**Welsh**

Learn how to answer the lunch register- ‘Ga i cinio/bocs bwyd/ tatws pob.’ Recite our school prayer in Welsh.

Answer the question ‘Pwy wyt ti?’- \_\_\_\_\_\_\_\_\_ ydw i.

Answer the question ‘Sut mae tywydd heddiw?’- learning the weather in Welsh.

**Maths and Numeracy**

Foundation Phase Profile assessments. Count spots on ladybirds. Measure different length worms and order by size. Design their own symmetrical butterfly. Create graphs and pictograms. Recite numbers to 20 forwards and backwards. Read, write and order numbers to 10. Count reliably up to 10 objects. Explore stories of 4. Recognise regular dice patterns. Begin to understand and use vocabulary of addition/subtraction by adding/subtracting within 5. Combine two groups of objects within 5. Recognise and sort coins to 10p. Use 1pcoins to pay for items up to 5p. Recognise and name basic 2D shapes.

Wriggle and Crawl

Reception

**Humanities**

Explore the school grounds during a minibeast hunt to discover which types of habitats are present to encourage minibeasts and local wildlife. Mark on a map where we found different minibeasts. Invite a local beekeeper into school. Harvest festival activities and celebration. Assemblies with Reverend Greaves/ Open the Book assemblies.

**Language, Literacy and Communication**

Foundation Phase Profile Assessments. Talk about what we found on our minibeast hunt-describe the minibeasts and explain how they identified them. As a class, complile a list of do’s and don’ts for a minibeast hunt. Read and discuss instructions on how to make a minibeast habitat. Write a set of instructions on how to care for a minibeast and/or how to be a particular minibeast. Read a range of minibeast stories, eg: The Very Hungry Caterpillar, The Very Greedy Bee, The Bad Tempered Ladybird, Aaaarrgghh, Spider! Sequence stories using pictures and orally retell. Choose a favourite book about minibeasts and tell a partner what they like about it. Find out about bees and write a bee fact. Play the guessing game ‘Who am I?’ Describe what minibeasts look like and how they move. Create a class poem about minibeasts.

**Health and Wellbeing**

Foundation Phase Profile Assessments.

Observe, smell and taste raw honeycomb and a range of local honey in different flavours. Discuss the taste and decide which one they prefer, giving reasons. Move like a minibeast- wriggling, stretching, crawling, climbing. Talk about how we are feeling on our first day at school, worried, excited, happy, etc. Create our own set of rules for our Class Charter.

**Homework**

1. Go on a minibeast safari with your family and take photos/ draw pictures of the minibeasts you find.
2. Visit your local library and find stories, poems and non-fiction books about minibeasts.
3. Draw a picture and write a fact you have found out about a spider.
4. Maths activities.
5. Welsh activity.

**Expressive Arts**

Draw a picture of a minibeast and write the name of it underneath. Make a 2D model of a bee. Make an army of ants using egg boxes and pipe cleaners. Make spirals like the patterns on a snail’s shell. Create a dance based on minibeast movements. Investigate a range of instruments that could be used to represent different minibeasts. Listen to classical music inspired by minibeasts such as ‘Flight of the Bumblebee’, ‘Butterfly Etude’ or ‘The Wasps’ and discuss which instruments they think were used to create the minibeast sound effects. Learn a range of poems, rhymes and songs about minibeasts.

**Science and Technology**

Go on a minibeast hunt observing different types of minibeasts and their habitats. Photograph. Create a pictogram of the creatures we found. Programme a Beebot to find minibeasts on a map. Life cycle of a butterfly. Match pictures of baby and adult minibeasts. Sort and classify minibeasts using one criterion.