

Nursery- Medium Term Planning- Spring- Spring 1- 2025/2026

| | PSED | Communication and Language | Physical Development | Literacy | Phonics | Mathematics | Understanding of the World | Expressive Arts and Design | CoETL |
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| 1 (3 Billy Goats Gruff) | <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions (Birth-3)</p> <p>Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling (3 and 4 year olds)</p> <p>Children to take it in turns and play the matching animals game.</p> | 4 Day week Settling new children | <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3) Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (3 and 4 year olds)</p> <p>Children to paint a goat picture. Encourage use of correct colours. (Home)</p> | <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Ask questions about the book. Makes comments and shares their own ideas. (Birth-3)</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing <p>we read English text from left to right and from top to bottom (3 and 4 year olds)</p> <p>Read the story of the 3 Billy Goats Gruff</p> | <p>"Firefighters"</p> <p>Session 1- The firefighters song</p> <p>Session 2- Fire Station Bingo</p> <p>Session 3- Time for Lunch</p> <p>Session 4- The Musical Fire Station</p> <p>Session 5- Sound Story</p> | <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth-3)</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Spring subitising. Challenge- Can the children reason their answer?</p> <p>Spring-Themed Subitising PowerPoint</p> | <p>Make connections between the features of their family and other families. (Birth-3)</p> <p>Begin to make sense of their own life-story and family's history. (3 and 4 year olds)</p> <p>Children to draw their family on a whiteboard. Taking it in turns to speak about who they have in their family? Talks about and show them the differences.</p> <p>(Book)</p> | 4 day week Settling new children | <p>Use a range of strategies to reach a goal they have set themselves.</p> <p>In the role play, have a piece of blue material on the floor acting as the river. Children to have materials they can use to build a bridge to help them cross. (Inside)</p> <p>In the tuff spot, provide paper and paints of the colours of the goats. Children to paint their own goat. (Outside)</p> |

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| 2 (3 Billy Goats Gruff) | <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children. (Birth-3)</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk with others to solve conflicts (3 and 4 year olds)</p> <p>Decorate a character from the story. Split the children into groups and provide them with tissue paper. Children to work together.</p> | <p>Listen to other people's talk with interest, but can easily be distracted by other things (Birth-3)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (3 and 4 year olds)</p> <p>Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'It's only me, Little/Big Billy Goat' in appropriate squeaky or gruff voice. The blindfolded child guesses who was speaking/where in the room the child was</p> | <p>Explore different materials and tools. (Birth-3)</p> <p>Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to use the green themed mats to make the objects. Have ready made green playdough to use.</p> <p>https://www.twinkl.co.uk/resource/t-t-252845-green-themed-playdough-mat</p> | <p>Enjoy drawing freely</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name</p> <p>Write some letters accurately. (3 and 4 year olds)</p> <p>Working together make a letter to the troll telling him why he should say sorry to the goats.</p> <p>Children to have a go writing their own name.</p> | <p>"Police "</p> <p>Session 1- Police Sound Lotti</p> <p>Session 2- Chief in Charge</p> <p>Session 3- Meet the Police Officers</p> <p>Session 4- Walking the Beat</p> <p>Session 5- Crime Solvers</p> | <p>Complete inset puzzles. (Birth-3)</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. (3 and 4 year olds)</p> <p>Have a variety of levels of puzzles for the children to complete. Put them into pairs and work together to complete the puzzle. (Book)</p> | <p>Explore and talk about different forces they can feel. (3 and 4 year olds)</p> <p>Print off the PowerPoint.</p> <p>Children to sort the pictures into the correct place.</p> <p>https://www.twinkl.co.uk/resource/t-t-708-push-and-pull-powerpoint</p> | <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3)</p> <p>Children to have a go at drawing their own troll. (Home)</p> | <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p> <p>Using junk modelling, children to have a go at making a bridge for the goats. (Outside)</p> <p>3 Billy Goat Gruff cutting (Inside)</p> |
| 3 (Animals and their) | <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> | <p>Understand simple instructions like "give to mummy" or "stop". (Birth-3)</p> <p>Can find it difficult to pay attention to more than one thing at a time (3 and 4 year olds)</p> | <p>Develop manipulation and control. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips</p> | <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p> | <p>"Doctors"</p> <p>Session 1- Hoppy Poppy's Plasters</p> <p>Session 2- Hospital</p> | <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Link numerals and amounts: for example, showing</p> | <p>Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. (3 and 4 year olds)</p> <p>Children to have a go at the IWB</p> | <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person</p> | <p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets</p> |

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| r bab ies) | <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Birth-3)</p> <p>Develop their sense of responsibility and membership of a community. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3 and 4 year olds)</p> <p>Children to have a look at themselves in the mirror. Make a large circle. Can they find someone with the same coloured eyes, hair, wearing the same clothes? .</p> | Children to make biscuits. (Home) | <p>in paper with scissors. (3 and 4 Year Olds)</p> <p>Understand the key features of the life cycle of a plant and an animal. (3 and 4 year olds- UW)</p> <p>Children to have a go at cutting out the animals and babies. Can they name some of the names of baby animals? (Book)</p> <p>https://www.twinkl.co.uk/resource/t-t-5680-mothers-and-their-young-farm-animals-flash-cards</p> | <p>(3 and 4 year olds)</p> <p>Children to have a go at the rhyming game.</p> <p>Challenge- Can they think of more things that rhyme to make a rhyming strip.</p> <p>https://www.twinkl.co.uk/resource/t-t-5131-new-photo-rhyming-matching-game</p> | <p>Sounds</p> <p>Session 3- Dana's Children Ward</p> <p>Session 4- Find the Doctor</p> <p>Session 5- Poorly Ted</p> | <p>the right number of objects to match the numeral, up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Have different sized animals. Children to count them and see if they can find the numeral.</p> <p>Challenge- Can they sort them into which is the 'biggest' 'smallest' ?</p> | <p>game.</p> <p>https://www.twinkl.co.uk/resource/animals-and-their-young-matching-picture-game-tg-au-st</p> | <p>('pitch match'). (3 and 4 year olds)</p> <p>Singing songs children know (5 little ducks, baa baa black sheep) and introduce new ones like 'Spring chicken'</p> | <p>Have hoops outside for the children to sort the throwing rings into by colour or size. (Outside)</p> <p>Sorting toys (fruit, elephants, dinosaurs) out for the children to explore. (Inside)</p> |
| 4 (Spr ing) | Safely explore emotions beyond their normal range through play and stories Are talking about their feelings in more elaborated | Baselines | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth- 3) | Baselines | <p>"Teachers and School Staff"</p> <p>Session 1- Playground Helper</p> <p>Session 2- Lollipop Person</p> | <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3 and 4 year olds)</p> <p>Have a chick printed off with an</p> | <p>Explore natural materials, indoors and outside. (Birth-3)</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Plant seeds and</p> | <p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3)</p> <p>Create closed</p> | Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend |

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| | ways: "I'm sad because..." or "I love it when ...". (Birth-3) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. (3 and 4 year olds) Welcome a toy chick or baby rabbit, telling the children that the animal feels very scared and small. Can the children suggest ways to make the baby animal feel welcome and happy? | | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3 and 4 year olds) Take the children outside. Children to move like Spring animals. Skip like a lamb or jump like a rabbit. | | Session 3- Missing Instruments Session 4- Arthur needs a rest Session 5- Who made that sound? | egg. Move the chick around the egg getting the children to think and use the positional words. | care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds) Go on a Winter walk to see if we can find signs of Winter. Take magnifying glasses so we can look closely at things. | shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. (3 and 4 year olds) Daffodil fork painting (Book) | cup. Have a Role play Garden centre (Inside) Small world toys (Inside) |
| 5 (Peter Rabbit) | Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3) Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding | Generally focus on an activity of their own choice and find it difficult to be directed by an adult. (Birth-3) Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds) Parachute games. Children to follow the instructions. | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3) Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. (3 and 4 year olds) Each child to be given a pair of tweezers. Can | Enjoy sharing books with an adult Pay attention and responds to the pictures or the words. Ask questions about the book. Makes comments and shares their own ideas. (Birth-3) Engage in extended conversations about stories, learning new vocabulary. (3 and 4 year olds) | "Vets" Session 1- Name the Pet! Session 2- Night time at the Vet's Session 3- Copy Cats Session 4- Playful Pets Session 5- A visit from the Vet | Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth- 3) Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5 Know that | Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal. (3 and 4 year olds) Plant a seed/bulb. Keep in nursery for a few weeks so children can see what happens.. (Home) | Make simple models Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3) Create their own songs, or improvise a song around one they know. (3 and 4 year olds) Children to sing songs that we know. Can we change the lyrics for example moo moo cow have you any milk? | Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object Children to have copies of making their own Peter Rabbit. Can the children complete him? |

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| | <p>why they are important. Develop appropriate ways of being assertive. (3 and 4 year olds)</p> <p>Design Mr McGregor's Garden in smaller groups. What does he have in his garden?</p> | | <p>they sort the poms into the correct coloured tubs?</p> | <p>Read A Tale of Peter Rabbit to the children.</p> | | <p>the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals. (3 and 4 year olds)</p> <p>Children to have a go at counting the Spring pictures. Challenge- Can the children write some of the numbers? Differentiated sheets. (Book)</p> <p>Spring I Spy and Count to 5 (twinkl.co.uk)</p> <p>Spring I Spy and Count Activity to 10 (twinkl.co.uk)</p> | | | <p>(Inside)</p> <p>Have the construction blocks. Children to build their own Mr McGregor garden. (Outside)</p> |
| 6 | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3- and 4-year-olds)</p> <p>Children to choose a weather and as a group make a weather picture with all the features and things associated with that weather</p> | <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start conversation with an adult or a friend and continue it for many turns.</p> <p>Children to look at weather pictures and form their own opinion on what they think the weather is in the picture.</p> <p>Why do they think this?</p> | <p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Dough disco. Have weather sounds playing in the background.</p> <p>EPIC THUNDER & RAIN Rainstorm Sounds For Relaxing, Focus or Sleep White Noise 10 Hours - YouTube</p> | <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <ol style="list-style-type: none"> Have some spring flowers cut out. Children to have a go at writing their name on it to make a display. (Book) | <p>Sound of the week 's'</p> <p>Session 1- The firefighters song</p> <p>Session 2- Fire Station Bingo</p> <p>Session 3- Time for Lunch</p> <p>Session 4- The Musical Fire Station</p> <p>Session 5- Sound Story</p> | <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Have different sized spring pictures/weather pictures for the children to compare.</p> <p>Weather-Themed Size Ordering</p> | <p>Show interest in different occupations.</p> <p>Children to have a look at what a farmer does. What does he drive/do? Ask the children first to see what they know. Use the small world farm to support.</p> | <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3)</p> <p>Explore colour and colour-mixing. (3 and 4 year olds)</p> <p>Bubble painting. Children to blow bubbles and then print on paper. (Home)</p>  | |

Nursery- Medium Term Planning- Minibeasts – Spring 2 –2025/2026

| Week | PSED | Communication and Language | Physical Development | Literacy | Phonics | Mathematics | Understanding of the World | Expressive Arts and Design | CoETL |
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| 1 The Hungry Caterpillar | <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Take it in turns to talk about their favourite fruit. Have a variety of pictures of common fruit for the children to use as a reference</p> | <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Birth-3)</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' (3 and 4 year olds)</p> <p>Make a fruit smoothie with the children. Children to follow the instructions and have a go at cutting up some of the fruit. (Home)</p> | <p>Develop manipulation and control. (Birth-3)</p> <p>Use one-handed tools and equipment (3 and 4 year olds)</p> <p>Children to have a go at threading of the leaf. Threading Activity to Support Teaching on The Very Hungry Caterpillar (twinkl.co.uk) (Book)</p> | <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories. (Birth-3)</p> <p>Engage in extended conversations about stories, learning new vocabulary. (3 and 4 year olds)</p> <p>Read the Very Hungry Caterpillar to the children.</p> | <p>"Farm Animals"</p> <p>Session 1- Noisy Farm</p> <p>Session 2- Down on the Farm</p> <p>Session 3- The farmer claps her hands</p> <p>Session 4- Farm rhyming Pairs</p> <p>Session 5- Barn Corners</p> | <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4 year olds)</p> <p>Children to each have shape finder. Go around the classroom and the children are to find an object and bring it back to the carpet. Does it match their magnifying glass?</p> <p>T-N-5090-2D-Shape-Spotter ver 1.pdf (twinkl.co.uk)</p> | <p>Understand the key features of the life cycle of a plant and an animal (3 and 4 year olds)</p> <p>https://www.twinkl.co.uk/resource/t-t-983-life-cycle-of-a-butterfly-display-posters Life cycle of a caterpillar. Hide the pictures children to take it in turns to find the correct picture in the cycle.</p> | <p>Join in with songs and rhymes, making some sounds.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs, or improvise a song around one they know. (3 and 4 year olds)</p> <p>Sing nursery rhymes with the children based on minibeasts- The ants go marching, Incy Wincy spider, Little Miss Muffet and introduce some new ones.</p> <p>Finger Family (Insects Version) CoComelon Nursery Rhymes & Kids Songs - YouTube</p> | <p>Make independent choices.</p> <p>Inside- Children to choose what they want to play with and tell an adult.</p> <p>Outside- Children to have access to the shed to select resources they would like to play with outside</p> |

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| <p>2</p> <p>The Hungry Caterpillar</p> | <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3)</p> <p>Develop friendships with other children. (Birth-3)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3 and 4 year olds)</p> <p>Create a friendship caterpillar using handprints- children to say what we should do in nursery. (Be kind, share etc)</p> | <p>Listen to other people's talk with interest, but can easily be distracted by other things. (Birth-3)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p> <p>Print the pictures. Children to have a look at them and describe what they can see. Work together as a large group. Butterflies and Caterpillars Photo Pack - EYFS, Early Years, KS1, symmetry (twinkl.co.uk)</p> | <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3 and 4 year olds)</p> <p>Make a caterpillar headband Home</p>  | <p>Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Draw a shopping list for the caterpillar on the things he eats. Children to have the book as a support. Challenge- Children to write/ say the initial sounds Book</p> | <p>"Jungle Animals"</p> <p>Session 1- Jungle Sounds</p> <p>Session 2- The Tiger and the Ant</p> <p>Session 3- Guess my Jungle Animal</p> <p>Session 4- Noisy Jungle Song</p> <p>Session 5- Jungle I spy</p> | <p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3 and 4 year olds)</p> <p>3. https://www.twinkl.co.uk/resource/t-t-7567-the-very-hungry-caterpillar-display-numbers</p> <p>Give the children 2 numbers. Can they count the correct number of pictures to match the number? Challenge- Can they say 1 more?</p> | <p>Understand the key features of the life cycle of a plant and an animal (3 and 4 year olds)</p> <p>Children to have a go at acting out the life cycle of a caterpillar. Have pictures to support.</p> | <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3 and 4 year olds)</p> <p>Make a playdough snail</p> | <p>Participate in routines, such as going to their cot or mat when they want to sleep. (Active Learning)</p> <p>Children to act out the morning routine and be independent during snack time</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. Have the guttering and hurdles available for the children to build with.</p> |
| <p>3</p> <p>The Very</p> | <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Develop friendships with other children. (Birth-3)</p> <p>Develop appropriate ways of being assertive. Talk with others to</p> | <p>Use the speech sounds p, b, m, w.. Are usually still learning to pronounce: l/r/w/y s/sh/ch/dz/j f/t multi-syllabic words such as 'banana' and 'computer' (Birth-3)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> | <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their</p> | <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3)</p> <p>Write some or all of their name. (3 and 4 year olds)</p> <p>Children to</p> | <p>"Under the Sea"</p> <p>Session 1- All Aboard the Submarine</p> <p>Session 2- Hoppy Poppy goes Snorkelling</p> <p>Session 3-</p> | <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Ordering length caterpillars.</p> | <p>Explore natural materials, indoors and outside (Birth-3)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>Look at the caterpillars. Have they changed? If so, what has</p> | <p>Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (Birth-3)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and</p> | <p>Do things independently that they have been previously taught.</p> <p>Have the IWB game o for the children to guess the minibeast. (Inside)</p> |

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| <p>Hungry Caterpillar</p> | <p>solve conflicts. (3 and 4 year olds) Show resilience and perseverance in the face of challenge (Reception)</p> <p>Wrap a child up in the cocoon using toilet paper. Go through the life cycle of a butterfly as we go.</p> | <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' (3 and 4 year olds) Children to get into teams and play the game. Encourage the use of sentences (I think it is a) Minibeast PowerPoint What Can You See? - Teaching Resources (twinkl.co.uk)</p> | <p>developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3 and 4 year olds)</p> <p>Play fruit salad game with the parachute Children to be given a name of fruit and have to swap under the parachute with another fruit .</p> | <p>make Mother's Day Cards (Home)</p> | <p>Once I caught.... Session 4- Gone Fishing Session 5- Dancing in the Deep</p> | <p>Children to be put into 2 groups. t-t-19706-ordering-caterpillar-lengths-activity-pack_ver_1.pdf (twinkl.co.uk) (Book)</p> | <p>happened? What's the next stage in their life?</p> | <p>detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3 and 4 year olds)</p> <p>Chalking minibeasts outside. Children to choose a picture and copy on the playground. Encourage them to look closely at what they look like.</p> | <p>Parachute-Children to play the games we played last week. (Outside)</p> |
| <p>4 Minibeasts</p> | <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3) Help to find solutions to</p> | <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3 and 4 year olds) Children to sit on the 'special chair' and sing a rhyme pretending to be the teacher.</p> | <p>Develop manipulation and control. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.(Birth-3) Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with</p> | <p>Make marks on their picture to stand for their name. (Birth-3) Write some or all of their name. Write some letters accurately. (3 and 4 year olds) Children to use wax resist on top of their name. (Home)</p> | <p>"Minibeasts" Session 1- Bug in a rug Session 2- Incy Wincy Spider Session 3- Bug Art Session 4- Spider's Web Session 5- Earwigging</p> | <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3) Say one number for each item in order: 1,2,3,4,5. Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year olds) Create a pictogram of the children's favourite fruits. Children to then see which one is the favourite by telling which</p> | <p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>Talk about using gentle hands when collecting minibeasts and using gentle hands with friends. Then go on a mini hunt in the outside area.</p> | <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. (3 and 4 year olds) Children to create their own caterpillar using a pom poms and paint. Encourage a repeating pattern. (Book)</p> | <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Children to complete the maths challenge activity. (Inside)</p> <p>Name writing (Outside)</p> |

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| | <p>conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive. (3 and 4 year olds)</p> <p>Print some 4- and 6-piece puzzles out. Children to complete them working together.</p> <p>Fix the Picture Minibeasts Cutting Skills Activity Sheet (twinkl.co.uk)</p> <p>Minibeast Themed Number Sequencing Photo Puzzles - minibeasts (twinkl.co.uk)</p> | | <p>good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Have some giant white chalks so the children can draw giant spiderwebs on the floor! Use the photos to support what they look like. Spiders and Webs Photo Pack</p> | | | <p>has more/less.</p> <p>Challenge- How do they know it is the favourite?</p> | | | |
| 5 Minibeasts | <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> | <p>Understand and act on longer sentences like 'make teddy jump' or 'ind your coat'. (Birth-3)</p> <p>Understand a question or instruction that has two parts,</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For</p> | <p>count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother (3 and 4 year olds)</p> <p>Play a 'What's in the box? Initial Sounds Game' with the</p> | <p>"Arctic Animals"</p> <p>Session 1- Pam's Snowy Ride</p> <p>Session 2- Arctic or Not?</p> | <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth-3)</p> <p>Say one number for</p> | <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (3</p> | <p>Explore a range of sound-makers and instruments and play them in different ways. (Birth-3)</p> <p>Play instruments with increasing control to express their feelings and ideas. (3 and 4 year olds)</p> | <p>Make more links between those ideas.</p> <p>Children to have access to the what's in the sound box game/ (Inside)</p> |

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| | <p>Show more confidence in new social situations. (3 and 4 year olds)</p> <p>Challenge the children to work together in teams to create the longest caterpillar they can in the block/constructi on area. Show the children some pictures as ideas.</p> <p>(Book)</p> | <p>such as "Get your coat and wait at the door". (3 and 4 year olds)</p> <p>Children to follow instructions and make Jammy Snails. Jammy Snails Recipe Ready-Made Pastry Jus-Rol (jusrol.co.uk) Home</p> | <p>example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3 and 4 year olds)</p> <p>Provide streamers and flags. Encourage the children to use large-muscle movements to wave their streamers to represent different minibeasts. For example, gentle waves like a butterfly flying or zigzag movements for a bee.</p> | <p>children. Show the children a selection of minibeasts whose names all begin with different initial sounds. Add them to the box, say the initial sound of one of their names and see which children can work out the minibeast. Introduce syllables and clapping them for each of the minibeasts.</p> | <p>Session 3- The hare hopped over the iceberg</p> <p>Session 4- Rhyming Icebergs</p> <p>Session 5- Brilliant Body Sounds</p> | <p>each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year old)</p> <p>Hide the minibeasts under a blanket Children to take it in turns to count the minibeasts. Give each child a new number to count.</p> <p>Challenge- Children to subitise and reason.</p> | <p>and 4 year olds)</p> <p>Trip to Park Hall Farm!</p> | <p>Children to look at the minibeast pictures. Can they play the instruments to how they might move?</p> | <p>Children to use the Lego blocks to build a minibeast home. Get the to think where the minibeast would live (Outside</p> |
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