

# WAYCROFT ACADEMY NURSERY

## Medium Term Planning — Term 6 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 bug lab—caring for living things / focus on writing for a purpose.  
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

The Very Hungry Caterpillar



Aargh Spider



What the ladybird heard



## 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 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.  
Making totals in different ways.

### 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, caterpillars and butterflies.  
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  
\* Explore den building  
\* Make clay model minibeasts  
Make homes for minibeasts—during Forest School Week.

### 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  
Make enclosures for bugs