

## Planning to follow a child's interest in...

<b>Minibeasts in the garden</b>		<b>Date -</b>
<b>PSED</b>	<b>CLL</b>	<b>PSR&amp;N</b>
<ul style="list-style-type: none"> <li>- Talk about the importance of not hurting the minibeasts;</li> <li>- Discuss why they should be returned to nature as soon as possible;</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage the children to discuss what they can see and hear;</li> <li>- Use non-fiction books to find out about the animals, leaves, birds etc;</li> </ul>	<ul style="list-style-type: none"> <li>- Notice patterns on insects and use appropriate words to describe them;</li> <li>- Count the legs on various minibeasts;</li> </ul>
<b>KUW</b>	<b>PD</b>	<b>CD</b>
<ul style="list-style-type: none"> <li>- Extend understanding of the world around us by looking things up on the internet;</li> <li>- Discuss changes through the seasons;</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the importance of hand washing;</li> <li>- Find out what minibeasts eat and where they sleep;</li> <li>- Look for different habitats;</li> </ul>	<ul style="list-style-type: none"> <li>- Provide chalks or paints so the children can copy what they have seen;</li> <li>- Provide templates to make minibeast face masks for each child;</li> </ul>
<b>The environment</b>		<b>Questions</b>
Set up an interest box containing... laminated sheets for mini beasts and leaves (add more depending on interests); binoculars; magnifying glasses; buckets & spades; clipboards, pens & paper; books (fiction and non-fiction).		What can you see? What shapes / sizes / amounts / colours can you see? How does it move? What does it eat? Where does it live? Where are its eyes? How many legs does it have? Where is it going now?
<b>Extension ideas</b>		
<ul style="list-style-type: none"> <li>- Notice patterns in the environment – take rubbings;</li> <li>- Set up a minibeast house using logs with the children;</li> <li>- Put minibeasts (plastic) in the water or sand tray;</li> <li>- Explore peat-free compost and plastic minibeasts;</li> <li>- Make posters / labels for a display;</li> </ul>		
<b>Evaluation</b> - Consider what the child learned / what went well / what didn't work / why things did or didn't work / new vocabulary or information found / what more resources might be needed / how the children took the learning in different directions etc...		

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-	-	-
<b>The environment</b>		<b>Questions</b>
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<b>Evaluation</b>		