



### EYFS Long-Term Curriculum Overview - Cycle A

Checkpoint 3rd March data check

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A Topic</b>	Me and my Community	Reach for the Stars	Under the Sea	The Blossoming Natural World	Minibeasts	Food, Glorious Food
<b>Main and secondary topics</b>	People who help us All about me	Space Dinosaurs	Under the Sea Environment	Plants/growing Seasons	Minibeasts Habitats	Food Farms
<b>Role play areas</b>	Home corner/ Hospital/ Police	Spaceship/ Santa's workshop	Aquarium/ Recycling centre	Flower shop/ woodland forest	Minibeast laboratory	Market shop/ home corner
<b>Key Question</b>	What is my role/ significance and the role/significance of those in my community?	How big is the world and universe around me?	What lives under the sea and how can we protect them?	What do plants, trees, and flowers need in order to grow?	Why are minibeasts important, and what role do they play in nature?	
<b>Secondary/ connected topics</b>	People who help us All about me	Space Christmas	Under the Sea Environment (water)	Environment (land) Plants/growing	Minibeasts Habitats	Food Farms
<b>Outdoor Role play area</b>	Construction zone and workshop	Spaceship/ Post office	Home corner	Garden centre	Home corner	Market shop/ home corner
<b>Key Skills/ Characteristics of Effective Learning</b>	To develop close relationships with caregivers.  To develop an ability to soothe themselves when upset, share and play with others, and listen and follow	To develop critical thinking skills  To remember known facts, such as planets and stars.	To develop problem-solving skills  To identify the importance of Coral Reefs  To identify ocean diversity across the	To explore and investigate their local environment (concerning plants, seasonal changes and local wildlife).	Explore/investigate and examine their local environment (minibeasts focus)  To use their senses to describe what they see, feel and hear outside.	To develop creativity  To understand the importance of cleanliness and safety with a variety of tools when cooking  To work as a team,



	directions.		World  Understand the importance of respecting and caring for the living things.	To care for living things and our environment  Understand the life cycle of a plant and an animal.	To develop their understanding and knowledge change over time. To understand the key features of the life cycle of a minibeast i.e. a butterfly.	assigning different roles  To share different resources
Literacy	Children must develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Key Written Language	<b>Nursery:</b> me, vet, bus, 999, (initial sounds)  <b>Reception:</b> Mum, dad, me, help, vet, pet, bus, 999, doc, job	<b>Nursery:</b> Mars, sun, hot, Planet, (initial sounds)  <b>Reception:</b> Sun, rocket, hot, cold, star, planet, space, blast off	<b>Nursery:</b> sea, fin, net, big, coral, turtle, whale (initial sounds)  <b>Reception:</b> fish, crab, sand, eel, shark, ship, rock, shell, deep, sink	<b>Nursery:</b> tree, sun, leaf, water, root (initial sounds)  <b>Reception:</b> seed, plant, sun, tree, root, stem, petal, grow, flower	<b>Nursery:</b> bug, leg, bee, slug, ant, fly (and initial sounds)  <b>Reception:</b> bug, leg, bee, slug, ant, fly, wing, leaf, nectar, mud	<b>Nursery:</b> rat, pig, hot, pan, cut, farm (and initial sounds)  <b>Reception:</b> food, chef, chop, cook, shop, eat, market, farm



**Greenside Primary School**  
Inspire Challenge Nurture



Core Texts	Doc McStuffins Police Officers on Patrol Happy in our Skin Measuring Me! Everybody Has a Body Real Superheroes You Can't Call an Elephant in an Emergency Life Savers	How to Catch a Star Man on the Moon Aliens Love Underpants Astro Girl The Way Back Home Look Up! Here We Are Whatever Next! You Choose in Space	Sharing a Shell The Rainbow Fish Commotion in the Ocean Big Book of the Blue Somebody Swallowed Stanley Whale in a Fishbowl Journey of a Toothbrush Clean Up Save the Ocean Tiddler	Greta and the Giants The Tiny Seed Eco Girl Secret Sky Garden Percy the Park Keeper Jaspers Beanstalk Errol's Garden The Tree Stick Man	Bee my Friend The Very Hungry Caterpillar Ben Plants a Butterfly Garden Snail Trail Mad about Minibeasts Superworm Yucky Worms	Farmer Duck Handa's Surprise The World Came to my Place Oliver's Vegetables Olivers Fruit salad Where Does my Food Come From AK Luna Loves Gardening
Core Film	Inside Out/Biggleton	WALL-E	Finding Nemo	Lorax	A Bug's Life	Ratatouille
Supporting shows	Postman Pat Fireman Sam Magic School Bus Bob the Builder	Maddie, Space and you  <a href="#">CBeebies - Maddie, Space and You</a>	Zoboomafoo show	<a href="#">Maddie, the Plants and You</a>	BBC's Minibeasts, insects and invertebrates clips	<a href="#">Maddie, the Home and You - Series 1: 3. Growing and Cooking</a>
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.					
Communication and Language	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides		Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D Shapes		To 20 and beyond How many more? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	



	communication and language. Children should be able to converse with their friends, with growing awareness of how to listen to one another within an exchange, focus for short periods of time in a group and whole class scenario and have a growing and varied vocabulary.					
Key Spoken Language	<p><b>Nursery:</b> Family, community, Police, Doctor, help, map, vet, London, firefighter</p> <p><b>Reception:</b> Family terms, town, city, country, job titles, body parts</p>	<p><b>Nursery:</b> Planets, solar system, Earth, stars, robot, Dinosaurs</p> <p><b>Reception:</b> Planets, solar system, star, astronaut, alien</p>	<p><b>Nursery:</b> Ocean, Coral reef, captivity, pollution, water, ecosystem, sea creatures</p> <p><b>Reception:</b> Ocean, pollution, living, environment, shallow, rock pool</p>	<p><b>Nursery:</b> Growth, decay, oxygen, leaves, stem, root, trunk, bark</p> <p><b>Reception:</b> Growth, flower parts, life cycle, seed, bulb, seasons</p>	<p><b>Nursery:</b> Minibeast, wing, leaf, antenna, soil</p> <p><b>Reception:</b> Minibeast, wing, leaf, antenna, soil, earth, habitat, nectar, flower</p>	<p><b>Nursery:</b> France, Paris, chef, cook, ingredients, food, Africa, hygiene</p> <p><b>Reception:</b> Ingredients, Grow, harvest, ripe, vegetables, fruit, healthy, nutrients</p>
Personal, Social and Emotional Development.	Personal Social and Emotional Development (PSED) supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. These are all crucial for school readiness, and developing as a human being, capable of managing their own feelings and emotions, as well as building independence and resilience.					
Physical Development	Gross motor skills and physical literacy provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Physical development also contributes to cognitive development – as children move and explore the world, they learn about the properties of objects and their own capabilities. In the early years children are establishing patterns of activity which will affect their whole future. Children should be able to balance, negotiate space successfully, vary their speed and move in a variety of ways.					
Understanding the World	Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas. Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.					



**Greenside Primary School**  
Inspire Challenge Nurture



Understanding the World	Learning about where we live in our local communities Exploring differences between different communities and cultures Going on Nature walks	Introducing technology into learning (interactive whiteboards, phones, ipads) Space exploration Using telescopes to gaze at our Solar System Planetarium visit	Compare different sea modes of transport Researching sea creatures Looking at roles of sea related people Look at the sea on a Map	Identify and name a variety of everyday materials Explore the parts of a flower Identify common flowers and trees Exploring the importance of trees	Identify the life cycle of a Butterfly Identify a range of minibeasts Go on a Minibeast Hunt Explore different habitats	Identify differences between fruit and vegetables Name foods Categorise healthy and unhealthy foods Farm Visit
Science	Weather Observations  <b>Developing Experts:</b> Our Body	Galaxy Playdough Constellation Art  <b>Developing Experts:</b> Space	Sea animal sorting Sink or float  <b>Developing Experts:</b> Forces (sink or float lesson)	Parts of a tree/plant Plant identification Seed/bulb planting  <b>Developing Experts:</b> Plants	Life cycles Minibeast hunt  <b>Developing Experts:</b> Insects and Vertebrates	Cooking Planting/harvesting Taste testing  <b>Developing Experts:</b> Food
Geography	Cultural celebrations Looking at community helpers Community walks	Rockets and Astronauts Planets in our solar system Day and night	The importance of Oceans Oceans animals Marine life Naming the different Oceans	Trees contribution to the World Different types of Trees and Flowers Life cycles	Minibeast habitats Importance of Minibeasts Adaptation & diversity of Minibeasts	How/where food is grown Fruit and vegetables Different types of Farms Animal produce
History	How we have grown When places in our community were built How jobs have changed	First moon landing Discovery of Planets Rocket launching fails and successes	People who explore the sea Sea travel Evolution of under the sea science (how do we know about different sea animals)	Trees used throughout History (shelter, tools, food) Need to care for the natural world Global warming progression	Evolution of different Minibeasts Role they have played in shaping our ecosystem Extinct/new species	Agriculture How people used to grow their foods Evolution of farming techniques Old recipes vs new
Music	Exploring Sounds	Singing	Rain Shakers	Rhythm	Dance	Drums



**Greenside Primary School**  
Inspire Challenge Nurture



Religious Education	Religions, traditions and festivals	Festivals of light, Community & giving Christmas Hanukkah	Celebrating new beginnings Acts of kindness	Symbols of Spring across different religions Easter	Exploring nature through different religions	Religious foods
Expressive Arts and Design	The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children should be able to express themselves through different creative mediums and approaches with growing confidence and skill.					
ART + DT	Drawing: Marvellous marks	Structures: junk modelling	Sculpture and 3D: Creation station	Textiles: Bookmarks (fine motor)	Painting and mixed media: Paint my world	Cooking: soup



### EYFS Long-Term Curriculum Overview - Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle B Topic</b>	Me and My Community	Colour & Light	Traditional Tales	Animals & Dinosaurs	Minibeasts	Transport
<b>Role play areas</b>	Home corner/ Hospital/ Police	Light and Shadow station/ glow in the dark station	Goldilocks and the three Bears Cottage / The Gingerbread Bakery	Animal Safari Adventure/ Dinosaur Dig Site	Minibeast laboratory / Minibeast Garden	Airport check in and boarding / Boat / ship harbour
<b>Key Question</b>	What is my role/ significance and the role/significance of those in my community? What makes you special? Who are the people in your family? What is a community?	Where do we see lots of colour in nature? What colours can you recognise around you?	Who are the main characters in the story, and what happens in the beginning, middle, and end?	How can we help endangered animals? Where do the animals live? What does extinction mean? How are animals and Dinosaurs the same/ different to one another?	Why are minibeasts important, and what role do they play in nature? What does a Minibeast need to survive? Are we worms important for the soil? What is the lifecycle of a Caterpillar?	What are the different modes of transport? What is inside a train? Why do we wear seatbelts in vehicles? How do people in other countries travel?
<b>Secondary/ connected topics</b>	People who help us All about me	Light and Shadows Light and dark Colour Mixing	Journeys and Adventures Good vs Evil	Dinosaurs Extinct and endangered animals	Minibeasts Habitats	Transport Environment
<b>Outdoor Role play area</b>	Post Office	Blacked out sensory house	Red Riding Hood Forest Path / Jack and The Beanstalk Garden	Zoo Wildlife Rescue Centre	Minibeast Lab	Garage Workshop Construction Site



<p>Key Skills/ Characteristics of Effective Learning</p>	<p>To develop close relationships with caregivers.</p> <p>To develop an ability to soothe themselves when upset, share and play with others, and listen and follow directions.</p>	<p>To identify the different colours</p> <p>To explore colour mixing</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore how you can shine light through some materials, but not others. Investigate shadows.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Comment on images of [familiar] situations in the past.</p>	<p>To explore investigate and examine their local environment</p> <p>To care for living things and our environment</p> <p>To use their senses to describe what they see, feel and hear outside.</p> <p>To understand the key features of the life cycle of a minibeast i.e. a butterfly.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Comment on images of familiar (vehicular) situations in the [past].</p> <p>Explore how things work.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					



<p align="center">Key Written Language</p>	<p><b>Nursery:</b> bus, vet, me, family, police, firefighter, doctor, teacher (initial sounds)</p> <p><b>Reception:</b> mum, dad, me, help, vet, pet, bus, 999, doc, job</p>	<p><b>Nursery:</b> bright, light, dark, shadow, fire, Diwali, Santa, names of colours (initial sounds)</p> <p><b>Reception:</b> colours (phonetic), dark, light, shadow, fire, bright, paint, mark, splat, shape, Santa, list, card, gift</p>	<p><b>Nursery:</b> Cinderella, sisters, queen, king, castle, crown, music, magic, wand, characters, good, bad, prince, horse, pumpkin, carriage</p> <p><b>Reception:</b> story, setting, wish, lesson, wand, king, queen, first, then, next, start, middle, end, good, bad, magic, ever after</p>	<p><b>Nursery:</b> big, Dinosaur, zebra, lion, giraffe, jungle, tree, small, colourful, fossa, friends, food, live (initial sounds)</p> <p><b>Reception:</b> big, small, plants, meat, food, living, extinct, habitat, eat, sleep, hunt, live</p>	<p><b>Nursery:</b> bug, leg, bee, slug, ant, fly, pollen, flower, small (and their initial sounds)</p> <p><b>Reception:</b> bug, leg, bee, slug, ant, fly, wing, stem, leaf, bud, root, mud nectar, flower, food, habitat, protect, help</p>	<p><b>Nursery:</b> water, travel, fly, transport, plane, tractor, big, (initial sounds)</p> <p><b>Reception:</b> Name of transport, trip, land, water, air, wheel, pilot, fast, slow, big, small, up, down, sink, float,</p>
<p align="center">Core Texts</p>	<p>Doc McStuffins Six Dinner Sid Police Officers on Patrol Postman Pat The Naughty Bus</p>	<p>Brown Bear, Brown Bear, What Do You See? Mix it Up Pete the Cat: I Love My White Shoes Elmer The Day the Crayons Quit Pantone: Colours Luna Loves Art The Dot Sky Colour Magic Paintbrush</p>	<p>Goldilocks and the 3 Bears Red Riding Hood Jack and the Beanstalk Princess and the Pea Gingerbread Man Billy Goats Gruff AS's Treasury of Fairy Tales You Choose Fairytale No Big Bad Wolf in This Story</p>	<p>Dear Zoo Giraffes Can't Dance Goodnight Gorilla The Lion and the Mouse Where the Wild Things Are The Gruffalo Dear Dinosaur Dinosaurs love Underpants Rachel Bright dinosaur books</p>	<p>Bee my Friend The Bad Tempered Ladybird The Very Hungry Caterpillar Ben Plants a Butterfly Garden Snail Trail</p>	<p>Richard's Scary's cars and Trucks and Things That Go By Planes The Little Engine That Could Steam Train, Dream Train Goodnight Goodnight Construction Site</p>
<p align="center">Core Film</p>	<p align="center">Biggleton</p>	<p align="center">Trolls</p>	<p align="center">Cinderella</p>	<p align="center">Madagascar</p>	<p align="center">Antz</p>	<p align="center">Cars/ Planes?</p>



Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.					
	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D Shapes	To 20 and beyond How many more? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections			
Communication and Language	Developing good communication and language is a vital part of human connection. Language allows us to share our ideas, thoughts, and feelings with others, and it is essential we facilitate, scaffold and plan the opportunities for our students in EYFS to develop good communication and language. Children should be able to converse with their friends, with growing awareness of how to listen to one another within an exchange, focus for short periods of time in a group and whole class scenario and have a growing and varied vocabulary.					
Key Spoken Language	<p><b>Nursery:</b> family, community, police, doctor, help, map, city, unique, different, 999</p> <p><b>Reception:</b> family terms, town, city, country, job titles, body parts, community, map, features, unique</p>	<p><b>Nursery:</b> light, bright, colourful, celebration, Christmas, Diwali, Bonfire night, light, dark</p> <p><b>Reception:</b> colourful, light, dark, bright, celebration, Christmas, Diwali, Bonfire night, fire, shadow, flame, mark, torch, colours (incl specific. Ones</p>	<p><b>Nursery:</b> Fairy tale, cinderella, beans, magic, wand, fairy, prince, princess, king, queen, castle, godmother, kind, carriage, glass, dress, Once upon a time</p> <p><b>Reception:</b> Fairy tale, wand, story, setting, wish, lesson, character, first, then, next, beginning, middle</p>	<p><b>Nursery:</b> Dinosaur, large, little, legs, habitat, hibernate, extinct, land, herbivore, carnivore, island, lemur, jungle endangered</p> <p><b>Reception:</b> big/ large, little/ small, living, extinct, diet, habitat, herbivore, carnivore, past, present, predator, prey, food chain</p>	<p><b>Nursery:</b> minibeast, wing, leaf, antenna, soil</p> <p><b>Reception:</b> bug, leg, bee, slug, ant, fly, wing, leaf, nectar, mud, pollen, minibeast, habitat, impact, pollination, diet, environment</p>	<p><b>Nursery:</b> transport, wheels, air, plane, land, road, sky, water, boat,</p> <p><b>Reception:</b> transport, travel, fly, drive, track, wheel, pilot, driver, names of transport, speed, capacity, float, sink, direction, trip, fast</p>



		eg. Fuchsia, violet, turquoise, etc.)	end, good, bad, magic, ever after			
Personal, Social and Emotional Development.	Personal Social and Emotional Development (PSED) supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. These are all crucial for school readiness, and developing as a human being, capable of managing their own feelings and emotions, as well as building independence and resilience.					
Physical Development	Gross motor skills and physical literacy provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Physical development also contributes to cognitive development – as children move and explore the world, they learn about the properties of objects and their own capabilities. In the early years children are establishing patterns of activity which will affect their whole future. Children should be able to balance, negotiate space successfully, vary their speed and move in a variety of ways.					
Understanding the World	Learning about where we live in our local communities Exploring differences between different communities and cultures Going on Nature walks	Learn about the senses: sight and touch Explore ways to make sound Discover the senses of hearing and sight Explore the senses of smell and touch Learn about your sense of taste	Learn how to stay safe when using electricity Explore different homes and the things we need in our home Know about the people you can trust Discover First Aid and what to do in an emergency	Learn that animals are living things Discover where animals live and what they need to survive Explore where birds live and what they need to survive Learn about farm animals Learn about dinosaurs that lived on Earth	Identify the life cycle of a Butterfly Identify a range of minibeasts Go on a Minibeast Hunt Explore different habitats	Explore different types of machines and mechanisms Learn how machines make jobs easier Discover different types of transport
Science	Weather Observations  <b>Developing Experts:</b> Our Body	Sensory play Electricity  <b>Developing Experts:</b> The Senses	Predictions  <b>Developing Experts:</b> Health and Safety	Animal adaptations  <b>Developing Experts:</b> Animals	Life cycles Minibeast hunt  <b>Developing Experts:</b> Insects and Vertebrates	How transport works  <b>Developing Experts:</b> Machines
Geography	Cultural celebrations	Diwali Celebrations	Origin of different	Animal habitats	Minibeast habitats	Which mode of



	Looking at community helpers Community walks	Light at different times of day and different countries	traditional tales Setting of the tales	Which animals live in which countries	Importance of Minibeasts Adaptation & diversity of Minibeasts	transport gets us to close/far countries  Sea, land and air transport
History	How we have grown When places in our community were built How jobs have changed	Natural light vs man made light Invention of torches/lanterns/ electricity	How tales have changed over time (chinese whispers)	Prehistoric animals, and why these have become extinct The evolution of animals	Evolution of different Minibeasts Role they have played in shaping our ecosystem Extinct/new species	How transportation has evolved Coal vs electricity
Music	Exploring Sounds	Rainshakers	Nursery Rhymes	Sound Effects	Dance	Transport Rhythm
Religious Education	Religions, traditions and festivals	Diwali, Bonfire Night, Nativity, Shabbat Candles	The Boy who Cried Wolf The Ugly Duckling	Caring for Animals Evolution	Exploring nature through different religions	Noah's Ark Animals used for transportation
ART + DT	Drawing: Marvellous marks	Cooking: Christmas baking, toasting marshmallows	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station	Textiles: minibeast wings, antennas, stingers	Building: Junk modelling

### **Summer 1, Cycle A - Minibeasts**

#### **Substantive Knowledge:**

- **Nursery** - Identify and name the minibeasts: bee, spider, caterpillar/butterfly, snail, ladybird
- What are bees? They are flying insects that are really important in pollinating our foods.
- Why Bees are important and what they collect from flowers = they pollinate the food that we eat and the plants and flowers that we have. Animals feed on these plants and flowers which they depend on to survive, so without bees other animals would become extinct. They make honey for us, and we can use wax to make candles. Bees collect nectar and pollen from the flowers.
- What does extinction mean and how can we prevent Bees from becoming it? When an animal no longer exists, they are all gone. They can never come back. We can grow bee friendly plants and flowers (sunflowers & lavender), not pick the flowers. Help save suffering Bees (give them sugar water).
- What is a minibeast? = a small insect. They don't have a skeleton, they live all around the world.



- What body parts do the different minibeasts have? Legs, antenna, body, wing, eyes, head.
- Where do the different minibeasts live? Ant = in soil, fly= plants, flowers, near lights. Butterfly = flowers. Bee = hive. Spider = in their webs between trees, plants or flowers.
- What do the minibeasts eat? Spiders = eat small insects - flies, ants, bees, other spiders. Butterflies = nectar. They only eat sweet liquid. Bees = pollen and nectar. Ants = leaves. Fly = decaying things - fruit/veg.
- Why do some minibeasts have shells? To protect them from predators (birds, etc). The shell allows them to live in dry places (under logs) and helps to keep them hydrated.
- Why do some minibeasts live under logs / soil? = They provide them with shelter and protect them from predators.
- A fact about a minibeast = butterflies with their feet. Snails prefer damp, wet weather. Ladybirds can have up to 20 spots, their colour helps to scare away predators. Spiders = use webs to catch their prey. Their web is very strong. Bees = live in colonies and they live in a beehive.
  
- **Reception** - Identify and name the minibeasts: rosemary beetle, praying mantis and stick insect, bee, ladybird, caterpillar/butterfly
  1. Rosemary beetles live in Greenside, in London, UK - Europe. They also live in North Africa and the Middle East.
  2. Rosemary beetles live in and feed off foliage (prior knowledge - plant leaves) off rosemary.
  3. Praying Mantis live in Africa, North America (Canada, United States), Europe, and Asia (Nepal).
  4. Insects have a purpose. Rosemary beetles pollinate, Praying Mantis and ladybirds control the population of other insects, bees support the production of honey.