

Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

	Week1: Engage 12.04.21	Week2: Develop 19.04.21	Week: 3: Develop 26.04.21	Week4: Develop 03.05.21	Week 5: Innovate 10.05.21	Week6: Express 17.05.21	Week 7: Express 24.05.21
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Personal, Social & Emotional Development – New Beginnings	<p>To explain why a healthy diet is important.</p> <p>To be able to talk about ways to keep healthy.</p> <p>To be able to understand some good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Show a range of foods and see if they can recognise which foods are healthy and how they help us keep healthy.</p> <p>Draw their favourite healthy foods.</p>	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Say why they like some activities more than others.</p> <p>Be resourceful in finding support when they need help or information</p> <p>Taking care of nature. Offer the children opportunities to care for nature including doing tasks such as watering the plants, chopping, peeling and putting out fruit to feed minibeasts, spraying the snail's tank with water, topping up the wormery with vegetable peelings and monitoring the minibeast hotel. Encourage the children to tell you what jobs they would like to do explaining why they have a preference.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Work as part of a group.</p> <p>Stop and think before acting and wait for things they want.</p> <p>Greedy bees! Read the story <i>The Very Greedy Bee</i> by Steve Smallman to a small group of children. Ask the children questions to check their understanding of the story: 'What did Bee like to do? Why didn't Bee want to share? What happened to Bee? How did the animals help Bee?' Talk with the children about how they could work together to make sure everyone gets a slice of honey and bread!</p>	<p>Keeps play going by responding to what others are saying or doing.</p> <p>Takes steps to resolve conflicts with other children.</p> <p>Play co-operatively.</p> <p>Play group games with rules.</p> <p>Ant watch! Watch video footage of real ants working together. Ask the children to work together as a team of ants to collect and carry objects or move a structure piece by piece along the line to a new location. Ask questions such as 'What is important about working together? What could you do if people have different ideas? Why is it sometimes better to work as a team than on your own?' Add rules for children to follow. For example 'The object must not touch the floor' or 'No more than two 'ants' touching the object at any time.'</p>	<p>This Innovate stage challenges the children to design and plant a garden to attract butterflies. They will need to choose plants and flowers and grow them over time.</p> <p>During this Innovate stage children will:</p> <p>decide what flowers they would like to plant in their garden</p> <p>draw a plan of their garden</p> <p>write a list of the tools they will need</p> <p>talk about what a seed needs to grow</p> <p>look after their seeds to help them grow</p> <p>take a photograph of their garden when it's finished</p>	
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Communication Language & Literacy	<p>MA- To respond to what they hear with relevant questions. To give their attention to what others say.</p> <p>LA- To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>MA- Answer “why” questions about their experiences and in response to events.</p> <p>LA- Uses talk to organise, sequence and clarify thinking ideas, feelings and events.</p> <p>Discuss some of these questions and see what they come up with.</p> <p>Where do minibeasts live?</p> <p>How do minibeasts move?</p> <p>Would you like to live under a log?</p> <p>Why do minibeasts hide?</p> <p>Which animals might eat minibeasts?</p> <p>What do minibeasts need to live?</p> <p>Why do ladybirds have spots?</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>CL LA 7</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>CL LA 11</p> <p>Respond to what they hear with relevant comments.</p> <p>What the ladybird heard! Read the story <i>What the Ladybird Heard</i> by Julia Donaldson. After reading, ask the children 'Did you hear any words that rhyme?' Allow time for them to share their ideas and examples and then read the book through again, encouraging them to join in. Display pairs of rhyming words from the story</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>CL LA 7</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>CL LA 11</p> <p>Respond to what they hear with relevant actions.</p> <p>CL LA 17</p> <p>Listen in a larger group. Action rhymes. Read and sing a variety of action poems and songs on the theme of minibeasts. Rhymes might include, <i>Incy Wincy Spider</i>; <i>There's a worm at the bottom of my garden</i> and <i>Ladybird Ladybird</i>. Encourage the children to join in with the actions, predict the next lines and learn the poems by heart.</p> <p>The book <i>Mad about Minibeasts!</i> by Giles Andreae has lots of fun poems that</p>	<p>Beginning to understand 'why' and 'how' questions.</p> <p>CL U 8</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>CL U 12</p> <p>Answer 'why' questions about their experiences and in response to events</p> <p>Why do ladybirds have spots? Ask the question 'Why do ladybirds have spots?' Allow the children thinking time before encouraging them to share their ideas.</p> <p>Record the children's suggestions on</p>	<p>Building on children's interests:</p> <p>Children can listen attentively in a range of situations. They listen to stories and respond to what they hear with relevant comments.</p> <p>Children listen to instructions and follow them accurately. This Innovate stage challenges the children to design and plant a garden to attract butterflies. They will need to choose plants and flowers and grow them over time.</p> <p>Read the book <i>Ben Plants a Butterfly Garden</i> by Kate Petty. Fill a wheelbarrow with bags of compost, a watering can, packets of seeds, small plant pots, seedlings and a sign that says 'Butterfly Garden'. Hide it in a suitable outdoor space for the children to find.</p> <p>Allow the children to investigate the materials and talk about what they might do next.</p> <p>Allow the children to write down what they could do with the equipment.</p>	<p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>CL S 14</p> <p>Links statements and sticks to a main theme or intention.</p> <p>CL S 19</p> <p>Express themselves effectively.</p> <p>CL S 22</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Look what we've learned! Work together with the</p>
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

		<p>for the children to match and read. For example 'hen, pen' and 'duck, cluck'.</p> <p>Rhyming word cards' can be found on The Hub.</p> <p>Provision - Display copies of the book and 'Rhyming word cards' for children to read, match and enjoy independently.</p> <p>Offer blank word cards for children to add other rhyming words</p>	<p>are short enough for young children to learn.</p>	<p>a simple mind map, or on sticky notes. Look at pictures of other brightly-coloured minibeads, such as butterflies, dragonflies, bees and beetles. Ask 'how' and 'why' questions to stimulate children's scientific thinking, such as 'Why are these beetles so brightly coloured?' and 'How does being green help these stick insects?' A 'Why do ladybirds have spots?' presentation is available on The Hub.</p> <p>Minibeads, including</p>		<p>children to plan a simple class assembly to show their parents and carers what they have learned during their minibead project. Ask the children what they are most proud of and what they would like to share. Give time for practising what they are going to say. Children could also make minibead-themed invitations to send home.</p> <p>Teach the audience some minibead songs and rhymes during the assembly. Make sure they join in with the actions!</p>
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

				<p>ladybirds, are brightly coloured to warn predators that they might sting or taste nasty! Some minibeasts also use their bright colours as camouflage. Often children mistakenly think that a ladybird's spots represent its age, but this is not the case.</p> <p>Make a beautiful display of ladybird pictures with questions that prompt children's scientific thinking.</p> <p>'Ladybird pictures and questions' are available on The Hub.</p>		
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

Physical Development	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p> <p>Uses one-handed tools and equipment.</p> <p>PD MH 18</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>PD MH 28</p> <p>Handle equipment and tools effectively.</p> <p>Funky finger webs! Provide paper plates with holes</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p> <p>Moves freely and with pleasure and confidence in a range of ways.</p> <p>PD MH 11</p> <p>Experiments with different ways of moving.</p> <p>PD MH 22</p> <p>Move confidently in a range of ways.</p> <p>Snail trails! Put snails on clear perspex sheets or one</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p> <p>SPORTS WEEK</p> <p>Uses one-handed tools and equipment.</p> <p>PD MH 18</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics – jumping balancing and travelling in different ways. Swimming</p>

Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

		<p>punched around the edge and in the centre. Demonstrate how to create a web-like effect, by weaving pipe cleaners or wool through the holes on the plate before challenging the children to create their own. Once complete, children could stick plastic spiders or flies to their web. Some children will need help with threading their needle, so ask a willing parent or carer to help.</p> <p>In the outdoor space, disguise a programmable toy as a spider and place some pictures of flies close by. Can the children program the 'spider' to catch the flies?</p>	<p>side of a window, so the children can see them moving from underneath. What can they see? Ask the children to move like a snail by rippling their bodies along the floor.</p> <p>When you look at snails from underneath, you can see how the muscles in their foot ripples. If you rub a slice of cucumber over the perspex or glass, the snails will move along eating up the juice with their mouths. Yum!</p>	<p>PD MH 28</p> <p>Handle equipment and tools effectively.</p> <p>PD MH 37</p> <p>Leaf confetti! Take the children outside to collect lots of different coloured and textured leaves. Show the children how to use a hole punch safely to make holes in the leaves. Use the punched-out leaf litter to make leaf confetti and put in bowls for sensory play.</p> <p>Standard hole punches are fine, but for more interesting shapes and patterns you can buy decorative card-making punches from art and craft shops. They come in lots of different shapes and sizes.</p>			
Literacy	Visit a local park, woodland or garden to carry out a minibeast safari. Encourage the	<p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>CL S 14</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>L W 2</p>	<p>Can retell a simple past event in correct order. Uses language to imagine and recreate roles and experiences in play situations. Develop their own narrative by connecting</p>	<p>Sometimes gives meaning to marks they make as they draw and paint. Attempts to write short sentences in meaningful contexts. Write simple sentences which can be read. Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>	<p>Sometimes gives meaning to marks they make as they draw and paint. Attempts to write short sentences in meaningful contexts. Write simple</p>	

Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

	<p>children to search for minibeasts that wriggle, crawl or fly, looking under logs, leaves, stones and in leaf litter. Take tools to dig in the soil and torches to investigate the nooks and crannies of trees. Show the children how to gently shake tree branches over a white cloth to catch minibeasts hiding there. Use paintbrushes, spoons or pooters to carefully move the minibeasts into plastic containers. Encourage the children to look carefully at the creatures using small</p>	<p>Links statements and sticks to a main theme or intention.</p> <p>CL S 19</p> <p>Develop their own explanations by connecting ideas or events.</p> <p>CL S 28</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Who am I? Put pictures of different minibeasts in envelopes – one per envelope. Working in a small group, give each child an envelope and ask them to open it without showing other children which minibeast they have. Taking it in turns, ask each child to describe their minibeast without using its name and see if others can guess it. Encourage them to describe their minibeast by appearance, unique features and habitat. For example 'My minibeast has wings, lives in a hive and has black and yellow stripes.'</p> <p>Display the 'Minibeast picture cards' with blank postcards for children to write captions and labels. Ask 'Can you write a caption for a picture?' Provide sticky tack so that the children can match their labels and captions to the right picture.</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>L W 12</p> <p>Write simple sentences which can be read.</p> <p>L W 15</p> <p>Use key features of narrative in their own writing.</p> <p>Spider's diary! Read the story <i>Diary of a Spider</i> by Doreen Cronin to the children. Encourage the children to see how the spider in the story views the world and what kind of things he likes to do on a day-to-day basis. Ask the children to imagine they are a spider, crouching down and looking up. How would they view the world? What would they like to do? Challenge the children to write a story, or write a caption for a drawing, imagining that they are a spider.</p> <p>Display 'What the spider saw</p>	<p>ideas or events.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Surprise, surprise!</p> <p>Working with a small group, read <i>Handa's Surprise</i> by Eileen Browne. After reading the story, show the children Handa's basket and allow them to explore the seven types of exotic fruit. Ask each child to take on a role of a character from the story, either an animal or Handa and Akeyo. Encourage the children to retell the story, using the props. Can they tell it in the right order?</p> <p>Practitioner note</p> <p>YouTube has a range of animated versions of the story.</p>	<p>Write a description of their butterfly garden.</p> <p>Instructions on how to look after the garden.</p> <p>How to plant a seed.</p>	<p>sentences which can be read.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Explain what you have enjoyed and what you haven't enjoyed.</p>
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

	<p>magnifying glasses, and take photographs of them before returning them to the wild. A 'Minibeast safari!' video and 'Minibeast safari spotting sheet' are available on The Hub to support this activity.</p> <p>Things the children could do</p> <p>Search for minibeasts.</p> <p>Collect minibeasts carefully using brushes, spoons, pooters and pots.</p> <p>Describe the things they find.</p> <p>Ask questions about what they see.</p> <p>Observe the minibeasts.</p> <p>Make a record of minibeasts collected or seen.</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>L R 9</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>L R 25</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>L R 32</p> <p>Describe the main events in the simple stories they have read.</p> <p>Grumpy ladybirds! Share the story <i>The Bad-Tempered Ladybird</i> by Eric Carle. After reading, create a story map with the children on a long roll of paper, focusing on the story's structure and retelling events in order. Encourage the children to use sequential vocabulary such as next, then and after that</p>	<p>picture cards' available on The Hub. Encourage the children to guess the object or place seen from a spider's perspective!</p>			
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

	<p>Take photographs or draw the minibeasts.</p> <p>Look at and collect samples of things that grow in the natural environment, such as wild flowers and leaves.</p>	<p>when retelling the story. For example 'First, the ladybird met...' and 'Next, the ladybird met...'</p> <p>Take photographs of the children with 'bad-tempered' faces. Stick these on ladybird bodies and display. Offer small dry wipe speech bubbles for the children to add captions to their images, encouraging them to reflect the language used in the story. 'Ladybird bodies' and 'Phrases from the story' are available on The Hub.</p>				
Guided reading	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begin to read words and simple sentences.</p> <p>MA- Understand simple sentences. Read some common irregular words.</p> <p>Offer a 'browsing box' of information books all about spiders for children to enjoy.</p>	<p><u>Bad Tempered Ladybird</u></p> <p>Shows awareness of rhyme and alliteration.</p> <p>L R 5</p> <p>Can retell a simple past event in correct order.</p> <p>CL S 9</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>CL S 20</p> <p>Develop their own narrative</p>	<p><u>Non Fiction books</u></p> <p>Knows information can be relayed in the form of print.</p> <p>L R 17</p> <p>Knows that information can be retrieved from books and computers.</p> <p>L R 27</p> <p>Demonstrate understanding when talking with others about what</p>	<p><u>Linked to Communication and Language</u></p> <p>Responds to simple instructions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p>Follow the recipe!</p> <p>Provide the children with a broad range of chopped-up fruit and a kebab stick. Can they follow your instructions to make a fruit kebab? Instructions might be</p>	<p>Children can understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read common irregular words.</p> <p>They can describe the main events in the simple stories they have read.</p> <p>Read the book <i>Ben Plants a Butterfly Garden</i> by Kate Petty. Fill a wheelbarrow with bags of compost, a watering can, packets of seeds, small plant pots, seedlings and a sign that says 'Butterfly Garden'. Hide it in a suitable outdoor space for the children to find.</p> <p>Work in small groups to answer questions linked to the story.</p>	

Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

	<p>Observe - Are the children interested in the books?</p> <p>Do the children know the books contain information?</p> <p>Can the children talk about things they have read?</p>	<p>by connecting ideas or events.</p> <p>CL S 27</p> <p>Recount experiences and imagine possibilities, often connecting ideas.</p> <p>CL S 30</p> <p>Snail's journey. Share the story <i>Snail Trail</i> by Ruth Brown with the children. Before turning each page, encourage the children to predict where snail might go next. When reaching the last page, see if children can match where snail thought he was (in a dark, dark cave) to where he actually was (inside a gardener's glove). Use the 'Snail cut out' provided on The Hub, to help the children retell the story, moving the snail along a roll of paper and drawing or writing his journey.</p> <p>Practitioner note</p> <p>Children might like to recreate this story in their play by making obstacle courses and moving through them like a snail. You could also provide writing and drawing materials for</p>	<p>they have read.</p> <p>L R 32</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>L R 34</p> <p>My book! Provide a range of non-fiction books about minibeasts from the UK and around the world. Working with a small group of children, ask each child to choose their favourite non-fiction book and look for interesting pages. Mark the pages with sticky notes and then share the page with them, one to one. Ask questions about the page and answer any questions that they have. Provide pre-made mini-books for the children to make a non-fiction book that includes some of the interesting facts or pictures that they found.</p>	<p>'Put two pieces of pineapple on the stick, then put a piece of apple on top.' Once they have followed the instructions, the children can eat their kebabs!</p> <p>Warning: Beware of food allergies.</p> <p>Practitioner note</p> <p>The children could describe how they made their kebab or give instructions to other children so that they can make a kebab too!</p>		
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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

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Reception Medium Term Plan – Summer term 1 2021 Why do ladybirds have spots?

Mathematical Development	<p>Sometimes matches numeral and quantity correctly.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Count reliably with numbers 1-20.</p> <p>Estimate a number of objects and check quantities by counting up to</p> <p>Minibeast safari! Hide a variety of the 'Minibeast safari cards' in the outside area. Tell the children how many you have hidden and challenge them to find them all. After finding each one, check how many more there are to find. Alternatively, why not give each child a container with a number written on it? The children could collect the right number of minibeasts in their container and bring them back to you for counting and checking. To extend the activity, children could count the total number of legs or wings on the minibeasts. Encourage them to use language such as 'more than', 'less than', 'altogether' and 'total'. 'Minibeast safari cards' are available on The Hub.</p>	<p>Recites numbers in order to 10.</p> <p>M N 9</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>M N 24</p> <p>Count reliably with numbers 1-20.</p> <p>M N 36</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Counting spots! Provide the 'Ladybird counting cards' available on The Hub. Lay them out on a table top and ask the children to choose a card, and count the ladybird's spots. Repeat with different ladybirds, before choosing two or three cards and counting the total number of spots. Some children may be able to predict how many spots are on a ladybird or several ladybirds before counting to check they are right. Laminate 'Leaves with numbers' and 'Ladybird counters' - both are available on The Hub. Can the children add the right number of ladybirds to each leaf?</p> <p>Extend this activity by sharing the book <i>Ten Little Ladybugs</i> by Melanie Gerth and encouraging the children to predict the decreasing numbers.</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence: LINKED TO UNDERSTANDING ALSO.</p> <p>Incy wincy spider! Set up a 'drainpipe' using guttering or a cardboard tube and provide coloured cut out spiders. Ask the children to listen carefully and follow your instructions using preposition, for example 'Jess, stick the blue spider on the drainpipe's. Once the children understand the game, encourage them to give instructions to</p>	<p>Order two or three items by length or height.</p> <p>Use everyday language to talk about size.</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>Counting caterpillars! Make colourful caterpillars of different lengths with the children using cubes, counters or beads. Encourage the children to compare the lengths of the various caterpillars they have made, by placing them next to each other and counting the number of items used. Ask 'Which caterpillar is the longest?' and 'Which caterpillar is the shortest?'</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or less.</p> <p>They can solve practical problems that involve combining groups of 2, 5 or 10 or sharing in to equal groups.</p> <p>Solving number bonds to 10. If I have 6 worms how many more do I need to have 10?</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or less.</p> <p>They can solve practical problems that involve combining groups of 2, 5 or 10 or sharing in to equal groups.</p> <p>Halving and sharing objects equally.</p> <p>Sharing the seeds equally.</p> <p>Counting the flies in groups of 2, 5 and 10.</p>	
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Forest School	To go on a minibeast hunt to find bugs.	Create homes for minibeasts.	Find worms for the compost heap.	Plant flower seeds.	Create a butterfly garden.	
Knowledge & Understanding of the World	<p>They make observations of animals and plants and explain why some things occur; and talk about changes.</p> <p>Children know that the environment and living things are influenced by human activity.</p> <p>Search for minibeasts.</p> <p>Collect minibeasts carefully using brushes, spoons, pooters and pots.</p> <p>Describe the things they find.</p> <p>Ask questions about what they see.</p> <p>Observe the minibeasts.</p> <p>Make a record of minibeasts collected or</p>	<p>They make observations of animals and plants and explain why some things occur; and talk about changes.</p> <p>Children know that the environment and living things are influenced by human activity.</p> <p>Wiggly worms</p> <p>Make a mini wormery in a plastic or glass container and display it indoors or outdoors.</p> <p>Instructions can be found online.</p> <p>Observe</p> <p>Do the children show an interest in the worms' behaviour?</p> <p>Do they handle the worms with</p>	<p>They make observations of animals and plants and explain why some things occur; and talk about changes.</p> <p>Children know that the environment and living things are influenced by human activity.</p> <p>Beautiful butterflies!</p> <p>Set up a butterfly farm by buying a commercial butterfly kit, which will come with everything you need to raise butterflies. Display books, posters and a computer or tablet that enables children to watch a butterfly's life cycle. There are many</p>	<p>Can talk about some of the things they have observed.</p> <p>UW TW 4</p> <p>Make observations about animals.</p> <p>UW TW 16</p> <p>Be familiar with basic scientific concepts.</p> <p>Superworm! Read the story <i>Superworm</i> by Julia Donaldson to the children. After reading, ask the children 'What do you know about worms?' Allow the children time to share their ideas and record them on a whiteboard.</p> <p>Then, using the 'Worm statements' available on</p>	<p>To talk about some of the things they have observed UW TW 4</p> <p>To look closely at similarities, differences, pattern and change UW TW 8</p> <p>To say how materials are the same or different UW TW 11</p> <p>You will need:</p> <p>containers (pots, planters, old wooden vegetable trays, washing-up bowls or old wellington boots)</p> <p>compost</p> <p>gardening tools</p> <p>butterfly-friendly seeds and seedlings (lavender, marjoram, mint, clover, verbena and cornflowers)</p> <p>wood for stacking around the pots</p> <p>hollow tubes or drainpipes for children to develop their own watering system</p> <p>watering cans</p> <p><i>Ben Plants a Butterfly Garden</i> by Kate Petty</p> <p>'Butterfly Garden sign' available on The Hub</p> <p>Talk about how will the plants grow what will</p>	<p>Can talk about some of the things they have observed.</p> <p>UW TW 4</p> <p>Looks closely at similarities, difference s, patterns and change.</p> <p>UW TW 8</p> <p>Say how living things are the same or different.</p> <p>Amazing critters! Show the children the 'Amazing critters' video. After watching, use the 'Quiz questions', to test the children's listening! Both resources are available on The Hub.</p> <p>The video introduces the children to a range of amazing minibeasts from all over the world. Older or more</p>

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	<p>seen.</p> <p>Take photographs or draw the minibeasts.</p> <p>Look at and collect samples of things that grow in the natural environment, such as wild flowers and leaves</p> <p><u>Observing Snails</u></p> <p>Provide a clear tank containing two or three garden or giant African land snails, soil, leaves and slices of fruits or vegetables. Provide hand lenses for close observation.</p> <p>Observe</p> <p>Are the children interested in the snails?</p> <p>Do they ask questions</p>	<p>care?</p> <p>Magnification</p> <p>Offer a range of wild or garden flowers and a variety of magnifiers for close observation.</p> <p>Display labelled diagrams of flowers to help children identify the parts they can see.</p> <p>Observe</p> <p>Can the children name different parts of the flowers?</p> <p>Can they describe similarities or differences between the flowers?</p> <p>Do the children experiment with the effects of magnification?</p> <p>Can talk about some of the things they have observed.</p>	<p>suitable time-lapse videos available online.</p> <p>Observe</p> <p>Are the children curious about what might happen?</p> <p>Are they interested in the video footage?</p> <p>Do the children comment on changes they see happening over time?</p> <p>Comments and asks question about aspects of their familiar world.</p> <p>UW TW 3</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>UW TW 8</p> <p>Make observations about animals.</p> <p>UW TW 16</p>	<p>The Hub, discuss each one with the children and decide if they think it is true or false.</p> <p>Children could then take the worms from the class wormery and do some simple investigations to see if they were right.</p> <p>Encourage children to share their ideas for how they could test the statements provided. Ensure the children treat the worms with care during any investigations.</p>	<p>they need? How can we help them?</p> <p>Plant the seeds and draw a picture of what they can see and then draw what they think it will look like.</p>	<p>able children could also make comparisons between the minibeasts in the video with more familiar minibeasts.</p> <p>Set the video on a rolling programme for children to watch and enjoy independently or with a partner. Provide instructions for ways to start, pause, rewind and fast forward the presentation.</p>
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	<p>about them?</p> <p>Can they name the snail's body parts such as shell and tentacles?</p>	<p>UW TW 4</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>UW TW 8</p> <p>Make observations about animals.</p> <p>UW TW 16</p> <p>Be familiar with basic scientific concepts.</p> <p>Minibeast café! Find out which foods minibeasts prefer.</p> <p>Place plates of different foods including bread, fruit, vegetables, cereals, cooked meat or fish, cheese or yoghurt in a sunny spot outside. Ask the children to predict the minibeasts' favourite food. Let the children check the plates throughout the day to count any visiting minibeasts. Share the</p>	<p>Be familiar with basic scientific concepts.</p> <p>Same or different? Spread a range of minibeast pictures or models on a table top. Ask a small group of children to name the minibeasts and say where they have seen them before. Ask the children to choose two pictures or models and think carefully about how the animals are the same or different. Encourage them to explain their ideas to others in the group and let them help each other if necessary.</p> <p>Practitioner note</p> <p>To extend this activity, provide hoops or baskets for sorting and grouping. Ask the children to draw two minibeasts and label them.</p> <p>Offer labelled hoops or baskets for children to sort the small world</p>			
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		<p>results. Were their predictions right?</p> <p>Minibeasts prefer fruit because of their scent and sugary taste. The children will need to be quiet when they go to the plates, so the minibeasts don't get frightened! Warning: Be aware of food allergies.</p> <p>What colours do minibeasts prefer? Hang coloured clothes or textiles outdoors on a washing line, include the colours black, white and yellow. Encourage the children to observe which colour minibeasts land on most frequently.</p>	minibeasts.			
Creative Development		<p>Manipulates materials to achieve a planned effect.</p> <p>EAD EUMM 23</p>	<p>Explores colour and how colours can be changed.</p> <p>EAD EUMM 11</p>	<p>Creates movement in response to music.</p> <p>EAD BI 5</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role play.</p> <p>Children talk about the ideas and processes</p>	<p>Understands that different media can be combined to create</p>

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	<p>Minibeast hotel</p> <p>Provide baskets of natural materials such as logs, bark, pine cones, hay, sticks, leaves, stones and a range of man-made items, such as bricks with holes in, wooden boxes or pallets, flower pots, guttering, drinking straws, netting and string. Display a sign that says 'Welcome to The Minibeast Hotel!'</p> <p>Observe</p> <ul style="list-style-type: none"> Do the children show an interest in using the materials provided? Do they use the materials to construct dens and homes for 	<p>Use a variety of materials and techniques.</p> <p>EAD EUMM 34</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Minibeast finger puppets. Using the 'Minibeast puppet templates' available on The Hub, encourage the children to paint, colour and add patterns to decorate. If using paint, provide the children with a selection of fine tipped brushes. Once dry, show the children how to slip their fingers into the holes to create a simple minibeast puppet with finger legs!</p> <p>Allow children to use their</p>	<p>Explores what happens when they mix colours.</p> <p>EAD EUMM 20</p> <p>Experiment with colours.</p> <p>EAD EUMM 35</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Snail art. Fill shallow containers with water and add brightly-coloured natural food colouring. Allow the children to dip a snail gently into the mixture, by holding its shell. After dipping the snail into the mix, show the children how to place the snail on white paper. Let the children observe what happens and how the colours mix as the snails make their trails. At the end of the activity, spray the snails with a water mister to clean off any remaining colouring and put them back where you found them.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>EAD BI 14</p> <p>Represent their own ideas, thoughts and feelings through dance.</p> <p>EAD BI 22</p> <p>Be a bee! Encourage the children to lay down in a quiet space and listen to the Flight of the Bumblebee by Nikolai Rimsky- Korsakov. After listening to the music, ask 'Which minibeast do you think this music is about?' Encourage the children to share their ideas and explain their thoughts. Talk about how bees fly, move from flower to flower, feed on nectar and waggle dance! Play the music two or three times for the children to explore bee movements. Record the</p>	<p>which have led them to images or products.</p> <p>They talk about features of their own work.</p> <p>Create a plan for the Butterfly garden using pencils and pens.</p> <p>Once they have done this see if they can use a computer or smartboard to try and create their plan and talk about what they have drawn on the plan and why they have put it on.</p>	<p>new effects.</p> <p>EAD EUMM 22</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>EAD EUMM 26</p> <p>Use a variety of materials and techniques.</p> <p>EAD EUMM 34</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>EAD EUMM 40</p> <p>Fancy that! Provide the children with flat white pebbles for making a fancy beetle! Display a range of pictures that show brightly-coloured beetles for inspiration, a selection of 'Beetle pictures' are</p>
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