Curriculum opportunities: Using our ‘Power of Reading’ non-fiction text and supporting fiction/non-fiction to support key curriculum areas such as; Communication and Language; Personal, Social and Emotional Development; plus additional specific curriculum areas below;

**Reading and Writing:**

* Read and understand simple sentences and write simple sentences which can be read by themselves and others.
* Use phonic knowledge to decode regular words and read them aloud accurately and use phonic knowledge to write words in ways which match their spoken sounds.
* Read and write some irregular common words.
* Demonstrate understanding when talking with others about what they have read.
* Spell some words correctly and make phonetically plausible attempts at others.

|  |
| --- |
| **Understanding the World:** * + - * Investigate and research earthworms; their habitat, behaviour, physical features, food and predators;
			* Investigate and compare earthworms and garden mini-beasts. Explore why some animals are good for our garden and some are not;
			* Create a wormery or worm farm and make careful observations over a period of time
			* Talk about how we feel about, treat and care for animals.

**Expressive Arts and Design:** * Make worms from salt dough or clay and paint in various shades;
* Make worm sock puppets with brown socks with googly eyes;
* Make a story box of an underground setting;
* Create worm tracks with string, wool or cooked spaghetti dipped in paint and trailed or wriggled along paper.

**Physical Development:** * Move along the floor and through tunnels and courses like a worm;
* Use playdough to make a diverse range of earthworms;
* Make provision for malleable play with cooked, coloured spaghetti or jelly worms (set in straws);
* Sing worm songs, such as *Wiggly Woo*, with finger actions.

**Mathematics:** * Use positional language to describe where the worm is and distance language to describe how far the worm has travelled.
* How long is your worm? Gather some things that are the same length as a worm. Sort worms by length;
* Counting worms in the wormery, flower bed or bird’s beak; one more, one less;
* Addition problems using worm friends, e.g. Worm invited 5 friends to stay and then 2 more came, how many altogether;
* Subtraction problems using worms and birds, e.g. Bird caught 9 worms for her young. She ate 2 of them. How many were left?

**Technology:** * Use the Internet and other to find out more and to look more closely at what worms are like;
* Demonstrate how technology can be employed to enhance our experience and understanding of the earthworms we find, e.g. show the

class an earthworm through a digital microscope plugged in to a computer or the IWB or show footage taken with a digital camera.  |
|  |

Term: Summer 2018

Project title: Why are worms yukky? Project and Exhibition: Sports Day, Ugly Bug Ball (Dance show)

Engagement Activity:

Bug cafe, images of worms, wormery, butterfly larvae to monitor, garden opportunities, soil messy play (building a home for a worm).

Project outcomes:

The children will have made a worm sock puppet, a clay worm and a storybox of an underground setting.

The children will have written instructions on how to make a wormery, composed a poem about a worm and created a class information book about worms.

Communicating learning:

At the end of the project we will share our learning with parents and invite them to an Ugly Bug Ball. There will be activities to do together and time for parents to look through floor books and learning folders. There will also be a dance show and a sports day for parents to attend.

Project synopsis:

To find out where worms live, see how they move, and understand why gardeners consider them friends. To inspire children to find out more.

Child initiated:

Mud kitchen (bug cafe), clay, messy play. Their own experiences, knowledge and enquiries about worms will feed into the planning.

Year group: Reception

How you can help:

Dig for worms in your garden or woodland area of the park, go on a bug hunt in the park to create your own family memories, search for information about bugs and worms on the internet or visit the library to find information and story books.