

EYFS Spring 2 - UTW – [Gardeners' World] (Minibeasts)

VOCABULARY:		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Cycle Environment Energy Shade Kaleidoscope	Tier 3 Habitat Chrysalis Metamorphosis Diurnal Climate Nutrients temperature	<ul style="list-style-type: none"> The Very Hungry Caterpillar by Eric Carle 	<ul style="list-style-type: none"> Variety of non-fiction mini beast texts 	<ul style="list-style-type: none"> Labelling a mini beast Using the technology in the classroom to find out information and writing it down Life cycle of a mini beast
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<ul style="list-style-type: none"> Know what a mini beast is Know the types of mini beasts in our local environment Know what a mini beasts habitat looks like and there needs to be in it for them to survive Know how to observe and record the types of mini beasts in our local environment (pictograph? Tally?) Be able to ask questions about mini beasts Know that the process of a caterpillar turning into a butterfly is known as 'metamorphosis' and is like a tadpole turning into a frog Know that they are four stages of the life cycle of a butterfly – egg, caterpillar, chrysalis and butterfly Know that caterpillars shed their skin several times before they turn into a chrysalis Know that caterpillars need lots of food to give them energy to turn into a butterfly or moth Know that a butterfly comes from a chrysalis Know that butterflies and diurnal Know that butterflies can be found all over the world and migrate from colder climates to warmer climates Know the parts of a caterpillar and what they do (head, antenna, thorax, abdomen) Know the parts of a butterfly and what they do (head, thorax, abdomen, antennae) Additional butterfly facts: <ul style="list-style-type: none"> Butterflies taste with their feet Butterflies do not eat 'food' they get all their nutrients from liquids like nectar A group of butterflies is called a kaleidoscope A groups of caterpillars is called an army Butterflies need to be the right temperature to fly. If they are too cold they need to sit in the sunshine and warm up before they fly. If they are too hot they will sit in the shade 			Understanding the World: The Natural World <u>Reception:</u> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Recognise some environments that are different from the one in which they live. <u>ELG:</u> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
EYFS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
EAD- creating pictures and models of mini beasts SSM – measuring and comparing the height and length of the caterpillars, using data (pictograph) to find out how many mini beasts in our local area. Compare amounts. Tech- taking pictures to record the growth of our caterpillars and find out information Maths: comparing the growth and size of caterpillar, longer, shorter, faster, slower. C&L: discussing the growth of caterpillars. Using vocabulary learnt to discuss the cycle.		<u>Prior Learning:</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <u>Next Stage:</u> Working Scientifically- asking questions, observing and gathering data to answer questions. Animals- name and label the basic parts of the human body and which part is associated with each sense, identify and name animals that are herbivores, carnivores and omnivores and groups animals according to what they eat.		<ul style="list-style-type: none"> Butterfly house kit Clipboards Individual mini beast hunt sheet Whole class pictogram Tweezers Magnifying glasses Books
WIDER CURRICULUM LINKS				

Learning plan:

Week	Learning	COEL
Week 1	What is a mini beast? What mini beasts do we have in our local environment? Mini beast hunt in school grounds	Playing & Exploring <ul style="list-style-type: none"> Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them</i>) Playing with what they know: <i>taking on a role of a gardener in the outdoor area, shopkeeper in the Garden Centre</i>) Creating & Thinking Critically <ul style="list-style-type: none"> Having their own ideas (<i>thinking of their own ideas about mini beasts, what will happen when they grow? If they don't have nutrients, water etc. Answering the questions posed during the lessons, finding ways to solve problems- how can we help this egg grow? Which caterpillar is longer? How many butterflies/ caterpillars are there?</i>) Making links (<i>making predictions about how caterpillars and butterflies will grow and reasoning why</i>)
Week 2	What happens to a butterfly egg? – Make predictions.	
Week 3	What are caterpillars? What are the parts of a caterpillar and what do they do?	
Week 4	What is a butterfly? What are the parts of a butterfly and what do they do?	
Week 5	What is the life cycle of a butterfly?	
Week 6	Answer questions about how our butterfly has grown	