

Communication and Language

Enjoy listening to longer stories and can remember much of what happens.
Pay attention to more than one thing at a time, which can be difficult.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their pronunciation
Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play

Important Dates:

Mon.4th May Bank Holiday Monday

Mon.11th May Coffee & Connect Family Session 'Everyday Everywhere Maths!'

Fri.22nd May Minibeast Bop Party!

Personal, Social and Emotional Development

Select and use activities and resources, with help when needed.
Develop their sense of responsibility and membership of a community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.
Play with one or more other children, extending and elaborating play ideas.
Find solutions to conflicts and rivalries.
Increasingly follow rules, understanding why they are important.
Remember rules without needing an adult to remind them.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand gradually how others might be feeling

Summer Term 1 Minibeast Mayhem

Nursery

Understanding the World

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.
Plant seeds and care for growing plants.
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.
Continue developing positive attitudes about the differences between people.

Physical Development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
Choose the right resources to carry out their own plan.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control when holding pens and pencils.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed

*Visit the library to find story books and information books about minibeasts. Can your child share fascinating bug facts with us at school?
*Explore the park, balcony, garden for minibeasts. What can you see? Where are they living? What are they doing? How do they move?
*Draw pictures together of the creatures that you see. Take photos of each minibeast on your phone to look at. How many legs do they have? Do they have wings? Are they spotty or stripy? What else does your child notice?
*Watch [Teeny Tiny Creatures](#) on BBCiplayer together. Can you find the episode for the special minibeast we are learning about each week?
*Learn more on BBC.co.uk [Mini-beast Adventures with Jess](#). Share songs, puzzles, games and ideas.
*Visit the 'Creepy Crawly' exhibition at **The Natural History Museum** or explore the Wildlife Gardens at **The Horniman Museum**.
*Go on a Bug Hunt to a new park or woodland. Take a clipboard and make a list of what you see. How many bugs did you find? Do you have a favourite?

What can we try at home?

Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Explore colour and colour-mixing.
Listen with increased attention to sounds.
Remember and sing entire songs.
Sing the pitch of a tone sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs, or improvise a song around one they know.
Play instruments with increasing control to express their feelings and ideas.

Mathematics

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Make comparisons between objects relating to size, length, weight and capacity.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
Combine shapes to make new ones – an arch, a bigger triangle, etc.
Talk about and identifies the patterns around them.
Use informal language like 'pointy', 'spotty', 'blobs'
Extend and create ABAB patterns – stick, leaf, stick, leaf.
Notice and correct an error in a repeating pattern.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Don't forget to share your child's learning and experiences with us on Google Classroom and complete our weekly 'Children's Challenge' too. The children love to share their learning and lives with their friends each day.

What can we try at home?

Come To School Club!

Every Monday-Golden Badge celebration for 100% attendance

Every Friday-Special Friend/Lunch reward

Fri 22nd May Treasure Pot Day.

Who will get a treasure token for this half-term?

Engage:

Let's explore our new Reading Garden, what will we discover?

Tuesday 14th April 2026

Express:

**Twist and pop at the Minibeast Bop!
Minibeast colours, patterns, masks or fancy-dress party.**

Friday 22nd May 2026

This half term, we will be reading the books:

- *The Very Busy Spider-Eric Carle**
- *The Very Hungry Caterpillar-Eric Carle**
- *Norman The Slug With The Silly Shell-Paul Linnet & Sue Hendra**
- *The Bad-Tempered Ladybird-Eric Carle**
- *I Can Only Draw Worms- Will Mabbitt**
- *Twist and Pop Minibeast Bop!-Tony Mitton**

We will also read and discover facts in Minibeast non-fiction books too.

We will learn these rhymes:

- *Incy Wincy spider**
- *Little Arabella Miller found a furry caterpillar**
- *Slugs lovely slugs!**
- *5 Little Ladybirds**
- *There's a worm at the bottom of my garden**
- *Butterfly Ladybird Bumblebee**

Literacy

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
Use some of their print and letter knowledge in their early writing.

Write some or all of their name.

Write some letters accurately.

Key Vocabulary:

***Names of key minibeasts & key features**

***minibeast *insect *bug *creature**

***habitat *web *hive *underground *burrows *logs *pond**

***lifecycle *egg *cocoon *change**

***Size vocabulary eg: bigger/smallest/longer/shortest**