERS to sort minibeasts
* PEG BOARD minibeast pictures
* Build channels, dams and waterfalls
* salt dough minibeast
* WEAVING spider's webs



Creepy Crawlies



Mathematics

Explore number through a range of practical problem solving activities—linked to bugs.
Explore comparing length, weight, size, etc.
Develop number recognition and write numbers in response to their exploration.
Explore counting, sorting and ordering collections of bugs.
Develop use of numbers during games—continue to plan number time activities to support those children who are finding number recognition difficult.
Use 2D and 3D shapes to create bugs—encourage correct use of names during play.

Literacy

Continue rhyming strings.
Continue to develop daily phonic activities—alliteration / oral blending and segmenting, etc.
Encourage children to develop mark making, giving meaning to their marks.
Listen to a range of different books, both fiction and non-fictions linked to 'Creep Crawlies, including:
The Very Hungry Caterpillar, Snail Trail, What the Ladybird Heard, Aargh Spider!, The Bad Tempered Ladybird, etc.
Describe creepy crawlies
Help to create a simple non-fiction book linked to the creepy crawlies explored.

Understanding the World

Use a range of information to find out about spiders, snails, ladybirds, frogs and worms.
Explore the use of the computer. / interactive whiteboard to complete simple programs.
*Minibeast hunt - Show care and concern for living things—use of our outside area, and bug hunting, record findings using tally chart - make pictogram to show results
*Label body parts of minibeasts, eg. head - thorax - abdomen - antennae...
* ICT - Minibeast pictures and games
* Make a wormery/ ant farm
* Explore den building
* Make clay model minibeasts

Expressive Arts and Design

Sing songs with increasing confidence- linked to bugs.
Develop making skills, and begin to make with a purpose in mind.
Develop the range of equipment used, and the accuracy with which it is used.
Develop music by having a wider range of instruments available for the children to use, including tuned percussion. Explore the sounds made, and how they can be changed / combined. Begin to use sounds to accompany / add effects to stories, etc.
Use bug words / syllables to explore rhythmic patterns
Further develop pictures by choosing colours appropriately, and use shapes and lines to create images.
Extend role play to explore—bug lab, flower shop, etc.
Make enclosures for bugs