

Learning Overview - EYFS Taw. Minibeasts - Summer Term

Personal, Social, Emotional Development

Settling in and getting to know you - circle time games to get to know names. Opportunities for making choices and discussing likes/dislikes. Being confident to approach adults in the setting and communicate wants and needs. Independence - learning what we need to wear before painting/to go outside. Can we find our own belongings? Going to the toilet, morning/end of the day routines, water bottled, lunchtime. Waiting for needs to be met. Communicates freely about home and family.

Communication, language and Literacy

Texts: *The Very Hungry Caterpillar, Superworm, Non-fiction Books Mini beasts*

- Retelling stories in sequence, acting out with puppets, small world.
- Alliteration, rhythm and rhyme and oral blending and segmenting
- Make marks using different mediums, discuss the marks that have been made. (Shaving foam, mud, sand, paint, pencils, pens).
- Learn simple rhymes - Incy Wincy spider
- Join in with stories, repeated words/phrases.

Understanding the World

Questions to investigate:

Where do mini beasts live? How do they move? What is the same/different about different mini beasts? Talk about what they can see and observe. Shows care for living things. Use the I pad to take photos and videos

Physical Development

Gross Motor: Moving in different ways - exploring speed, stop, go. Obstacle course challenge use positional language.

Outside area - building and construction, water play, large scale painting and drawing, bikes, climbing frame, mud kitchen

Fine Motor: Small containers in water tray, finger painting, playdough snails, spiders, peg boards, tweezers to sort objects, - sensory mark making, wool winding, threading leads, hole punching leaves, slicing vegetables, cutting skills.

Health and Self-Care: Dresses and undresses with help (hats, coats, jumpers, aprons), washing and drying hands. Uses tools safely - scissors, knives.

Expressive Arts and Design

- Explore collage - loose parts bugs, explore different textures of materials.
- Create movements in response to music (Bug dances)
- Act out stories in role and using small world play. Mud kitchen.
- Using a variety of construction/malleable materials to make models that represent simple objects.

Mathematics

- Counting songs and rhymes - repetition.
- Recites number names to 10
- Compares groups of objects
- Numerals in the environment - House numbers
- Positional language - snail trail
- Talks about shapes and uses them appropriately in tasks.