



# Mini-beasts and Farm Animals

Summer 1. 2022



## Texts we will be reading:

**Edward Goes Exploring** - David Pace

**Mr Gumpy's Outing** - John Burningham

**A Squash and a Squeeze** - Julia Donald & Axel Scheffler

**Billy's Beetle** - Mick Inkpen

**Norman the Slug with the Silly Shell** -

## Summary:

During this topic the children will have the opportunity to visit Barleylands farm and will be naming adult and baby farm animals. The children will explore our reception wild area and look for mini-beasts and talk about their features.

## Topic key vocabulary:

**Understanding of the World** - farm, cow, calf, sheep, lamb, chicken, rooster, chick, duck, duckling, goat, kid, pig, piglet, horse, foal, mini-beasts, butterfly, caterpillar, worm, slug, snail, ant, spider, woodlice, beetle, earwig, bee, wasp, fly, seasons, Autumn, Winter, Spring, Summer, plants, daffodils, daisies,

**Mathematics** - subtraction, take away, add, addition, equals, counting, one less, more, fewer, same, different, sort, match, estimate, guess, count, number, number bonds, compare, double, repeating patterns, symmetrical patterns

**Computing** - algorithm, beebot, directions, instructions, tinker, hardware,

**Personal, Social and Emotional Development** - instructions, rules, behaviour, resilience, perseverance, listening,

**Expressive arts and design** - colour, collage, paint, mix, colour, pattern, invent, adapt, sequence, narrative, story, recount, role-play

**Physical development** - ball, beanbag, racquet, aim, hit, throw, catch, bat, distance, control,

**Communication and Language** - listen, talk, sentences, speak clearly, question, answer, recount, Who?, What? Where? When? Describe, adjectives, explain,

In Physical Development the children will be learning to:

- Further develop and refine their ball skills including throwing, catching, kicking, passing, batting and aiming.
- Further develop the skills they need to manage the school day successfully.
- Hold a pencil effectively to develop a fluent handwriting style.

At the end of the topic I will be able to:

- Hold my pencil in a tripod grip.
- Draw a recognisable mini-beast or farm animal with some detailed features.
- Hit a ball with a racquet.
- Catch a ball or beanbag.



In Communication and Language the children will be learning to:

- Listen attentively and ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.

At the end of the topic I will be able to:

- To describe and explain where I have been, what I found, what different animals look like.
- Recount events that I have experienced; Who? What? Where?
- Listen attentively in small groups and whole class discussions.



In Personal, Social and Emotional Development the children will be learning to:

- Follow and understand simple rules and try to behave accordingly in a range of situations.
- Show resilience and perseverance in the face of challenge.

At the end of the topic I will be able to:

- Follow daily classroom expectations.
- Listen to and follow instructions from an unfamiliar adult in a different environment.
- Be confident to 'have a go' at individual tasks and challenges.



In Literacy the children will be learning to:

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write a caption or sentence and read it back.

At the end of the topic I will be able to:

- Read words consistent with their phonic knowledge by sound-blending.
- Re-read what I have written to check that it makes sense.



Cultural capital

Educational visit to Barleyland farm

Critiquing works of art that have a focus on farm animals or minibeasts

Sarah Taylor

Edgar Hunt



In Understanding the World the children will be learning to:

- Explore the natural world around them.
- Name and identify different mini-beasts and farm animals.
- Understand the effects of changing seasons on the natural world around them.

At the end of the topic I will be able to:

- Make observations and draw pictures of animals and plants.
- Sort and name mini-beasts by different features: such as:

Body, legs, wings, antennae, shell, sting, pincers, stripes, spots,

- Name and match adult farm animals to their young; such as:

Cow and calf, goat and kid, sheep and lamb, pig and piglet, duck and duckling, horse and foal, chicken and chick,



In Mathematics the children will be learning to:

- Compare numbers to discuss quantity.
- Continue, copy and create repeating patterns.
- Explore the composition of numbers to 10.

At the end of the topic I will be able to:

- Say which group has more or fewer.
- Double numbers to 10.
- Automatically recall some number bonds to 5 and some number bonds to 10; including some addition and subtraction facts.



In Expressive Arts and Design the children will be learning to:

- Share their creations, explaining the process they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.

At the end of the topic I will be able to:

- Draw, paint, print and collage pictures independently and explain how I have created them.
- Tell a story.
- Join in with whole class role-play of a narrative.



In Computing the children will be learning to:

- Use simple computer programmes to navigate an educational game through a variety of different devices.
- Program a Beebot.

At the end of the topic I will be able to:

- Play games such as; Busy Things, NumBots, Mouse Studio and Phonics Play.
- Give clear instructions and make a Beebot move backwards and forwards. .



How you can help at home:-

Read regularly with your child and discuss the text and new vocabulary.

Read weekly Bug Club books.

Encourage your child to explore the local environment and talk about what they can see, hear and smell; developing their knowledge and understanding of the world around them.

Allow your child to become more independent in dressing themselves and in their personal self-care. (taking off and putting on shoes, cardigans and jumpers, using a knife and fork and toileting)

