

**Activity:** Book narration and lead discussion for 20 minutes

**Date:**

**Differentiation:** resources sourced to support learning styles VAK model and children's Year 2, Keystage 1, 6 to 7 year age range

**Learning focus:** Spiders, children's feelings, friendships, supporting each other.

**Activity limitations:** time, knowledge of children, mixed abilities, knowledge of current assessments

**Resources needed:**

Storybook		Laminated bug slides		Clear pots	
<a href="#">Spider figures</a>		Bag to hold spiders		Sticky web mats	
1 extra large spider optional		1 extra large pot & slide optional		Tape measure	
Spider rule for counting units					

**Curriculum** [education.gov.uk](http://education.gov.uk)

Bug capture pot, slides & [rhyme](#) assist [Key stage 1 scientific enquiry, life processes and living things](#)

Quantity of plastic spiders ordered, sorted and measured supports [mathematics](#).

Discussing how we feel about spiders supports

Foreign languages - a French spider calls himself an araignée, a Spanish spider explains he is called an araña

Discussion, sharing experiences - [English](#) speaking and listening, reading and writing

## Introduction:

### [Aaaarrgghh! Spider](#)

written and illustrated by Lydia Monks

[www.lydiamonks.com](http://www.lydiamonks.com)

## Opening the discussion

What word did the family use when they saw the spider in their home ?

A scared argh or a pirate arghhh?

Are spiders creatures that surprise / scare or shock you?

What words do you use when you feel surprised?

Does everyone you know like spiders?

What words do your friends use when they see spiders?

Where do you see real spiders?

Do you think spiders invite their friends to stay in your home?

If you were a spider where in your house would you feel safe?

*Display the bag of spiders*

I have some spiders with me today.

Do you think they would be live ones or pretend ones?

I also have some pots and slides.

If I let the spiders loose on the 'floor just there, do you think you could help me find out how many there are?

*Ask the child nearest if they can pass on a capture slide and a pot until each has their own.*

*Scatter the spiders so children can practice capturing them*

Catch spiders safely by placing the pot over the top and then be careful of their legs as the slide moves beneath to trap them.

Can all the spiders be caught with the pots?

Goodness how big is that one? Provide a tape measure to see how big a pot and slide the child with the huge arachnid will need.

Ask for piles of 10 on the sticky web mats and then single units to assess how many there are all together.



## Activity evaluation

What went well?

## What could be improved?

Adapt opening questions to reflect specific curriculum and learning outcomes/targets or individual needs.

## Spider rhyme

Spider babies hatch from eggs.  
Each one has eight teeny tiny legs.  
Spiders have more eyes than you.  
Most have eight, and you have ... ?

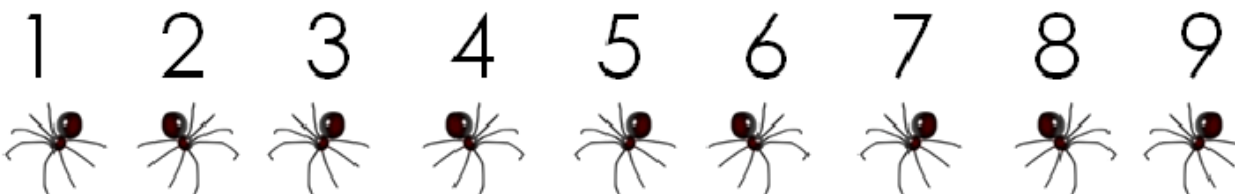
A spider has two body parts  
and from spinnerets their web threads dart  
The sticky lines catch insects glued  
a fly, a bug, their favourite food

'I see a spider'

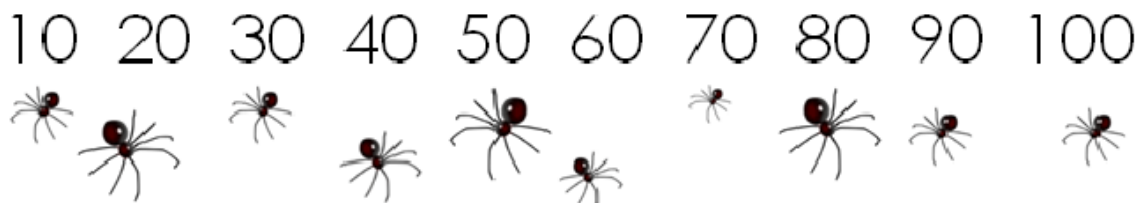
### Words and actions

Gasp  
Scream  
Close eyes  
Run away  
Call for help  
Like spiders, know someone who has one  
Like spiders they catch flies  
Pick up a spider  
Watch it happily  
Watch it with concern

Counting spiders in single units



Counting spiders in tens



**Sticky webs** add the total amount required to fill the web

