

Quite literally, a 'mini-beast' is simply a small animal. Spiders, snails, slugs, beetles, centipedes, worms, earwigs, caterpillars, butterflies.....these are just a few well-known examples of the thousands and thousands of types of 'creepy-crawlies'. We will be finding out: where do mini-beasts live? What do mini-beasts eat? Why are mini-beasts important? Collecting mini-beasts and identifying them, looking closely at mini-beasts and drawing them. Researching this topic with your child at home will support their learning in school, here are just a few ideas you may wish to try :) We would love to see or hear about anything you do at home. Thank you so much for your support, happy hunting!

### As talkers, readers and writers we will:

- Discuss mini-beasts children have seen and find out more information about them, including What they like to eat? Where they live? Changes that happen to them during their life-cycle, etc. We will discuss changes we observe when looking at the bugs.
- Read the story 'What the ladybird heard' and go on our very own listening walk, drawing maps and giving others directions to follow. Making wanted posters to catch the robbers
- Read and re-tell the story 'The Very Hungry Caterpillar' using props and story sack to act out the story. Each child will bring home a caterpillar to look after and observe.
- Explore the lives of bee's by first reading 'The Greedy Bee' who slurps up all of the nectar and then investigating bee's and the very special and important jobs they do.
- Writing shopping lists and following recipes to make ladybird biscuits and frog sandwiches.
- Understand life cycles and change by reading stories such as 'Tadpole's Promise' predicting the end of stories and explaining how and why.

### As young mathematicians we will:

- \*Introduce the TEN TOWN programme and numerals each week and tell the story of the corresponding number characters (King One, Tommy Two, Thelma Three, Freddie Four, Fiona Five, Seal Six, Sir Seven, Eric Eight, Nina Nine Bows, Ten Pond). We will be reinforcing out counting whilst learning the numeral names.
- \*Continue to explore Numicon shapes, incorporating them into our environment.
- \*Measure items in the environment using worms. Discuss and compare lengths of worms and see if we can find longer / shorter worms.
- \*Sort mini-beasts into different categories e.g. legs/no legs. Counting parts
- \*Creating butterflies using symmetry with paint and symmetry with Duplo.
- \*Take part in a range of themed counting activities, e.g. Lily pad counting, lady bird spot counting and matching to numbered spot leaves and number sentence recording, counting the pollen into the honeycomb.
- \*Size (Herman the worm song) and positional language

### As friendly caring individuals we will:

- \* Discuss what makes our friends super when thinking about 'Superworm' by Julia Donaldson
- \*Reinforce pond safety and learn of water hazards when looking at frogs in the pond.
- \*Discuss likes and dislikes when tasting honey from the bees, respecting others ideas and taking turns.
- \*learn how best to care for mini-beasts in our environment and carefully work as a team to make a bug hotel for them.



### As happy healthy movers we will:

- \*We will move in specific ways to recreate different movements insects make.
- \*Finger gym - using a hole punch to make holes in the leaves, bubble wrap frogspawn, tearing green strips of paper for grass and adding mini beast stickers, Use tweezers to pick up yellow pom poms to transfer into 'honeycomb'
- \*Cutting petals and grass with scissors in the nature tub
- \*Manipulating dough to create representations of mini-beasts in the mini-beast cafe (Can you make 2 more? Can you make a smaller insect? A longer worm?)

### As inquisitive investigators we will :

- Discuss mini-beasts found during hunts describing what we have found, paying particular attention to how the creatures move. Where to look when hunting - under stones, underneath bark, in grass, on leaves, under leaves etc.
- Look at life cycles of mini-beasts including butterflies, frogs and ladybirds.
- Closely observe the frogspawn and note any changes that we see taking place.
- Take part in Science investigations asking questions and making predictions as to what will happen and why? Dancing worms
- Dig for worms and create a wormery to care for the worms and watch them closely.

### Events:

- \*Looking after your own caterpillar and watching it change.
- \*Bank holiday Monday
- \*School closes Friday May

### As creative artists, singers and performers;

- \* We will be observing mini-beasts and drawing and describing what we can see.
- \*We will use the props to move around the space like an insect. Creating masks to aid us in our role play.
- \*We will use junk modelling to create mini-beasts and use paints to decorate them. Use egg cartons to make caterpillars, paper plates and split pins to make ladybird puppets with moving wings and lolly sticks to make bees. We will experiment with bubble wrap to create honeycomb effects
- \*We will make worm trails in brown mud paint like real worms using our fingers.
- \*We will listen and join in with songs and recreate animal noises with music.