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| **Year Group - Reception****‘Superworm’ by Julia Donaldson and Axel Scheffler** | **Date – Term Two**  |
| **Curriculum Links** | **Communication and language development** ELG 01 Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. ELG 02 Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. ELG 03 Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. **Physical development** ELG 04 Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. ELG 05 Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.ELG 06 Self-confidence and self-awareness: children are confident about trying new activities, and say why they like some activities more than others. They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. ELG 07 Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ELG 08 Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.**Mathematics**ELG 12 Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**Understanding the world**ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.**Expressive Arts and Design**ELG 17 Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast**During –** Wear Hi-Viz jacket. Road safety to get to the park. Being careful not to run in areas of sticks**After** – clear everything away and return any natural objects to their original place**Wash hands**  | * Wash hands after touching outside objects
* Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles.
* Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye.
* Gloves must be worn for both litter picking and gardening
* The school grounds are our classroom and must be treated with respect.

**No sticking****No picking****No licking** **Look after yourself, each other and the outdoors** | **Equipment** Superworm bookSpade and tray  |
| **Introduction and Activity Opportunities** | **Start of Lesson –** Discuss what we need for the outdoors in the classroom. Which clothes do we want with us? * **Read the book ‘Superworm’ by Julia Donaldson and Axel Scheffler**

**Choose activities which seem appropriate to the children from below:*** Choose a creature from the story and make a ground picture of it from natural materials – you can create a frame with sticks.
* Who am I? I have a shell; I have 8 legs; I am an amphibian; I started out as an egg and will later become a butterfly; I collect nectar from flowers and use it to make honey.
* Make up actions for all the characters so that as we walk along we can become those characters – toad, grasshopper, bee, lizard, crow and ‘superworm’.
* Super Poo – leaves fall off trees; worms drag the leaves into their underground tunnels and eat them; worms leave little piles of poo (called casts) on the surface of the soil. – look for worm casts; look for other poo – can you ID it?
* Imagine you are a superhero what would your powers be?
* Worms and other wildlife like safe, sheltered places. Have a look around – where would you make a home if you were a worm? Which habitats can you find? Trees, mud, rocks, water, sunny places, long grass..
* Do you know which of these forest animals eat worms? Hedgehog, toad, badger, mole, fox, tawny owl, blackbird.
* Can you find these Super Colours? Purple like wizard’s Lizard’s hat; Blue like flower petals; Yellow like the snail shell; Pink like Superworm; Black like the servant crow; and Green like a grasshopper.
 | **Vocabulary**WormCaterpillarCrowGrasshopperAmphibianToadButterflyInsect |
| **Plenary** | In the classroom * Wash Hands
* Listen to the Superworm song and play the listening game on the CD.
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