

## Nursery Summer

Term 2023

**Topic –  
Minibeasts**



### **Key Vocabulary**

**Minibeasts**

**Bug**

**Caterpillar**

**Butterfly**

**Spider**

**Ant**

**Beetle**

**Slug**

**Snail**

**Worm**

**Ladybird**

**Lifecycle**

**Change**

**Body**

**Legs**

**Habitat**

**We will be reading:**

**Norman the Slug with the silly  
shell – Sue Hendra**

**Superworm – Julia Donaldson**

**The Very Busy Spider – Eric  
Carle**

**The Very Hungry Caterpillar –  
Eric Carle**

### **Knowledge and Understanding of the world**

Make comparisons between habitats of farm  
animals and minibeasts animals.

Talk about the life cycle of minibeasts.

Look at the habitats of a range of minibeasts  
and talk about how they differ

Make own habitats using a range of  
resources.

To use senses to explore the world around  
them.

### **Physical Development**

To hold the pencil confidently, using the  
tripod grip and forming some letters and  
numbers mostly correctly.

To be able to use scissors confidently and  
make straight, zig zag and circular snips  
using one hand.

To run skilfully and be able to negotiate  
space.

To mark make using a comfortable grip  
when using pencils and pens.

### **Mathematics we will be covering this term:**

Recognising, ordering and writing  
numbers to 6

Continue revision to 6 and for some  
introduce 7- 10

Doubles and halves within 6 (rote facts)

### **Communication and language**

To listen to traditional stories and retain  
key vocabulary.

To be able to answer questions and share  
opinions using the relevant vocabulary.

To be able to talk about the setting,  
characters and the structure of the story.

To be able to use connectives e.g. Once  
upon a time and then.

To be able to order a range of life cycles.

To join in with circle time, games and  
songs

To answer 'Why' questions about a range  
of topics

To learn and sing a broad range of songs  
linked to topics taught

### **Expressive Arts and design**

Sing familiar songs in the correct tone and  
changing melody if appropriate.

To use available props to develop stories  
and make imaginative play more  
purposeful.

To draw with increasing control,  
representing features and detail clearly.

To make observational drawings of plants  
and animals, looking closely at main  
features

### **Mathematics**

Practical problem solving with numbers  
up to 6.

To count, order and recognise numbers  
5 then to 10, in and out of sequence.

To select and use shapes appropriately  
in play, combining them to make models  
and enclosures.

To develop fast recognition of numbers  
and number facts.

To use relevant mathematical vocabulary  
when talking about learning.

### **Literacy and Phonics**

To identify the initial sound of a word and  
their name

Children will begin to identify some  
sounds during oral blending games.

To begin to make predictions about a  
story, sometimes supported by an adult  
with vocabulary.

To write some or all of their name.

### **Personal, Emotional and Social Development**

To be able to initiate play with peers and  
keep play going by giving ideas.

To become more outgoing with  
unfamiliar people.

To show more confidence in new social  
situations.

To begin to find solutions to conflicts.

To show an awareness of how others  
may be feeling.