**Blue = F1** **Green = F2** **Black = Both**

Literacy

* Read non-fiction books about bugs.
* Mark making in mud (F1)
* Make playdoh worms and shape into letters (F1)
* Make who am I books. Label pictures of bugs that were found on the bug hunt (F2)
* Make miniature photos of the children and pretend they are bug sized, go outside and take their mini me on an adventure, afterwards write about what happened (F1)

Personal, Social and Emotional Development

* What is your favourite bug? Why? Is there a bug you’re not so keen on? Is there one you’re scared of? Why? Link to The Bad-Tempered Ladybird. Talk about feelings, what makes us feel cross? How can we deal with that emotion?
* Caring for minibeasts, setting up homes etc. – research, plan and build. (F2)
* Caring for mini beast – link to pets and how we care for them at home.

Communication and Language

* Read minibeast books such as Superworm, The Hungry Caterpillar, Marvellous Minibeasts, Spinderella, The Bad-Tempered Ladybird.
* Sing minibeast songs such as incy wincy spider, wiggly woo (F1)
* Set up a bug hotel / small world outside.

**Minibeasts**

Physical Development

* Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.
* Use tweezers to pick plastic bugs out of mud
* Threading spiders’ webs.
* Offer a range of large and small apparatus for children to create obstacle courses for a ‘bug olympics’, such as tunnels to crawl through, platforms to jump off, floor ladders to tiptoe through, buckets or hoops to feed the insects balls/beanbags

Ideas from children?

What has happened before?

What next?

Understanding the World

* Go on a minibeast hunt, use a tick sheet to mark off what you find (F1) – write a list (F2)
* Look after insects such as African land snails or worms children to learn about how to care for them. Find Africa on map. Are there any other mini beasts from different countries? (F2)
* Create an insect small world using natural objects and toy bugs.
* Add wind up bug toys into the technology area – promotes fine motor skills too (F1)
* Link prior learning – frogs and what insects they eat

Mathematical Development

* Create spiders/bugs with numerals on, children to place the correct number of legs/pegs. (F1)
* Ladybird addition/doubling counting spots (F2)
* Sorting mini beasts into groups – how many legs, wings etc.
* Support and challenge children to select, rotate and manipulate sticks to create stick minibeasts. Investigate and discuss shapes within shapes.
* Make their own one-metre worm. This can then be used to make comparisons of length and find objects outside exactly one metre in length and those that are less than one metre (F2)

Expressive Art and Design

* Making bug houses/hotels. Junk model bugs (F1)
* Making bug houses/hotels (F2)
* Notice features on the different minibeasts they observe in the natural world. Explore colour, pattern and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours, pastels, charcoal.
* Offer opportunities for the children to respond to songs using a wide range of props for play which encourage imagination, such as fabric, streamers, bands and pipe cleaners to make headdresses. Children could choreograph their own dance moves to create a performance piece for a ‘big bug ball’.