

### Physical

- Healthy and unhealthy food sorting, linking to the story: The Hungry Caterpillar
- Dough gym and funky fingers activities during continuous provision time e.g. number of pegs onto the leaves, making caterpillars using playdough and pipe cleaners, tweezers and pots for fruit sorting
- Gardening with trowels and spades
- Trim trail and other gross motor activities in the outdoor area
- Writing using different media –writing with sticks in the soil
- Sports Day activities
- Themed playdough mats – make the caterpillar
- Looking at growth – in plants and then relating this to the growth in ourselves, what we need to grow
- Bean game outside, joining in with a range of actions e.g. running bean, jumping bean

### PSED

- Re-establish class rules
- Small story sacks.
- Circle time activities, talking about favourite foods from the story The Hungry Caterpillar
- Children to observe the caterpillars, thinking about how to care for them
- Children to have parties in the role-play, using pretend foods from The Hungry Caterpillar
- Children to play team games looking for the butterfly colour that matches their caterpillar
- Pass the magic bean around the circle, taking turns during talk time
- Encourage children to build/ create beanstalks using construction pieces
- 

### Communication and Language

- Fish fingers game/ Kim's game
- Children to make different sounds with their voices and adding their own sound effects to stories
- Discussing the sequence of the stories
- Inviting the children to play in the small-world to recreate/ retell the story
- Children to talk about the shape, colours and patterns they can see
- Listening and sound games to help children make and distinguish between sounds to promote good listening skills
- Role play areas in the classroom and outdoor areas
- Children to discuss their weekend news with the class to promote speaking and listening skills and boost confidence
- Planting seeds/ beans just like Jasper
- Using the tools in the garden area outside, talking about what they have observed
- Following instructions to plant our own bean

### Maths

- Recapping mathematical language – big/small; little/large
- Talk about the days of the week. Encourage the children to sequence the days of the week, relating to The Hungry Caterpillar
- Paint a tall beanstalk
- Use blocks to build beanstalks
- Number recognition, chalk writing numbers outside to play games
- Measuring using construction toys
- Patterns to be explored through the use of vegetable printing



### Curious Creatures Pre-School Key themes and texts:

- W1 Plant Growth: Jaspers Beanstalk by Nick Butterworth
- W2 Plant Growth: One Little Bean by Kim Cecil
- W3 Plant Growth: The Curious Caterpillar by Twinkl
- W4 Mini-beasts – Assessment Week: The Very Hungry Caterpillar by Eric Carle
- W5 Mini-beasts – Assessment Week: Caterpillar to Butterfly by Frances Barry

### Literacy

- Small world areas to be set up for different stories throughout the topic for retelling using props
- Reading dens in outdoor area
- Shopping list activity, listing some of the foods from the Hungry Caterpillar
- Demonstrating making a list of the similarities and the differences between the caterpillar and the butterfly/ bean and the bean stalk
- Daily shared stories in small groups, 1:1 and classes, 1:1 Q. A. reading log to be recorded
- Focus on describing words linked to the characters and setting with the stories
- Different themed writing frames for children to access independently on the writing table
- Mark making activities in different media to support early writing skills (soil, sticks)
- Clipboards and pens accessible for the children to take outside
- To join in with the repeated phrases
- Children to name their work and to make marks to represent labels

### Trips and providers

- ICT equipment to be explored,
- Looking at fast forward video PowerPoints of the life-cycle of a butterfly/ the growth of cress
- Planting their own Cress and considering what this cress needs to grow
- Observing and caring for the caterpillars
- Using the paint program on the large touchscreen computer to draw butterflies
- Investigating the bean once growth has begun – looking at the roots, stalk, leaves
- 

### Understanding the World

### Expressive Art and Design

- Musical activities
- Children to create symmetrical butterfly paintings through folding the paper
- To explore printing circle shapes onto butterfly cut-outs
- Children to create caterpillar and butterfly models using playdough, construction toys and the junk modelling
- Children to build tall towers for beanstalks
- Children to mix different shades of green to paint beanstalks or leaves
- Children to develop cut around the leaves

### Characteristics of Effective Learning

**Creating and Thinking Critically:** Using the tools available to safely construct or produce work linking to previous learning.

**Active Learning:** Using the activities provided with independence; Creating a 'can do' attitude towards children's learning inside and outside the classroom.

**Playing and Exploring:** Linking to the story of the week through the provision; exploring the gardening resources and commenting on growth.



## Physical

### **Learn to use the toilet with help and then independently.**

Clap and stamp to music.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Build independently with a range of appropriate resources.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Develop manipulation and control.

Explore different materials and tools.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

## PSED

### **Find ways of managing transitions, for example from their parent to their key person.**

Express preferences and decisions. They also try new things and establish a sense of self autonomy.

Thrive as they develop self-assurance.

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.

Feel strong enough to express a range of emotions.

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Are talking about their feelings in a more elaborated ways: "Im sad because..." or "I love it when..."

## Communication and Language

**Enjoy singing, music and toys that make sounds.**

**Recognise and are calmed by a familiar and friendly voice.**

**Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing, or babbling.**

**Copy your gestures and words.**

**Recognise and point to objects if asked about them.**

Use intonation, pitch and changing volume when 'talking'.

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to mummy" or "stop".

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Use the speech sounds p, b, m, w.

Listen to simple stories and understand what is happening, with the help of the pictures.

*Start to say how they are feeling, using words as well as actions.*

*Start to develop conversation, often jumping from topic to topic.*

*Are usually still learning to pronounce: l/r/w/y-s/sh/ch/dz/j/f/th - multi-syllabic words such as 'banana' and 'computer'.*

*Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.*

*Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').*

## Literacy

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Sing songs and say rhymes independently, for example, singing whilst playing.

Pay attention and responds to the pictures or the words.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That saysmummy."

Make marks on their picture to stand for their name.

## Maths

**Combine objects like stacking blocks and cups. Put objects inside others and take them out again.**

**Take part in finger rhymes with numbers.**

**React to changes of amount in a group of up to three items.**

**Build with a range of resources.**

Compare amounts, saying 'lots', 'more' or 'same'.

Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

## Understanding the World

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Notice differences between people

## Expressive Art and Design

**Explore a range of sound-makers and instruments and play them in different ways.**

**Move and dance to music.**

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.



### **Maths – Tapestry Challenge**

Can you count the number of worms you can see in your garden or at the park?	Can you go on a local walk and see how many birds you spot?	Can you spot a ladybird and count its spots?
------------------------------------------------------------------------------	-------------------------------------------------------------	----------------------------------------------

### **Literacy – Tapestry Challenge**

Share a familiar storybook at home and talk to an adult about what you can see in the pictures.	Go on a listening walk. What could you hear?	Can you draw a picture of an minibeast – ask your adult to upload the picture to tapestry.	Can you make marks that represent your name? Ask your adult to upload this tapestry.
-------------------------------------------------------------------------------------------------	----------------------------------------------	--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

### **Other Areas of Learning – Tapestry Challenge**

Can you draw a picture of your favourite minibeast – this could be a ladybird, worm, spider, caterpillar and ask your adult to upload to tapestry or bring in for Miss Osborne to see and share with your friends.	Explore your 'Mini Mash' account. Your username and password should be in the back of your purple diary.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------