

**IMAGINATIVE**

- 1/2 Create their own minibeasts dance at the ugly bug ball
- 3/4 Create their own minibeast drama with masks in the chattabox
- 5/6 Make up their own stories provided with starting points e.g. 'the busy bee'
- 7/8/9 talk & organise their camp-site or beach scene

**CREATIVE**

- 1/2 Make their own minibeasts with woodland floor materials
- 3/4 Draw & create their own minibeasts on the outdoor table, conduct a plant survey by collecting flower petals & naming them
- 5/6 Play colour bingo with the shrubs in the display bed
- 7/8/9 Create their own role-plays by camping outdoors, going to the beach

**LARGE-MOVEMENT**

- 1/2 Continue to develop their balancing skills using the trim trail
- 3/4 Continue to develop upper body strength to provide a stable core for arms and legs
- 5/6 Practice for sports day - running, jumping, throwing skills
- 7/8/9 Use space for batting & running, FMS skills

**SMALL EQUIPMENT**

- 3/4 Use Bee-bots and create their own trail from stone to stick etc.
- 5/6 Develop motor skills by using a range of small equipment especially use of ropes
- 7/8/9 Develop batting & catching skills with bats & balls

**HORTICULTURE**

- 1/2 Find which different habitats you can find minibeasts & observe them, hunt for worms using washing up liquid
- 3/4 Planting up Livingstone daisies, phlox and making their own sweet pea tepees
- 5/6 Search for colours in nature with colour bingo baseboards
- 7/8/9 Enjoy the school garden - observing, weeding, listening, tasting, smelling, feeling & touching - pond dipping & surveys

**WHEELED VEHICLES**

- 1/2 Use the tracks on the playground to develop their physical strengths
- 3/4 Take turns and also help steer others in the larger wheeled vehicles - co-ordination - walk to school week
- 5/6 continually practice & hone driving skills which include stopping, starting, speed, distance & manoeuvres
- 7/8/9

**CLIMBING**

- 1/2 Use the fixed equipment to creep along like a minibeast
- 3/4 Climb around the fixed equipment to maintain their body posture - wrist stability is an important component for precise finger control
- 5/6
- 7/8/9 FMS skills

**ROLE OF THE ADULT**

Interacting with the children continually. Modelling the activities, sharing with them, creating new strategies for the children's games, incorporating their ideas, and achieving the suggested outcomes together

**LARGE-SCALE CONSTRUCTION**

- 1/2 Build with the large bags of bricks their own den areas
- 3/4 Create their own den in the willow dome using tyres & bricks - stacking has a wide base
- 5/6 Problem solve by talking & listening to each other through negotiation
- 7/8/9 Build a 'hall for the ugly bug ball' with discussion & imagination

**SAND AND WATER**

- 1/2 Create their own environments in the outdoor sandpits; investigate creatures that live in the school pond
- 3/4 Create ant/ termite homes in the sand pits, water plants with watering cans & 'roses' attached
- 5/6 Explore sand outdoors with large scale containers
- 7/8/9 Experiment with moving water as it flows among the drainpipes

**QUIET**

- 1/2 Create their own minibeast designs at the new outdoor table with portable stationary trolley
- 3/4 Read quietly & browse through books in a book box area (Minibeasts)
- 5/6 Use opportunities for personal 'think time' in the school garden
- 7/8/9

**SPONTANEOUS RESPONSE TO PLANNED ACTIVITIES**

**ACTION FOR SPECIFIC CHILDREN**

**EVALUATION**