WEEKLY PLANNER: Weeks 19 and 20

Gardens and bugs

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes	Welcome each learner. Ask parents/caregivers to send an empty, clean baby food jar to school the next day, with the lid.		Welcome each learner. Tell learners to look in their lockers for a card showing the life cycle of the butterfly. 		Welcome each learner. Make several different coloured butterflies. Cut them in half. Place a half in each locker. Tell learners to bring these to morning ring.
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Take learners on a bug hunt. They can collect bugs for the theme table. Emphasise humane handling of the insects. All insects must be stored in bug boxes or well-ventilated jars. All insects should be released after a few days. Sing the *Hunting bugs* song: *A-hunting we will go* *A-hunting we will go* *We'll catch a (insect)* *and put it in a box* *And then we'll let it go!*	Talk about the picture on Poster 10 and go through the questions on the poster. Discuss the theme words. Get learners to match the labels with insects from the theme table.	Teach learners about the life cycle of the butterfly while they look at their cards. Tell them about metamorphosis. Teach them that it means 'to change'. Discuss how the caterpillar changes into a butterfly. Teach the rhyme *Caterpillar change* (see Poster 10).		Learners match their butterfly halves. Sing the *Watch out for the bugs* song to the tune of *Jingle Bells*: *Clap your hands* *Stamp your feet* *Wiggle all around* *Throw your hands up in the air then bend and touch the grou-ound!* *Hold your head* *Hold your hips* *Give yourself a hug* *Lay yourself down on the floor B-U-T ... watch out for the bugs, AAAH!*
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes			**Work time activities:** **Science/Technology focus** 1. Learners can make potato bugs using potatoes, toothpicks, pipe cleaners, paper, buttons, beads, etc.) 2. Learners paint a rock to resemble an insect, adding pipe cleaners for legs. 3. Learners press flowers, then use them to make a flower collage. **Creative focus** 4. Learners do blob painting. Prepare paper cut in the shape of a butterfly. Blob paint in the middle of the paper, fold it in half and press. Open to see the matching wings inside.	**Work time activities:** **Creative focus** 1. Put plastic spiders on a tray of paint. Learners dip them in and make spider prints on paper. **Science/Creative focus** 2. Learners make bugs and flowers from handprints. They make handprints on paper then add antennae, eyes, wings, etc. for bugs, and a stem and leaves for a flower. 3. Learners do leaf rubbings. They collect a variety of leaves, place these under paper and rub over with crayons to create a print.	**Work time activity:** **Science/Technology focus** Learners make bug stick-puppets. They draw/trace, decorate and cut out a bug, then glue it onto a stick. 
	Small group time activity: **Numeracy focus** Begin with counting to 10. Revise the number flashcards 1 to 6. Give each learner a plastic bug. How many legs? Count them. How many groups of 2? How many groups of 3? Make bug counting books. Cut out paper in the shape of an insect like a worm or a ladybird. Write a number and number word on each page (1 one, 2 two, etc.). Learners draw the required number of bugs on each page.	**Small group time activity:** **Literacy focus** Introduce the sentence for the week: 'Do you see the ...?' Learners reply "Yes, I see the ... (spider, worm etc)." Prepare the sentence strips in advance. Also have various insect pictures. Learners arrange their strips and match them to a picture. Make a small book in the shape of an insect for each learner. On each page learners draw an insect picture. Write the description to match the picture for each learner. Encourage learners to read the book out loud.	**Small group time activity:** **Numeracy focus** Begin by counting to 10. Revise the names of shapes already learnt. Provide learners with pre-cut shapes including lots of narrow rectangles that look like legs and antennae. Look at the different shapes and talk about what part of a bug they might be used for. Learners use the shapes to design bugs.	**Small group time activity:** **Science focus** Show a plant from the theme table. Teach learners all about the different parts of a plant. 	**Small group time activity:** **Science focus** Explain that an insect's body has three parts called a head, a thorax and an abdomen. Teach them that insects have six legs and spiders have eight legs. Use magnifying glasses and examine the live insects. Learners can then draw an insect, paying close attention to details like legs, wings and antennae.
			TIDY UP TIME **HAND WASHING** **SNACK TIME**		
Music and movement ring		Begin the ring by singing *The insect song* to the tune of *Three blind mice* (see Poster 10). Learners learn the words and act out the song. They can buzz around like bees, then jump like grasshoppers, etc. 	Learners say the *Gogga* rhyme below and enact it to music. *See the little gogga* *Crawl across the floor* *See the little gogga* *Crawl right up the door* *See the little gogga* *Cross the ceiling to the wall* *See the little gogga* *I hope it doesn't fall!* *See the little gogga* *Creep outside into the sun* *Come again, little gogga* *Watching you is fun!*		Begin the ring by singing a favourite insect or movement song. Play a game of *Mosquito tag*. Choose six learners at a time to be the mosquitoes. Give them six stickers each. Play fast music. The mosquitoes must chase the other learners. Once caught, the mosquito puts a small sticker on the learner, thereby giving them a 'mosquito bite'. When the first six mosquitoes have used up all their stickers, select another six learners to have a turn.
Outdoor play	Hide some plastic bugs in the sandpit and tell learners to dig them out. 			Outside, prepare tubs of water and sponges of all shapes and sizes. Learners can create designs with the wet sponges on the cement..	
Story time			Make a butterfly-shaped book. Enlarge pictures of the lifecycle of the butterfly and paste one on each page. Get learners to dictate what happens at each stage. Write the sentence below the matching picture. Read the book to the class. Put the book in the reading corner where learners can access it.	Use the bug stick-puppets made during the work time activities to tell an insect story. Learners can add their input as well. 	