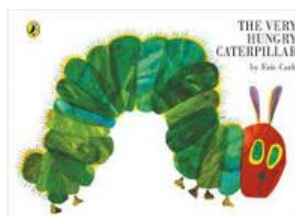
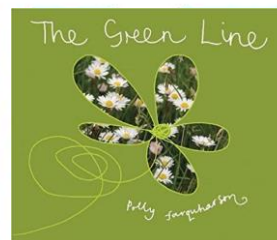
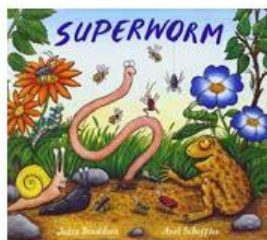


Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>I enjoy listening to story and I can remember much of what happens 2/3</p> <p>I will attempt to answer and ask 'why' questions 2/3</p> <p>I can sing you three different songs (or more) 1/2/3</p> <p>I can talk about my favourite book and I can tell you a story. 2/3</p> <p>I will verbally tell another child if I want them to do something different. 3</p> <p>I clearly use talk to organise my play 3</p>	<p>I can think about my play. I can think and choose my own play challenges. 3</p> <p>I can exhibit friendly behaviour to welcome visitors. 3</p> <p>I can extend my play through talk.</p> <p>I can understand how to respond to my friends wishes.</p> <p>I can play cooperatively with others, I know how to make the right choice.</p> <p>I can play alongside other children - cooperatively.</p>	<p>I can ask others to help me solve a challenge that I am struggling physically to solve. 2/3</p> <p>I can understand why I need to move my body. 3</p> <p>I can take off and put on my coat and shoes independently. 2</p>	<p>I can explore books independently and talk about some of the pictures. 1/2/3</p> <p>I will tell you in a story if words rhyme. 2/3</p> <p>I can use small world letters to spell out 'at'.3</p> <p>I know h in front of 'at' is hat. 3</p> <p>I have a wide and varied vocabulary for a 4-year-old.3</p> <p>I can write my first name. 3</p> <p>I can emergent write simple lists and to add labels to my drawings. 3</p> <p>I can identify and write some letters. 3</p>	<p>I can show you an amount, up to 5 on my fingers. 2/3</p> <p>I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me and give you the correct amount. 2/3</p> <p>I know simple 3D shapes like sphere and cube finding them in the natural environment (maybe pyramid and cone) 3</p> <p>I can solve practical problems using the correct language to compare problems you give me. 3</p> <p>I can subitise to 3 2/3</p>	<p>I can tell you about someone with a helpful job (nurse, doctor, fire fighter, police officer) 3</p> <p>I can ask 'how does this work?' and I can explore how things work. 1/2/3</p> <p>I can tell you about growing plants. 3</p> <p>I can talk about mini beasts and natural objects. 2/3</p> <p>I can bake and explore ingredients for a variety of recipes. I can tell you what happens when something goes into the oven. 1/2/3</p>	<p>I can tell you why I chose the junk to make the item. 3</p> <p>I am beginning to draw a person with features. 2/3</p> <p>I can draw and you can see what I am representing. 3</p> <p>I know when I mix two colours, I will make a different one. 2/3</p>



Continuous Provision Ideas

Garden Treasures



EAD

- Use percussion instruments and noise makers to make the sound of the different parts of the story and characters and a range of minibeasts.
- Have a range of junk modelling materials or construction toys available for children to create their own gardens or build own bug hotel outside with a range of natural resources.
- Provide children with a range of materials and accessories to enhance simple pretend play. Children can then create their own minibeast costumes.
- Provide a range of drawing materials, such as using herbs and leaves to paint, create drawings of minibeasts and plants.
- Support children to draw with increasing complexity and detail, such as adding ovals for wings, circles for the segments of the body and adding lines and dots for the antennae.

Communication and Language

- Give children two-part instructions and positional language to find hidden minibeasts in the sand.
- Minibeast Songs and Rhymes to support language development and counting skills. Add a range of props to a basket to support the children when singing and performing them to their friends.
- Provide minibeast costumes and Role-Play Masks for children to imagine and recreate stories and experiences linked to minibeasts. Support and extend their play with open-ended questions.

Physical Development

- In the water tray, provide a small plastic watering can, plastic jugs and cups for children to use to practise pouring.
 - Plant seeds scoop the soil, pincer grip to put in seeds and pour water.
 - Observe a range of minibeasts as they move. Children can then try moving like them.
 - Make your own spider web.
- Place sticky tape over a large activity tray to form a web and add some small world minibeasts. Children can use tweezers to reach through the web and rescue the minibeasts from the sticky web

PSED

- Develop children's sense of responsibility around how we can all care for minibeasts and plants. Think about how we can handle minibeasts appropriately and the importance of releasing them where we found them.
- Encourage children to be increasingly independent in meeting their own care needs by using minibeast handling and working in nature as an opportunity to discuss the importance of washing hands.
- Encourage children to select and use resources to build different homes for minibeasts. Support them to work together to build the homes and develop their independence in making

Literacy

- Create a caterpillar using printing techniques. Invite the children to write their name using the segments of the caterpillar to help order their letters.
- Using images or small world minibeasts, children choose a creature and count and clap the syllables in the insect names. Can children sort the minibeasts according to the amount of syllables?
- Range of fiction and non fiction books on minibeasts, plants and nature.
- Add eight black piper cleaners to the edge of a black paper plate to create a spider mark-making tray.

Maths

- Using leaves, flowers and small world minibeasts, place different amounts on leaves or match the petals and count saying one number for each item in order to find the total amount.
- Hide minibeasts in a tray along with some grass, soil, leaves, bark and pebbles. Children find the minibeasts and discuss their locations, using prepositions, such as 'in front of' and 'behind'.
- Set up a picnic for the hungry caterpillar toys. Share different pieces of role-play food onto the caterpillar's plate, such as two apples on one plate and three on the other.
- Measure different lengths - beanstalks and worms.

UTW

- Encourage children to plant some seeds and to care for the plants as they grow.
- Divide investigation tray into quarters. In each section, place small world toys linked to the life cycle of a butterfly, along with magnifying glasses and **Display Photos** for children to investigate.
- Build a wormery and begin to understand the need to respect and care for living things. Children can talk about what they see and how the minibeasts move using a wide range of vocabulary.
- In the water tray, create minibeast worlds using soil, leaves, twigs and logs for children to explore using all their senses.