

All Creatures Great & Small Topic

Reception

Creative ideas to support
your thinking, planning
and knowledge

Rachel Jacobs



Focussing on Insects & British Wildlife

Contents & Introduction

This document is part of a set of FREE topic based resources that I have produced in response to requests for creative ideas to support teachers' delivery of topics.

For a general introduction to our planning materials and how to use them, please refer to our General Introduction document that can be found in the Resource Hub at leadingchildren.com

Whether you are dipping in and out for the odd idea here and there, or using the whole document, our materials are there to support your thinking, planning and knowledge.

You will find a spider diagram that outlines my initial thinking in terms of what could be covered by the topic. I have then selected a few areas of potential study to plan in detail. For this topic, I have covered:

- **Insects**
- **British Wildlife**

All Creatures Great and Small is effectively one topic, split into two parts, one part for Reception, which covers British Wildlife and Insects and the other for Year 1: The Poles and The Desert.

Farms and Farm Animals have also been covered in a completely separate Y1 topic. This ensures depth of knowledge and essential coverage of the Early Years Framework or the National Curriculum. Each would last a half term to do in depth.

It is imperative, even when we teach very young children, that we have a plethora of knowledge and resource to share with them, so I have included some essential background information and key vocabulary on the topic. There are then ideas and suggestions for enhanced provision (indoor and outdoor) that can either be added to continuous provision, or used as separate activities. Numerous Talking/Reading/Writing opportunities have also been included.

It is not intended that this document is printed. It can be viewed online. We suggest you cut and paste any of the ideas you like into your own planning.

Contents

| | |
|---|-----------|
| Brainstorm of Topic Areas | 3 |
| Teacher Knowledge & Background Information | 6 |
| Vocabulary and Definitions | 11 |
| Indoor Classroom Plan for Enhanced Provision | 18 |
| Outdoor Classroom Plan for Enhanced Provision | 25 |
| Talk, Reading & Writing Ideas | 30 |
| Potential Curriculum Coverage | 37 |

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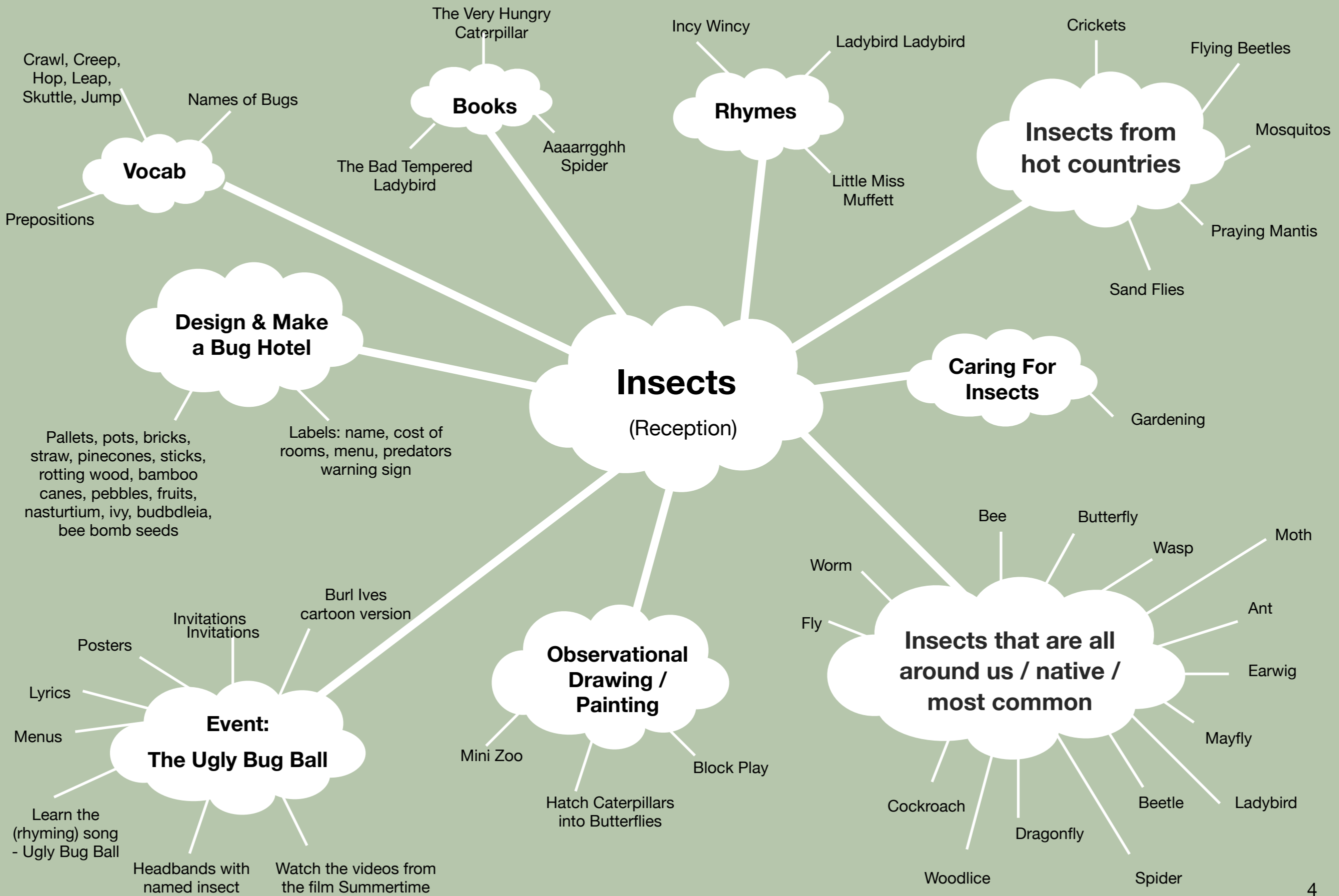


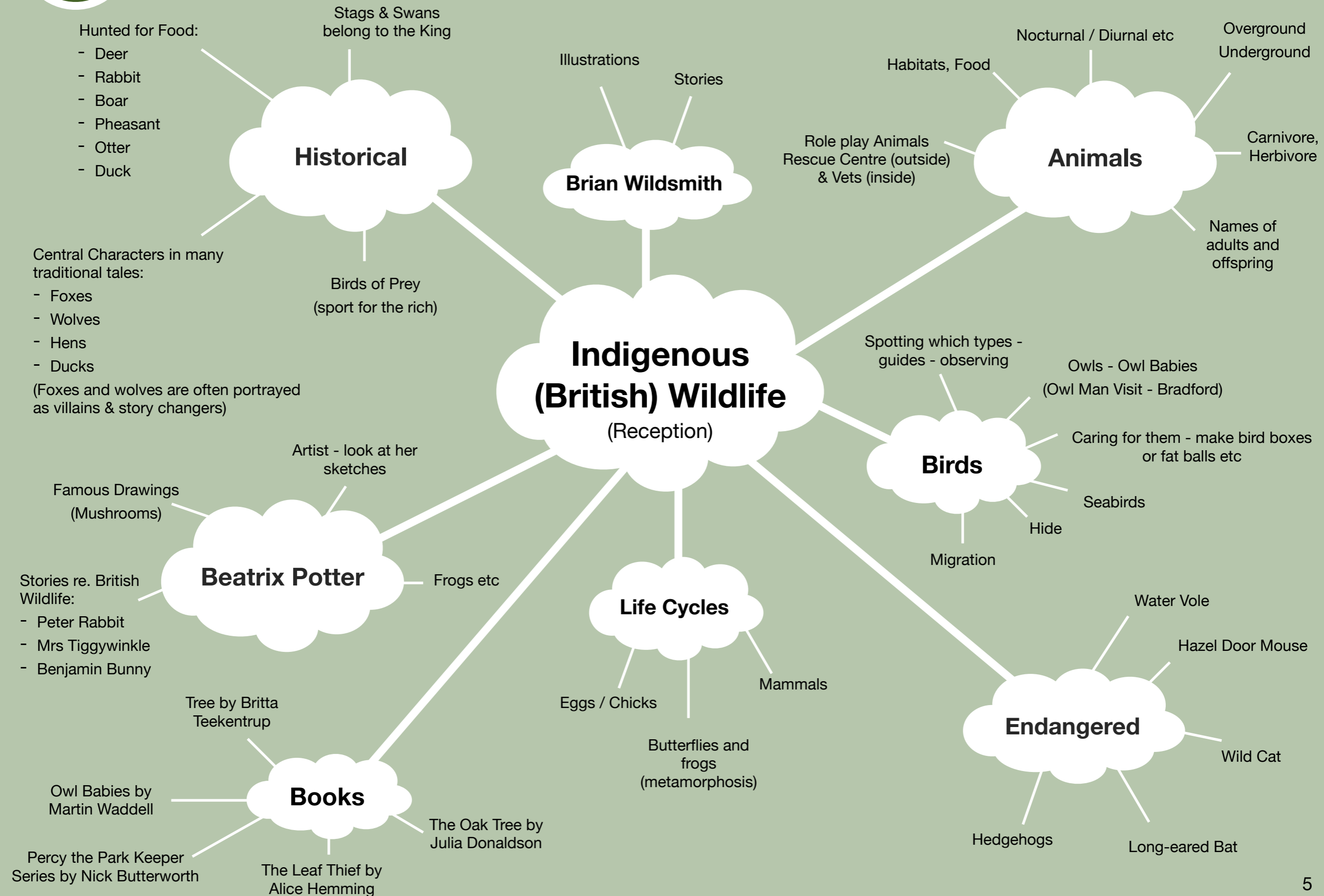
Section 1

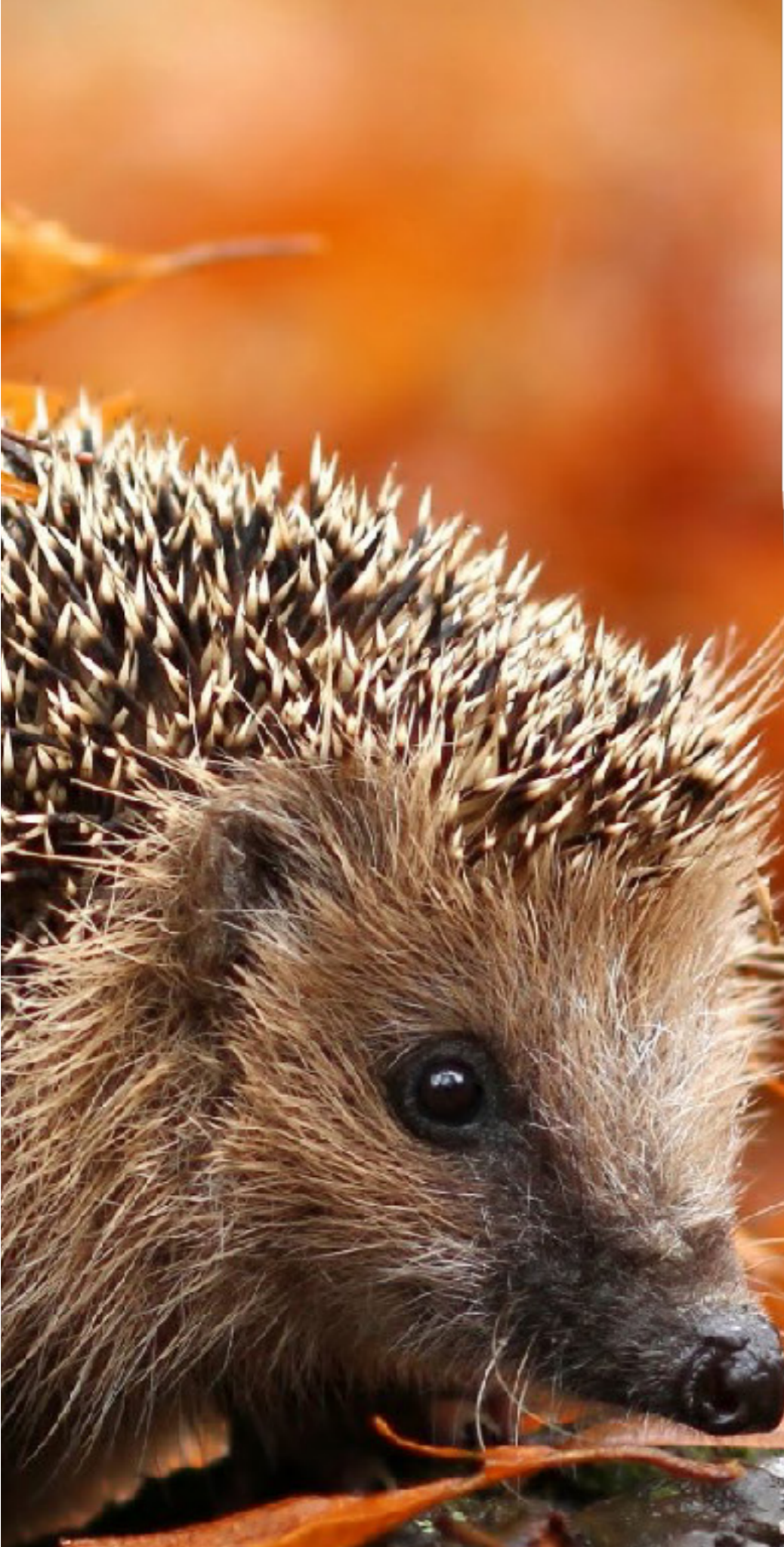
Brainstorm of Topic Areas



Brainstorm of Topics Areas







Section 2

**Teacher
Knowledge &
Background
Information**

Background Information

Use this section to boost your knowledge:

- General Information about Indigenous (British) Wildlife
- General Information about Insects
- Relevant Rhymes and Songs
- Making a Bug Hotel

1. Indigenous (British) Wildlife

It makes me quite annoyed that many children seem to know the names of African wild animals better than they know our own British ones, but we can change that through this topic.

Please refer to the Small World Indigenous animals part of our online shop, where you will find fun facts about all of the British animals we have in our collection, as well as tips on how to display them, or use them in small world.



Many of our creatures feature in British literature for children, especially owls, foxes and mice. They are also a part of our royal history (e.g. monarchs deer hunting) and often feature in enchanted forest type stories, shields, heraldry and artworks.

We are going to give thought to helping care for our wildlife, so there may be some overlap with some of the other topics in our collection. Many teachers seem to feel that any duplication is a cardinal sin. I don't. I feel that the more often we can connect and bridge learning, the better. This is how the brain loves to work – it likes connections and links, the more connections, the deeper the embedding. Also, what we have touched on before is a great base to graft deeper newer knowledge to now, never mind the benefits of consolidating previous knowledge. Linking, sequencing, layering, repeating – buzz words for brain development!

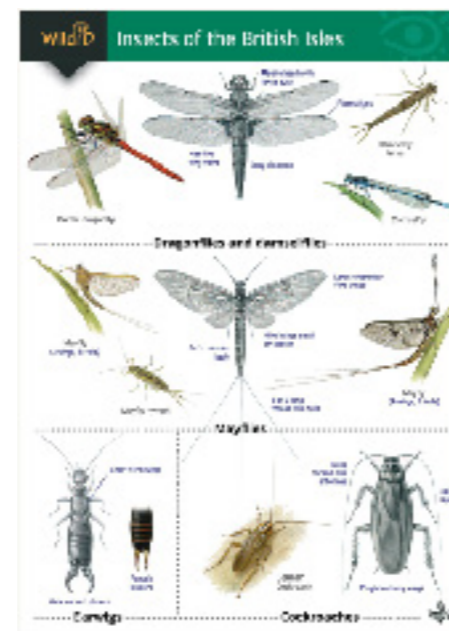
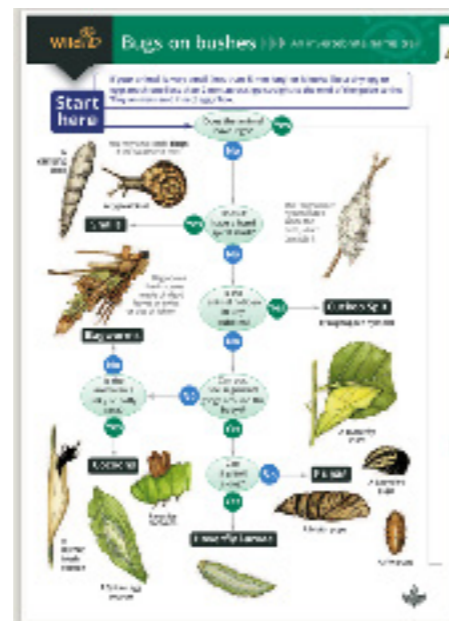
We will also look at animals that are underground and over ground, habitats, migration and nocturnal/diurnal animals. Animals that are diurnal are usually awake and active during the day. Nocturnal animals are usually awake and active during the night. Some animals can be both! Some animals are also Crepuscular - active during twilight hours (dawn and dusk). Animals in this group will sleep at night and lie low during the day.

If you would like to add chicks or farm animals to your topic, then please see our topic on Farming in the Year 1 section. We didn't think it was worth duplicating it for Reception as there is plenty there to support your ideas, should you need any inspiration.

2. Insects

For insects in this topic we will look at creating a functional insect hotel, The Ugly Bug Ball (as an event), prepositions, names/habitats and predators, along with insect safaris.

I recommend these field guides (available in our shop), as they take very little time to read and yet are packed with information.



You will need a number of quality Early Years non-fiction books about insects and British wildlife for this topic and the 2021 framework mentions the use of books several times as a way of children gathering new information. Please refer to the section on talk, reading and writing ideas for some suggestions.

High quality non-fiction books for very young children is often difficult to find and very expensive. It may be good to plan class books on insects and British wildlife, where you use a few photos from online to stick in a scrap or homemade book and add some collaboratively written sentences on each page to name and describe the creature and cover what it eats, about its habitat and who its predators might be. Because the children have written the book alongside you, they will most likely be able to read most of it, which makes it a highly effective resource.

Please refrain from using cartoon like pictures of insects. Children must see good close-up photographs or high quality artists drawings to work from if they can't see the real thing. I rarely point to anything on Twinkl but their simple photographic id chart on insects is good.

There are a huge number of quality and fact-rich YouTube videos about insects such as this one: <https://www.youtube.com/watch?v=rKQfJFAHW8Q>

Or this one: <https://www.youtube.com/watch?v=iJlFBnyBKQA>

Be careful to put 'UK' in your searches as there are a huge number of American films and we don't share the same insect population as them!

Take a look at our online shop for some great small world and insect life-cycle resources - www.leadingchildren.com



3. Insect Rhymes and Songs

There are a huge number of nursery rhymes and songs linked to insects:

I'm a Little Ladybird

(to the tune of I'm a Little Teapot)

I'm a little ladybird,
Red and black,
With the tiniest spots
All over my back.
I fly around the garden,
And land upon a rose,
Then the grass, and
Then your nose!

Incy, Wincy Spider

Incy Wincy spider,
Climbed up the water spout.
Down came the rain,
And washed the spider out.
Out came the sunshine,
And dried up all the rain.
And Incy Wincy spider,
Climbed up the spout again.

Here is a Beehive

Here is a beehive, *(make a fist)*
Where are the bees?
Hiding inside where nobody sees.

Watch them come creeping out of the hive,
One, two, three, four, five.
(release one finger at a time from the fist/hive)
...BUZZ-ZZZ *(wiggle fingers all around)*

(This is a great find! A nursery rhyme that counts forwards!)

Also, consider using Little Miss Muffet, 5 Speckled Frogs or Ladybird Ladybird

4. The Ugly Bug Ball

Our 'event' planning for this topic revolves around the Ugly Bug Ball, which seems to fit in very well with the Bug Hotel.



The Ugly Bug Ball is a song made famous by the old movie, 'Summer Magic.' Burl Ives sings the song, which is accompanied by a film about bugs. See here - <https://www.youtube.com/watch?v=HYCanPfwEI8>

However, there is also a cartoon version of The Ugly Bug Ball, which tells the story of the song in a much clearer way, plus it has the lyrics on the screen. Here is the link - <https://www.youtube.com/watch?v=0fsKP-EtByA>

Even if you don't want to do the Ball as an event, this is an incredibly useful rhyming song the children would do well to learn.



5. Bug Hotel

There is much advice for making a bug hotel online. I quite liked this: <https://www.youtube.com/watch?v=aJcOdXIXuv4> because it didn't use palettes, which might be a little difficult for some.

If you can use them, then palettes are great because they come with ready-made open spaces to fill. The best bug hotels have lots of small spaces in different shapes and sizes and are made from a variety of materials. In the filling spaces you need to add different things for different insects:

- straw for ladybirds and anything that needs to hibernate
- rocks and terracotta pieces for snails
- dead and rotting wood for beetles
- pinecones and bamboo sticks with holes for solitary bees and other insects.

Have a look at this, too: <https://www.wildlifewatch.org.uk/make-bug-hotel>

This book is a treasure. It has lift the flaps, but it is a board book, so very robust. Under the flaps is plenty of useful information about the different insects you are catering for and what to provide specifically for them.

I think this would also be an inspiring book for children to make their own version of.



You can make a Bug House as big or as small as you like - whatever fits your space!





Section 3

Vocabulary & Definitions

Young children can apparently learn up to approximately 20 new words per day, so it is imperative, especially for those who have such a limited vocabulary, to learn lots of new provision and topic words as they arise. It is therefore important for you to use these words in conversation and through using books, experiences and images as you work with them.

Now if you are a little bit like me, I usually have a very good knowledge of many words, but for some, I have only an inkling as to their definition. Children need us to have crisp definitions for words so they can understand them quickly.

On the next pages, we have offered list of topic words and definitions for some of the words we think you might need support to give a crisp definition for, though of course, we know you know what they mean! Though many words have many different meanings, we have used the definition, in this section, that links closest to the topic/theme.

First, we have listed various creatures (great & small) along with the correct terms for the female and male versions of the animal, along with the name of their young and what they are called when in a group. We have also listed their habitats for your information.

Different Family Names and Habitats for Common British Wildlife

| | Male | Female | Young/Offspring | Collective | Habitat |
|------------------|----------|---------|--------------------|---------------------|---|
| Hedgehog | Boar | Sow | Hoglet | Prickle | Woodland, Farmland, Gardens |
| Mole | Boar | Sow | Kit or Kitten | Labour | Underground ball lined with leaves – a nest |
| Rabbit | Buck | Doe | Kit or Kitten | Fluffle or colony | Burrows or warren in meadows, woodland or wetland, forest |
| Hare | Jack | Jill | Kitten | Husk, down or drove | Burrows or warrens |
| Badger | Boar | Sow | Cub | Cete | Sett in the undergrowth in woodland, farmland, gardens |
| Duck | Drake | Duck | Duckling | Flock | Lake, pond, river, stream nesting on the banks |
| Fox | Dog fox | Vixen | Pups, Cubs or Kits | Skulk | Dens underground |
| Barn Owl | Buck | Doe | Owlety | Parliament | Nests in woodland, field edges, tree hollows, buildings |
| Tawny Owl | Owl Coco | Owl Hen | Owlet | Parliament | Nests in woodland, field edges, tree hollows, buildings |

3

Vocabulary & Definitions

| | Male | Female | Young/Offspring | Collective | Habitat |
|----------------------|------------|--------------|--------------------------------|---------------------------------|---|
| Pigeon | Cock | Hen | Squeaker | Flock | Nests on ledges |
| Magpie | Cock | Hen | Chick | Flock, Gulp, Mischief | Nests high up in trees |
| Red Kite | Male | Female | Clutch of chicks | Wake, Roost, Husk or Kettle | Nests in broadleaved woodland |
| Squirrel | Boar | Sow | Kit or Kitten | Dray or Scurry | Matures forests which have trees for shelter and nut storage |
| Adder | Male snake | Female snake | Snakelet, hatchling or neonate | Nest or Sum | Heathland, moorland, woodland edges |
| Grass snake | Male snake | Female snake | Hatchling | Snake den or Pit | Wetland, lakes and rivers |
| Rat | Buck | Doe | Pups or Kittens | Swarm or Pack | Rubbish tip, farms, building, sewers, hedgerows, canal banks nesting with cardboard & spreadable materials |
| Mouse | Buck | Doe | Pinky | Horde or Mischief | Woodland, grassland, gardens, sometimes nesting under floorboards or in old birds nests |
| Harvest Mouse | Buck | Doe | Pups or Kittens | Horde or Mischief | Hedgerows, reedbeds, woodland in nests of woven grass above ground |
| Field Mouse | Buck | Doe | Pups or Kittens | Usage | Nests under bushes, shrubbery or tall grasses |
| Otter | Boar | Sow | Pups | Family, Romp or Lodge | Near rivers, canals or lakes banks, likes to be near freshwater. Lives in a burrow or den |
| Crow | Crow | Crow | Chick | Murder, mob, parcel, horde | Farmland, moorland, woodland & builds nests from moss & sticks on ledges, bridges etc. |
| Raven | Cock | Hen | Chick | Rave or Flock of unkindness | Woodland, coniferous forests or rocky coastlines building nests on cliffs & even powerlines |
| Stoat | Jack | Jill | Kit | Gang or Pack | Rivers, wetland, marshland & mixed woodland |
| Weasel | Dog | Bitch | Kit or kitten | Gang, pack, confusion or boogle | Grassland, sand dunes, lowland forests in nests of grass & leaves in holes in walls or tree stumps |
| Shrew | Boar | Sow | Pup | Colony | Marshes, coniferous forests, fields with cover or beneath rotten logs, nest of grass & hair |
| Vole | Boar | Sow | Pup | Colony | Burrows in riverbanks, streams & ditches, reed beds |
| Polecat | Hob | Jill | Kit | Chine | Dens in riverbanks under tree roots |
| Pine Marten | Male | Female | Kit | Richness | Dens, crevices in rocks, pine trees, woodland – mainly live in the Scottish highlands but are near extinction in England & North Wales. They are relatively common in Ireland |
| Sparrow | Cock | Hen | Hatchling | Host | Farmland, gardens, parks, woodland in nests |

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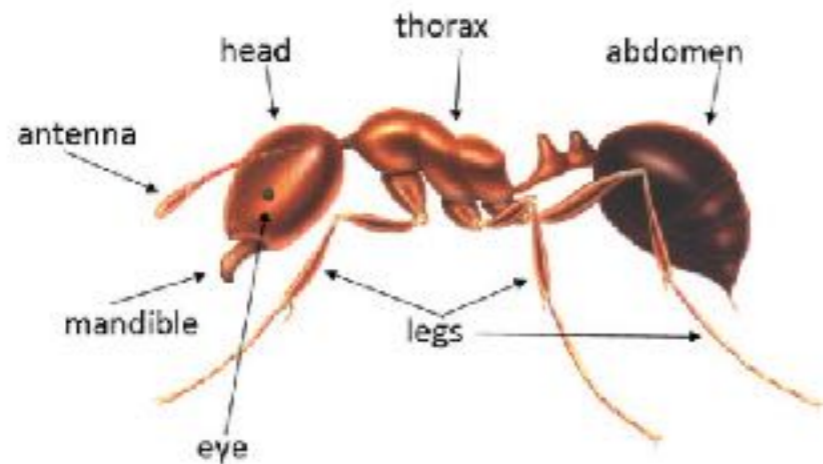
Vocabulary & Definitions

| | Male | Female | Young/Offspring | Collective | Habitat |
|--------------------|-----------|-------------|------------------------|--------------------------|---|
| Robin | Cock | Hen | Hatchling | Round | Woodland, parks, gardens in nests |
| Shrew | Boar | Sow | Pup | Colony | Marshes, coniferous forests, fields with cover or beneath rotten logs, nest of grass & hair |
| Vole | Boar | Sow | Pup | Colony | Burrows in riverbanks, streams & ditches, reed beds |
| Polecat | Hob | Jill | Kit | Chine | Dens in riverbanks under tree roots |
| Pine Marten | Male | Female | Kit | Richness | Dens, crevices in rocks, pine trees, woodland – mainly live in the Scottish highlands but are near extinction in England & North Wales. They are relatively common in Ireland |
| Sparrow | Cock | Hen | Hatchling | Host | Farmland, gardens, parks, woodland in nests |
| Robin | Cock | Hen | Hatchling | Round | Woodland, parks, gardens in nests |
| Starling | Cock | Hen | Chick then a fledgling | Murmuration | Nests in cavities in trees, woodland, hedgerows |
| Chaffinch | Cock | Hen | Chick then a fledgling | Charm of finches | Nests in woodland, hedgerows, fields |
| Blue tit | Cock | Hen | Chick then a fledgling | Banditry of tits | Nests in hedgerows, gardens, woodland & in nest boxes |
| Ferret | Hob | Jill | Kit | Business | Tunnels in grassland |
| Pheasant | Rooster | Hen | Chick | Bevy, Bouquet or Covey | Lives in woodland, scrubland, farmland |
| Seagull | Gull | Hen | Gullchick | Colony | In nests in hollows in the ground, cliffs with feathers, rope, vegetation |
| Swan | Cob | Pen | Signet | Bevy, flock, lamentation | Live in shallow lakes or slow flowing river, parks. Build nests to lay their eggs |
| Falcon | Tiercel | Falcon | Chick | Cast | Forests, grasslands, valleys, mountain ranges. Can nest on the tops of buildings such as churches or cliff edges |
| Deer | Stag | Hind or doe | Calf | Bunch, herd, mob | Farmland, grassland, heathland, forests, open moorland |
| Frog | Male frog | Female frog | Tadpole | Army | Ponds, rivers, swamps, marshes, gardens |
| Toad | Toad | She-toad | Tadpole or Polliwog | Knot of toads | Damp areas, woodland, ditches, lakes, slow-moving rivers |

Word List - Insect Habitats

| | |
|-----------------------|---|
| Caterpillar | Areas with plants, trees, grasses, flowers where the adult butterfly has laid its eggs then when the caterpillar hatches it eats the plant it's hatched on |
| Butterfly | Open spaces, sunny areas, grassland |
| Moth | Open spaces, tree canopies. They hide in the day in dark crevices in buildings & bushes |
| Spider | Live almost anywhere, they like dusty corners, cupboards, on webs |
| Ladybird | Gardens, parks, meadows, wood. Hibernating adults cluster in groups in sheds or sheltered places |
| Ladybird nymph | Hatches from larvae behind leaves |
| Beetle | On the ground under vegetation, wood, plants, some in puddles or soil |
| Earwig | Throughout the garden, under pots & in dark places & in decomposing wood |
| Millipede | Live in rotting trees, under rocks in gardens and woodland or under the bark of trees |
| Centipede | Live in soil or leaf litter, compost heaps, under rocks or under the bark of trees |
| Fly | Wetlands, woodlands, around windows & dustbins, around lights, in or around pet food, undersides of leaves, twigs, rocks, tall grasses |
| Slug | Bog garden, compost heap, flower border, log pile in cool, dark moist places |
| Snail | Cool, dark environments. They like active gardens where soil etc has been disturbed, in fields, river banks. |
| Woodlouse | Dark, damp places, hiding under stones, in walls, compost heaps. They tend to hide in the daytime and come out at night. |
| Bumble bee | Live in parks, woodland, orchards, meadows, collecting pollen and nectar from flowers and blossom. They nest on the ground or in old wood. |
| Honey bee | Live in gardens, woodland, meadows & areas where flowering plants are abundant, sometimes nesting in tree cavities |
| Grasshopper | Fields & meadows – wherever they can find lots to eat. Males can be seen rubbing their legs against their wings to create a 'song' for the females |
| Cricket | Shrubs, hedgerows, grassland & woodland edges, caves & beaches also. |
| Wasp | Woodland & urban areas. They live in colonies inside nests which they build from wood pulp in roof spaces, airbricks, cavities in buildings, garden sheds, holes in trees. |
| Mayfly | Around freshwater like rivers and lakes. Their larvae spend their lives under water feeding on algae and plants |
| Worm | In the top few centimetres of soil though can burrow deeper for moisture. They make bedding from organic matter |
| Slow worm | Lives in rough grassland, woodland edges, gardens, meadows & heathland. Sometimes live in compost heaps where it is warm & good for nesting |
| Glow worm | Not actually a worm but a small beetle. Living in meadows, grassland & hedgerows. They live for 3 years as larvae living under rocks & hidden in grasses where they feed on snails. They emerge as adults for just a few weeks in summer in meadows and nature reserves |
| Cockroach | Common places are commercial food premises where food is stored. During the day they live in cracks and crevices, under cookers, backs of cupboards, drains & sinks. They can also live in leaf litter, in trees, under log piles & in debris |
| Dragonfly | Live near fresh water such as riverbanks, canals, ditches, ponds & lakes but also fields & forests. They need to lay eggs where there is water. Smaller relatives are called damselflies. |
| Ant | Live in nests usually in the ground, under a rock. Live in wood, plants, trees & soil |

Word List - Parts of an Insect



| | |
|-----------------|--|
| Thorax | The part of the body of a mammal between the neck and the abdomen, including the cavity enclosed by the ribs, breastbone, and dorsal vertebrae, and containing the chief organs of circulation and respiration; the chest. |
| Legs | |
| Abdomen | The part of the body of a vertebrate containing the digestive and reproductive organs; the belly |
| Mandible | The jaw or a jawbone, especially the lower jawbone in mammals and fishes. |
| Head | |
| Antennae | Either of a pair of long, thin sensory appendages on the heads of insects, crustaceans, and some other arthropods |
| Eye | |

Word List - Prepositions

| |
|----------|
| Over |
| Under |
| Up |
| Down |
| Through |
| Behind |
| Above |
| Below |
| In front |
| Around |
| Into |
| From |
| After |
| Before |
| Until |
| Against |
| Across |
| On top |
| Among |
| Towards |
| With |
| During |
| Inside |
| Between |
| About |
| Without |
| Along |

Word List - Ugly Bug Ball Lyrics

| | |
|--------------------|--|
| Sympathetic | Feeling, showing, or expressing sympathy (feelings of pity and <u>sorrow</u> for someone else's <u>misfortune</u>) |
| Serious | Demanding or characterized by careful consideration or application - Acting or speaking sincerely and in earnest, rather than in a joking or half-hearted manner |
| Bride | A woman on her wedding day or just before and after the event |
| Glorious | Having a striking beauty or splendour |
| Annual | Occurring once every year |
| Crawl | Move forward on the hands and knees or by dragging the body close to the ground |
| Clicked | Make or cause to make a short, sharp sound as of a switch being operated or of two hard objects coming smartly into contact |
| Tricky | A task, problem, etc. requiring care and skill because difficult or awkward |
| Melodies | A sequence of single notes that is musically satisfying; a tune |
| Squirming | Wriggling or twisting the body from side to side |
| Lame | (especially of an animal) unable to walk without difficulty as the result of an injury or illness affecting the leg or foot |
| Queen | The female ruler of an independent state, especially one who inherits the position by right of birth |
| Squeeze | Firmly press (something soft or yielding), typically with one's fingers: give a cuddle |
| Honeymoon | A holiday spent together by a newly married couple |
| Cocoon | A silky case spun by the larvae of many insects for protection as pupae. |



Section 4

**Indoor
Classroom Plan
for Enhanced
Provision**

Water Area

- Use large leaves, either fake or real floating on the water tray and add small plastic frogs and insects that you might find around water such as dragon flies and pond skaters.
- Make sure there is a rock bridge or walkway that the frogs can use to climb out of the water when they need to!

Activity Progression

- Could you take the children to see an established pond?
- They could observe the insect life around the water and the birds that swoop in and feed on it.



Sand Area

- Could you top up the sand a little, make it damp and help the children to make burrows and tunnels for little animals.
- If they keep collapsing, perhaps they could do with a little re-enforcement with some cardboard tubing?

Activity Progression

- Over time, could they use these and other materials such as sticks and leaves to create the right habitat for the right animals?
- If you want to keep your sand clean, use driftwood and leaves from fake plants. They pull off easily.



Design Technology Area

- Design a bug hotel for your outdoor area once you have done some research about what insects you need to put in it and around it.

Activity Progression

- After the bug hotel has been built, have the children use a pro forma to evaluate their design and to write a report on how well it is working/lasting



Please refer back to the Teacher Information in Section 2 for hints and tips to create a bug hotel

Role Play

- **Animal Rescue Centre**
- You will need some wildlife soft toys to make this work, which you would be best buying second hand and washing. Badgers and the like are not as easy to find as bears!
- Have the children 'find' the animals outdoors. Wrap some of their body parts in bandage and colour it in with red and brown.
- The children can then bring it into the rescue centre, wash and re-bandage it, give it injections and tablets, feed it and write notes about their treatment.
- When the animals are well again, the children can release them back into the wild.
- The more information the children have about each of these creatures, the better quality their play will be, rich in new vocabulary and knowledge.
- Observe their play and record the proof of their growing understanding through their speech.

Activity Progression over the Half-term

- **How about a Hedgehog Café?**
- Could the children have a 'menu' of worms, bugs, beetles, slugs, and all sort of other disgusting creatures to choose from?
- The children will love creating a disgusting meals with worm sandwiches, beetle beef burgers and the like.
- The bugs could be laminated cut-outs or plastic replicas.
- The bread and pizza bases could be made from foam...
- The children will be able to create posters for special offers (the more disgusting the better), price labels, menus and receipts.
- Perhaps have an appointment book for diners!



Block Play

- Make sure that you have insects and British Wildlife small world replicas as accessories to your blocks
- Children may want to create forests, habitats, enclosures, burrows and so on.



Activity Progression over the Half-term

- Have the children take photographs of their creations and place them in a labelled book, showing who made what and including a sentence about what they made and why.
- Place this book in the reading area once you have read it through with the class and it will become a favourite, especially amongst those children who's work is included.
- This might be an effective way of inspiring a few reluctant readers!

This fabulous squirrel and more items can be found in our online shop - www.leadingchildren.com

Small World

- How about a forest scene for the British wild life animals?
- Using large pinecones and old Christmas tree branches, you can create a fantastic forest background.



Activity Progression over the Half-term

- Using a large and a few other smaller logs, soils and leaves, make a small world tray for insects, placing them inside, on top, underneath, under, over, hiding...
- To create a hotbed of story-making, add a tin full of the children's mini-me's with wings added on as if they have been shrunk and left in the insect world.
 - What will happen to them I wonder?
 - They had better be careful and watch out for hedgehogs, birds and other predators!



Reading Area

- If you can, do a reading book study on the work of Brian Wildsmith.
- His collection of children's literature is stunning, due to his illustrations - each one of which is a work of art.
- My classroom used to be full of his pages in old picture frames.
- There is so much to talk about and so much inspiration for children's own artwork.



Writing Area

- Could you add animal and insect shaped homemade books into the writing area for this half term?
- Don't forget to add good non-fiction books and information sheets too.
- Make sure you have the main illustrations from your core story in a basket for oral or written retelling.
- Please see Section 6 for other Reading/Writing/Oracy ideas.



Activity Progression over the Half-term

- Could a 'wise old owl' toy or ornament visit your classroom and message children?
- Perhaps they could notice the things children do that you want to give them attention for, and of course if the children write back to the owl they would definitely expect a reply!
- Could you add some beautiful works of art to your writing space to encourage children to give character traits to and include in their stories?



Snack Area

- After their own snack, could the children make snacks for wildlife creatures?
- Perhaps some old fruit salad for the bug hotel, a seed/fat ball for birds and a nut pie for squirrels?

Activity Progression over the Half-term

- Could you put out different photographs each day of snacks that animals eat?
- As well as adding knowledge and vocabulary, they would make great talking points.

Art Area

- Look for Victorian Images of insects such as these.
- They can be inspirational for a young artist for whom the live 3d version might be too hard to re-create.



Activity Progression

- Help the children to look carefully at the insects they have found or are studying in picture or photograph form.
- Encourage them to make several drafts to get the outlines then the markings right and encourage them to use their scientific knowledge to draw

Music Area

- Talk about the buzz of a bumble bee and talk with the children about what scares them about bees.
- Help them to understand that if you are calm and quiet and still, bees will leave you alone.
- Then play them the sound of the bees. https://www.youtube.com/watch?v=GCZH_aixnJw
- Talk about it and discuss why it sounds scary. Find out how the bees make their sound.

Activity Progression over the Half-term

- Later, play, 'The Flight of the Bumble Bee' by Nikolai Rimsky-Korsakov. <https://www.youtube.com/watch?v=SSTaZiYi3QI>
- How did he manage to make the instruments sound so much like bees swarming?
- Using instruments and 'found sounds' could the children create a pattern of sounds that sound like an insect landing, or flying off and away?

Did you know?

Bumblebees get their name from the word bumble, which means to buzz, hum, or move about awkwardly or indistinctly

Investigation Area

- You might be able to do the whole caterpillar into butterfly commercial thing – have a go: it's magical when you can release the butterflies on a sunny day!
- Have a look at the life cycles of some insects, such as worms, butterflies, bees, ladybirds and beetles etc.
- Encourage the children to go on an insect safari, collecting them gently and putting them into observation pots before releasing them.
- I would have a master class on how to zoom in and out on the camera and have the children practice taking photographs of insects to study them.



Activity Progression over the Half-term

- Have the children learn the body parts of an insect and challenge them to use the correct terminology. Most children love to be accurate and feel like experts.
- As well as butterflies, concentrate knowledge building on bees because of how endangered they are and because of how incredibly fascinating they are.
- You can buy actual honeycomb and honey from health shops or online. It would be good to show the honeycomb to the children and to let them taste the honey. Hospitals are now beginning to use honey to manage burns and wounds because of its major antibiotic elements – what else are they using honey for?
- Have you ever tried to explain to someone what honey tastes like? Like sugar? No. Like treacle? No. Like anything else you have ever tasted? NO! Rather like faith, you have to taste it for yourself so you can really say you have tried it!



Small Construction Area

- Could you design and make your own new species of insect?
- What does it do to people it lands on?

Activity Progression over the Half-term

- Could you write down its' characteristics and tell us about its habitat, food, and which climate it prefers. Perhaps these new insects could be made into a class book that can be shared?



Section 5

**Outdoor
Classroom Plan
for Enhanced
Provision**

Water

- Could you make a pond out of an old washing up bowl or storage box?
- Add a few plants or plant material and water from an existing pond and keep the water level constant (you need rainwater, rather than tap water for this).
- What insects are drawn to the pond or do any of them seem to hatch in your pond? What other wildlife does it attract?
- If you have sunk your pond into the ground, make sure you add a ramp so that any frogs or hedgehogs frequenting it can get out if they fall in!



Sand

- Encourage children to burrow and tunnel under the sand to re-create habitats for wildlife. What do animals have to do? What problems do they face?
- You may need to provide pieces of plastic piping to sculpt a tunnel around to stop it from collapsing, but only after the children have had a try first. It may work much better in an outdoor sand pit rather than an indoor sand table.



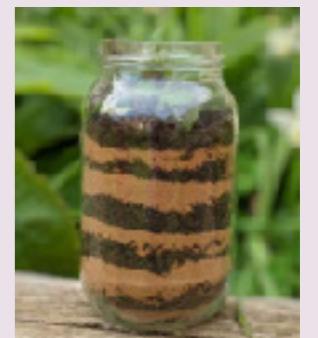
Digging

- Children are likely to dig up worms and all sorts of creatures if the digging area has loose soil in it. If it has become too compact, have someone fork it over and add some sand, old leaves or bark chips to give it a better consistency, especially if you are in a clay area. Rotting wood could be dug in too as it will contain all sorts of creatures within it.

Suggestion:

- Make a wormery and see how the worms dig up the layers of earth!

<https://www.woodlandtrust.org.uk/blog/2020/05/how-to-make-a-wormery/>



Growing Area

- Make sure you plant a 'Bee Bomb', which is basically a pack of seeds including many wild flowers that bees love, to help to sustain them.
- Think about where to put your bee bomb – it doesn't need to be near the door or a window of your classroom!
- Before you start, it would be good to do some data collection about how many bees and other insects visit the site so you can compare the difference once the flowers have arrived/bloomed!
- What about insects we don't want near our growing areas? These are called pests.
- How do we persuade pests to go away? What works best? You could try:
 - An organic home-made spray: 'Puree two garlic bulbs with one tablespoon of vegetable oil, let it sit overnight, strain, add one teaspoon of mild liquid soap and four cups of water to fill the spray container.'
 - Organic traps - Get yourself a small bowl and fill it with a concoction of honey/syrup, balsamic vinegar (or beer), and a dash of olive oil. Next, stretch some plastic wrap tightly over the top of the bowl and secure it with an elastic band. Finally, make some small holes in the wrap and leave it out.
 - Growing things near to your vegetables that repel the insects such as calendula. Calendula is part of the marigold family and both have a reputation for protecting vegetable gardens from pests. They are touted for having a scent that deters insects.



Woodland Kitchen

- Make bird seed fat dishes (or balls) to hang in trees
- See [here](#) for Instructions and tips



- Or perhaps you could forage in the woods for acorns and other squirrel favourites for children to make squirrel salad or casserole.
- Find out more about what squirrels eat from the RSPCA's website [here](#)



- Make sure that the children get to write down their recipes and say why the food is good for the creatures they are making it for.
- Get creative!

Den Building

- As well as den building for people, could the children den build for wildlife as well?
- If you go for a walk down in the woods one weekend, you could collect some rotting wood, okay wood, leaves, acorns, sycamore seeds, pinecones and other things with which you could make a small den
- A den for wildlife is a lovely way for very small children to have a go at den building. Simply collect a handful of small sticks and prop them up against a tree trunk or fallen branch to make a mini den. Make the inside of your shelter nice and cosy with some fallen leaves. Now it's ready for your stuffed toy hedgehogs or other animals.
- NB Anything you pick up from the floor in the woods that has fallen from a tree is called brash and is okay to take. Nothing can be taken from the tree or from the ground that is attached or living!
- Add materials for your woodland kitchen for insect and other creatures' food.
- There are some wonderful ideas about mini dens on this site - <https://rhubarbandwren.co.uk/how-to-make-a-magnificent-forest-mini-den/>



Games

- We want to teach and reinforce prepositions throughout this topic.
- Could you create a circuit/obstacle course where a child has to balance along, go over, under, next to, on top of, underneath, jump off, hop to and so on? Don't forget to have:
 - something to jump to, over (a rope or a line on the ground), and into (some hoop or chalk circles)
 - something to crawl through or under (a play tunnel or table)
 - something to climb over (pillows, bean bag chairs, or large stuffed animals)
 - something to wind their way around (cones on the ground that they weave through)
- Make sure you do this activity as a master class together so you can be highly specific about how you want them to use it.
- I would want the children to shout out up, under, over, though and so on as they moved, to reinforce rte vocabulary.
- You could also introduce similies:
 - jump off like an eagle
 - balance like a squirrel
 - go over like a hedgehog
 - scuttle like a mouse
 - go under like a badger
 - through like a rabbit...

Investigation

- See the background notes on how to make a bug hotel.
- I would design, collect materials and make the bug hotel with the children, making sure that they understand each stage of the process and why you are including certain elements to support each type of insect.



Activity Progression over the Half-term

- Have rucksacks ready for Insect Safaris.
- Our safari rucksacks contain binoculars, pooters, investigation pots, insect identification cards, a couple of non-fiction books wide tweezers and writing /drawing implements and materials. Visit www.leadingchildren.com

Small World

- I would be hesitant at putting my lovely replica small world animals outside for fear of them getting lost.
- However, I might invite the children to take a small tray outside with them and go and create a correct habitat with a creature in mind, so that when they come back in, they could add their hedgehog, badger or fawn to their tray so you can talk about its new home.



Role Play

- Offer a very simple 'in the field' rescue centre, which offers initial support for injured animals which need to go to the inside rescue centre.
- Could you ask a real rescue centre person to visit or watch a few short films to show what happens in one? <https://www.youtube.com/c/HedgehogSanctuary>

Reading

- Please make sure that your outside books are about insects and animals and include non-fiction as well as fiction.
- Reading 'habitats' for little people might include a huge cardboard box, pillow and blanket. What do the children think?



Section 6

Talk, Reading, & Writing Ideas

6 Talk, Reading & Writing Opportunities

Please see our specialised vocabulary lists and add to them according to the specific resources and books you are going to use to ensure the basic vocabulary is covered for the different parts of the topic.

Experiences

Most of your speaking and writing opportunities will come from the experiences you plan to do with the children such as creating a bug hotel, going on insect safari, creating habitats for wildlife outdoors and in small world and preparing for an ugly bug ball.

Think carefully about the vocabulary you will need to introduce this half term and check it against our list. Be exacting in teaching the children proper names for creatures and their offspring as well as teaching the scientific names for different parts of the body.

There is huge scope for data collection and writing about what you find from it.



Pen Pals

You could have lots of animal and insect pen pals – perhaps a friendly spider who feels shunned, or a badger we have to plead to, so that he takes hedgehogs out of his diet.

Writing through messaging could also come from a wise old owl, as mentioned earlier, or from a sly old fox. It depends on what you can find in terms of second-hand stuffed toys.

There is also the wonderful Nursery Rhyme - Wise Old Owl Sat in an Oak. Listen to or read this thoughtful rhyme and consider why we aren't all like that wise old bird.



Role Play Area

The animal rescue role play areas inside and out should produce some paperwork e.g.

- Record of Animal Rescued
- Feeding Schedule
- Clean Bedding Rota

I have included some pro forma to include in the Role Play area. Please use or change them to personalise to your needs.

6 Talk, Reading & Writing Opportunities

Wild Animal Rescue Centre

Date: _____

Animal – please draw 

Injured Creature: _____

Found where?: _____

Found by whom?: _____

Injuries: _____

Treatment: _____

Medicines: _____

Possible Release Date: _____

Wild Animal Treatment Centre – Feeding Schedule

Time: _____

| Animal | Type of Food | Amount |
|--------|--------------|--------|
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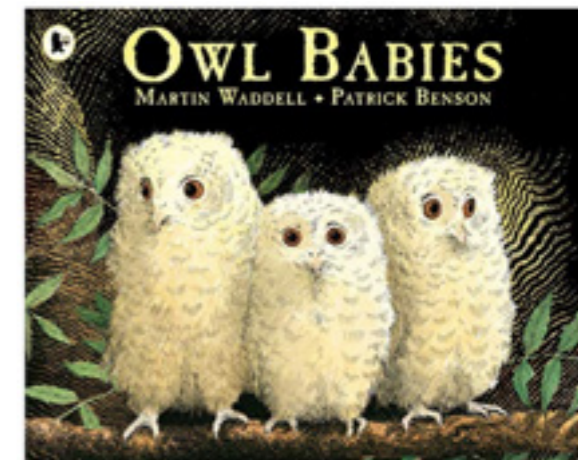
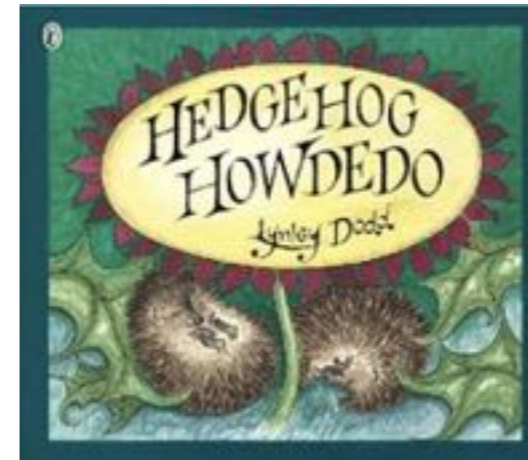
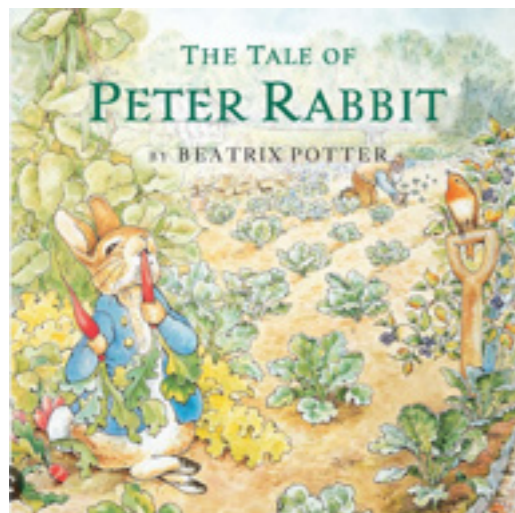
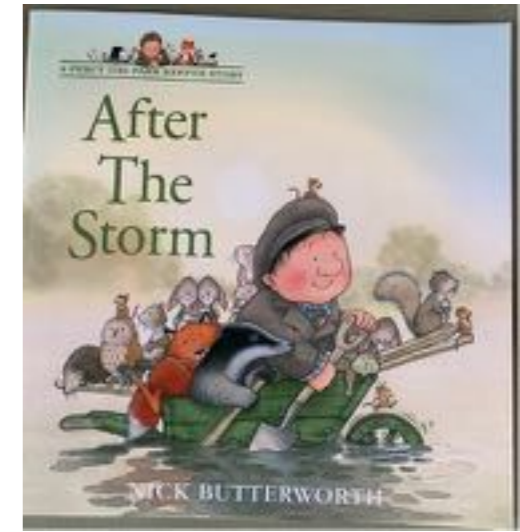
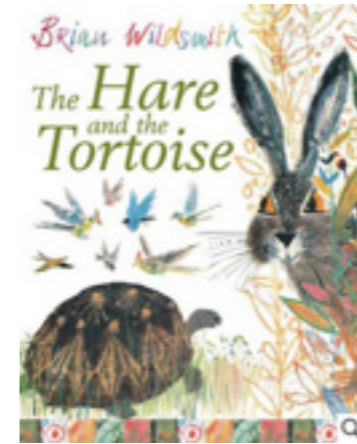
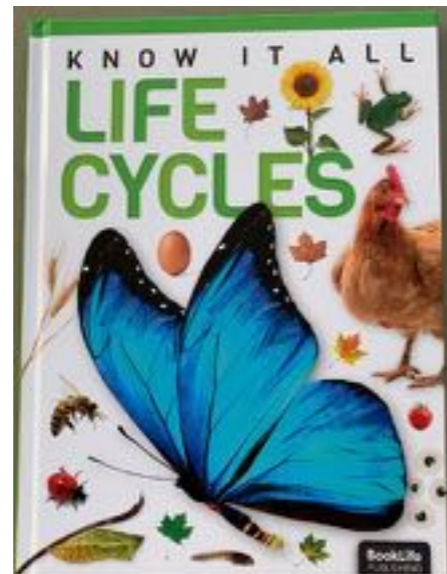
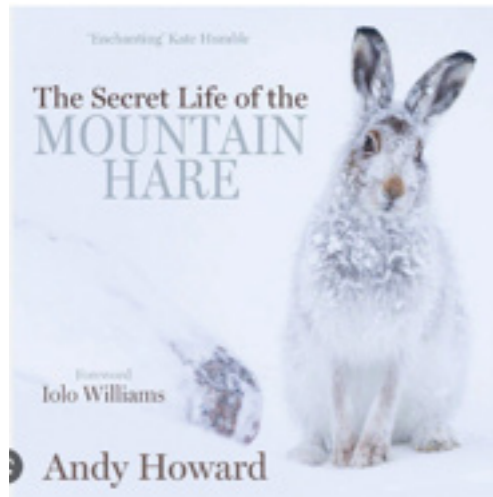
Notes: _____

Staff Name:

6 Talk, Reading & Writing Opportunities

Books

There are a plethora of books to choose from for this topic. I am sure you will have your favourites, but be sure to check out the old classics as well as new books to the market.



6 Talk, Reading & Writing Opportunities

General

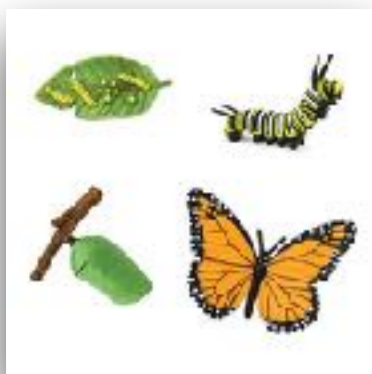
Quality replicas are a must for this topic, both for British wildlife and for insects.



You will also need good identity cards and images for discussion.

Visit our online shop for quality, affordable small world animals and insects, and identify cards - www.leadingchildren.com.

Look at our descriptors for British Wildlife in the shop as they contain fun facts about them which you can use in your class discussions.



Life Cycle of a Butterfly



Learn the Ugly Bug Ball Lyrics

This fantastic rhyming song is rich in language about insects and the ways they move.

Please refer back to section 3 for vocabulary and definitions for the Ugly Bug Ball Lyrics.

<https://www.youtube.com/watch?v=0fsKP-EtByA>

*Once a lonely caterpillar sat and cried,
To a sympathetic beetle by his side.
"I've got nobody to hug,
I'm such an ugly bug."*

*Then a spider and a dragonfly replied,
"If you're serious and want to win a bride,
Come along with us,
To the glorious
Annual ugly bug ball."*

*Come on let's crawl
Gotta crawl, gotta crawl
To the ugly bug ball
To the ball, to the ball
And a happy time we'll have there
One and all
At the ugly bug ball*

*While the crickets clicked their tricky melodies
All the ants were fancy-dancing with the fleas
Then up from under the ground
The worms came squirming around*

*Oh they danced until their legs were nearly lame
Every little crawling creature you could name
Everyone was glad
What a time they had
They were so happy they came*

6 Talk, Reading & Writing Opportunities

Chorus

*Then our caterpillar saw a pretty queen
She was beautiful in yellow, black and green
He said, "Would you care to dance?"
Their dancing led to romance.*

*Then she sat upon his caterpillar knees
And he gave his caterpillar queen a squeeze
Soon they'll honeymoon
Build a big cocoon
Thanks to the ugly bug ball*



Example Tongue Twister

Ugly Bug Ball - Writing Opportunities

Children could create:

- Lists of food
- Lists of drinks to serve
- Shopping Lists
- List of guests
- Invitations
- Posters
- List of party games Menu
- Lyrics
- Ball Itinerary
 - Mingling, Eating, Dancing, Games, (e.g. Beetle Drive, Bug Bingo, Insect Trivia, Guess the Bug sensory game, Insect Hunt, Bug Edition of Simon Says, Silly Bug Tongue Twisters), Performance of The Ugly Bug Ball

Create an Insect Exhibition

Put bugs in small tanks (terrariums) and have the children write a label about each one so that you can invite visitors to your exhibit and the children can be their guides, telling the visitors all about the bugs.

Help the children to observe the bugs very carefully so they can paint or draw them, or make a collage.



This is a terrarium that we created for a local school. We also provided a turrantula and a turtles version.



Appendix 1

**Potential
Curriculum
Coverage**

Framework Coverage Growing (Rec)

- All
- British Wildlife
- Insects

Communication and Language

Listening

Learn and use new topic Vocabulary through the day

Ask questions to find out more

Articulate Ideas and thoughts in well-formed sentences

Connect one idea to another using a range of connectives

Describe events in some detail

Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen

Develop social phrases

Engage in storytimes

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text , some as exact repetition and some in their own words

Use new vocab in different contexts

Listen carefully to and learn rhymes and songs paying attention to how they sound

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Personal Social and Emotional Development

See themselves as a valuable individual

Build constructive and respectful relationships

Express their feelings and consider the feelings of others

Show resilience and perseverance in the face of a challenge

Identify and moderate their own feelings socially and emotionally

Think about the perspective of others

Physical Development

Revise and refine the fundamental movement skills they have already acquired:

Rolling

Crawling

Walking

Jumping

Running

Hopping

Skipping

Climbing

Progress toward a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and disciplines

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or the floor.

Combine different movements with ease and fluency
 Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group
 Develop overall body-strength, balance, co-ordination and agility
 Ball and other skills
 Handwriting style

Literacy (non-secretarial)

Read books to build up their confidence in word reading, their fluence, understanding and enjoyment
 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
 Re-read what they have written to check that it makes sense

Understanding the World

Talk about the members of their immediate family and community
 Name and describe people who are familiar with them
 Comment on familiar situations in the past
 Compare and contrast characters from stories, including figures from the past
 Draw information from a simple map
 Understand that some places are special to members of their community
 Recognise that people have different beliefs and celebrate special times in different ways
 Recognise some similarities and differences between life in this country and life in other countries

Explore the natural world around them
 Describe what they see, hear and feel whilst they are outside
 Recognise some environments that are different from the one in which they live.
 Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

Explore, use and refine a variety of artistic affects to express their ideas and feelings
 Return to and build on their previous learning, refining ideas and developing their ability to represent them
 Create collaboratively, sharing resources, ideas and skills
 Listen attentively, move to and talk about music, expressing their feelings and responses
 Watch and talk about dance and performance art, expressing their feelings and responses
 Sing in a group or on their own, increasingly matching the pitch and following the melody
 Develop storylines in their pretend play

Have you seen the other topic-based resources in this set?

<https://leadingchildren.com/blogs/resources>



Thank you to our supporter:



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