

## Nursery Summer

Term 2024

**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 eg 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