




Curriculum Outcomes	Characteristics of Effective Learning	Minibeasts - West meadows F1
<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in the setting. • Understand the key features of the life cycle of a minibeast. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see, using a wide vocabulary. • Use all their senses in hands-on exploration. 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> • Respond to new experiences that you bring to their attention. <p>Active Learning</p> <ul style="list-style-type: none"> • Use a range of strategies to reach a goal they have set themselves. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas 	<p>Know that animals need energy to live. Know that a habitat is a home for a living thing Know and name the different minibeasts in the foundation stage environment. Know and recall the different parts of an insect head, body, tail, wings, legs. Make observations of minibeasts using magnifying glasses to then be able to describe what it looks like. Understand and observe how animals change and grow over time e.g., caterpillars Notice some simple similarities and differences between different minibeasts e.g., spiders have 8 legs, worms have none. Slugs don't have a shell, but snails do.</p> <p>Explore the natural world and discuss what it is like where the minibeasts live – its damp under the stone, its dark in the soil where the worm lives. Know that a life cycle shows the changes in an animal or plant throughout its life. Know the life cycle of a butterfly as egg – caterpillar – pupa - butterfly Observe live caterpillars turning into pupae and then butterflies</p> <div data-bbox="891 671 1525 1031" data-label="Diagram"> </div> <p>Go on a minibeast hunt. Explore the minibeasts within their own environment – know where to find different mini beasts e.g., woodlice live in dark damp places, worms in the soil, spiders on webs. Know how important mini beasts are for the environment and know how to care for them e.g., put them back where they found them</p>



Continuous Provision Opportunities

- Creative area – natural minibeast making /drawing minibeasts/making collages
- Playdough area – mini beast parts to make own minibeasts.
- Construction area – Can you build a home for a minibeast.
- Water area – Looking at pond insects and animals. Models in water area. – minibeast in Water tray
- Maths area – counting minibeast/sorting minibeasts in different ways. Minibeasts patterns strippy/wiggly lines
- Science/Investigation area – ‘I see, I think, I wonder’ / mini beast hunts. Use magnifying glasses inside and outside to observe minibeasts
- Literacy area – floor book – our mini beasts. Drawing minibeast. Talk about the minibeasts they like and why? Use puppets to tell stories.
- Outdoor area – opportunities to observe, compare and discuss insects, environments and habitats
- Small world play – tray with earth, gravel, small pond, pot plants and minibeasts

Direct Teaching of Vocabulary

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Egg, worms	Soil, bug, wing	Habitat, insect
verbs	Walk, hide	Fly, bounce	Double, Creep, crawl, cocoon