



Minibeasts and Metamorphosis – Knowledge Organiser.



Key Vocabulary:

Minibeasts, insects, spider, bee, butterfly, caterpillar, ladybird, fly, snail, slug, beetle, wasp, ant, worm, earwig, woodlouse, food, legs, wings, body, head, soil, web, nest, leaf, tree, honey. Habitat, antennae, thorax, abdomen, sting, chrysalis, crawl, hive, swarm, pollen, pollinate, nectar, metamorphosis, pupa, life cycle, colony, slither, hibernate, endangered, protect, queen, worker, crustacean, larva, invertebrate.

Core Books



Things I Will Learn

I can name some minibeasts.



I can name the body parts of some minibeasts.



I can talk about some different places that I might find minibeasts.



I can talk about some stages of the butterfly life cycle.



I can talk about some ways that minibeasts are the same and some ways that they are different.

Things to Remember:

Label all PE kit and bring to school. (PE will be on a Tuesday) This will be sent home at half term for washing.

Please send reading books and reading records into school every day.

Phonics – Phase 4:

Phase 4	
Week 1	short vowels CVCC
Week 2	short vowels CVCC CCVC
Week 3	short vowels CCVCC CCCVC CCCVCC longer words
Week 4	longer words compound words
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est

New Tricky words:

Said, so, have, like (wk 1) some, come, love, do (wk 2) were, here, little, says (wk 3) there, when, what, one (wk 4) out today (wk 5)

C = consonant

V = vowel

Literacy:

- Demonstrate understanding of what has been read by retelling stories and narratives using own words and new vocabulary.
- Anticipate key events in stories.
- Read aloud simple sentences and books matched to our phonic knowledge including some tricky words.
- Write simple phrases and sentences that can be read by others.

Maths:

- Composing numbers to 10 showing different ways of making each number
- Subitising up to 5 (recognising quantities without counting)
- Automatically recalling number bonds up to 5 and some to 10
- Number double facts
- Counting beyond 20
- Comparing quantities recognising when one quantity is greater, less or the same.
- Exploring and representing patterns within numbers up to 10 including even and odds, double facts and sharing quantities equally.

Physical:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills

Hold a pencil correctly in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> • Express our feelings and consider the feelings of others. • Develop resilience and perseverance in the face of challenge. • Give focused attention and respond appropriately. • Think about the perspectives of others and show sensitivity to the needs of others. • Work and play cooperatively, taking turns with others. <p>Relationships Jigsaw unit: being a safe pedestrian, know how to make friends, know how to solve conflict issues when they arise, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they feel upset and what makes a good relationship.</p>	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify understanding. • Read, retell and explore familiar stories including 'Our Favourite Five stories this half term: Caterpillar Butterfly, What the Ladybird Heard, Superworm, The Bad Tempered Ladybird and Mad about Minibeasts. • Listen attentively to what they hear and respond with relevant questions, comments and actions. • Hold back and forth conversations with adults and peers and participate in small group and whole class conversations. 	<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on previous learning, refining ideas and developing their ability to represent them. • Listen attentively, move to and talk about music, expressing feelings and responses. • Share their creations explaining the processes used. Create various minibeast craft exploring methods of joining materials together. • Make use of props and materials when roleplaying characters in narratives and stories. 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Take part in Candle Time. • Explore the natural world around them making observations and drawing the minibeasts we find. • Understand some important processes and changes in the natural world: Life cycles and habitats • Exploring the natural world • Understanding changes in seasons on the world. • Caring for our garden and the plants in it.
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Things to Talk About and Find Out:

- What is a minibeast?
- What minibeasts do you know?
- Where might we find some minibeasts?
- What does a caterpillar turn into?
- What does a (name of minibeast) look like?
- How many legs does a (name of minibeast) have?
- How does a (name of minibeast) move around?
- Can you move like a (name of minibeast)?
- What do minibeasts eat?

How else can I help?

- Read reading books regularly and comment in reading records.
- Practise the sounds in their sound book and practise blending to read the words in word-boxes.
- Practise sight recognition of the tricky words your child has learnt so far.
- Count objects Rehearse counting beyond 20.
- Practise throwing and catching a ball, hopping, skipping and jumping.
- Investigate minibeasts in your surroundings at home and read books, do some online research.