
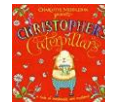


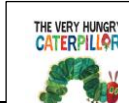

	<h2 style="text-align: center;">Changes : Lifecycles</h2> <p style="text-align: center;"><b>This will include looking at changes in ourselves, recognising how much progress we have made and what we can do to continue growing and developing further, as well as observing caterpillars metaphorize into butterflies.</b></p>	
<p>At the end of last term, the children voted on the things they had enjoyed most, the ways they had learnt best and they voiced their preferences for what they would like to do this term. Their interests and preferred learning styles form the basis of the provocations for learning planned for this term as well as using targeted 'Objective Led Activities' that will allow us to 'close the gaps' in their learning to help them fulfil their potential as they work towards their Early Learning Goals in all Areas and Aspects of Learning within the EYFS. It will inevitably remain 'flexible' as we remain reflective and responsive to the needs of the children.</p>		
		  
<p><b>Rationale</b></p> <p>Everything is changing – all the time. Change can be scary; change can be beautiful. We have already experienced lots of changes. We have already made lots of progress. Linking to our Characteristics of Effective Learning we will look at how being 'ambitious' and 'planning for change can help us to develop and grow. We will learn that by 'seeking' and 'offering' feedback we can change what we do to make it even better just like 'Justin' when he drew and redrafted his butterfly until he was happy it was WAGOLL ( What a good one looks like) We need to recognise that changing, making progress is hard work but that when we do well if it does feel good, when we know we have made a WAGOLL we should be proud. The caterpillars feed and change their bodies, we want to focus on feeding and changing our minds, being ambitious and looking forward to changes to come – especially as we begin to get ready for Year 1.</p>		
<p><b>Hook</b></p> <p>Children receive a letter from Christopher Nibbles explaining that his butterflies have laid eggs and how he had heard that we wanted an 'ambitious' project so he will send some caterpillars to us to care for.</p>		<p><b>Outcome/s</b></p> <p>Caring and growing caterpillars, observing them like scientists as they metaphorize into butterflies.</p> <p>Participation in a Drama workshop at Devonport Theatre and the production of a show that parents come see</p>
<p><b>EYFS : Characteristics of Effective Learning:</b></p> <ul style="list-style-type: none"> <li>Enjoying achieving what they set out to do</li> </ul> <p><b>Visible Learning Characteristic</b></p> <ul style="list-style-type: none"> <li>Ambitious</li> </ul>		<p><b>Oracy-</b></p> <p>I like..... because.....</p> <p>I think you could improve it by ..... because..... and.....</p> <p>I agree / disagree with..... because.....</p> <p><b>Asking questions –</b> What 'specifically' can I do to improve this ? Can you explain what you mean please ?</p>
<p><b>Focus subjects – Personal, Social and Emotional</b></p> <p>Looking back – sharing holiday experiences – planning forward, being ambitious - capturing child's voice, using Anita the ant and Justin's Butterflies to develop 're-drafting strategies, seeking and acting upon feedback to be aware of what is needed to make a WAGOLL to be able to continue to change and make progress. <b>The role of adults</b> Adults involved in children's play, including imaginative play and supporting and developing children's thinking about failure, building resilience and other feelings. Adults modelling how they manage their own feelings and making this explicit, for example: 'I'm feeling a bit sad today because ...' Adults initiating talk with the children about how they feel when their pictures don't look right, want to give up, feel rubbish... Using puppets, small world, stories and poems Role Play and circle times to care for creatures and their habitats, watch lifecycle of our own caterpillars – link to life cycle of humans, explore awe and wonder of the butterfly life cycle make special time to set them free. Discuss the feelings and emotions of the story characters: The 'hunger' physical feeling of caterpillar, the temper of the ladybird – how do we physically feel when angry. Exploring staying fit &amp; healthy, change in weather, clothes food &amp; drinks need changes too - caring for self, others and animals – explore through caterpillar cafe and managing fear / anxiety when school nurse visits – eye tests due, explore feeling using topic books, sharing experiences.</p>		
<p><b>Focus subject – CL: Communication and Language</b></p> <p><b>Key Texts:</b> Christopher Nibbles, Christopher's caterpillars The Hungry Caterpillar The Bad Tempered Ladybird and a variety of non-fiction texts to explore life cycles and animal habitats. Using story sack, puppets and small world characters to help children retell stories. <b>Listening Games:</b> one child is blindfolded, another says 'It's me I'm the hungry caterpillar' and blindfolded child has to guess. <b>Attention Games :</b> Kims game – remove story character from under blanket – which one is missing?, Talk4Writing &amp; Makaton as language reinforcement to extend vocab <b>Key rhymes :</b> Caterpillars only crawl, Ants go marching, There was an old lady, Little Miss Muffet, Incy Wincy Spider, Lady Ladybird, Wiggly Woo Worm, The Ants go Marching, Heads, Shoulders (thorax), Knees &amp; Toes (Abdomen) also see book of minibeast rhymes <b>Intervention Grps S&amp;L, BLAST &amp; RWI</b> daily, as well as other listening and attentions games such as <b>Letter &amp; Sounds</b> Kims Games Alliterative Rhymes, emphasising initial sounds <b>Oracy &amp; Communication Spaces –</b> Sentence Starters – focusing on link with developing 'feedback', asking questions and agreeing or disagreeing with feedback offered by others. Inside &amp; outside – Caterpillar Cafe, making 'bug houses' outside – Muddy Mondays - forest school activities, Mud Kitchen , Vet role-play / pet shop, caring for self and animals, nurses / vets costumes to be added</p>		
<p><b>Focus subject – PD: Physical Development</b></p> <p><b>Gross Motor Skills –</b> Outside obstacle courses, large scale construction and exploration of different level pathways as we make Caterpillar Cafe. Dancing and moving like the animals we meet in our stories 'flight of the bumble bee music' , use props such as scarves to make a butterfly dance. <b>Fine motor skills</b> caterpillar, ladybird and other mini beasts, play dough mats &amp; directional pencil control sheets, cutting out characters to make puppets, threading animal outlines, mark-making, large rolls of paper, thick chalks, water and paints in squeeze bottles, pegs, ribbons &amp; fabrics to thread caterpillar cards, making spider webs in fencing, using malleable materials such as play dough to capture our experiences of the creatures and their habitats. Character prints – animal tracks in mud, dusted chalk and or paint. Games will encourage team work, working together, exploring feelings and emotions as we resolve conflicts. <b>Healthy:</b> We will continue to make links to staying healthy through regular exercise, rest and eating healthy. As well as reminding children of the need for good personal hygiene, wiping our noses, washing our hands and drinking plenty of water as the weather warms up. We have 'breakfast table' set up for children upon arrival, brush our teeth everyday after lunch ad also cook weekly, working towards independent cooking /snack area.</p>		

### Focus subject- Literacy: Reading & Writing

**Key Texts – as CLL**, Also using Makaton version of Hungry Caterpillar and Talk4Writing to create own story maps (imitation), begin to experiment innovating and creating own. also weekly recipes to read and follow instructions, creating own non-fiction pages to create class 'vet' book on animals or 'mini-beasts' – children choose. **Book Corner** stocked with alternate and EAL versions texts and a variety of non fiction books related to life cycles and mini-beast habitats, story sacks and puppets, CD versions of stories and rhymes for listening station.

**StoryTable** : puppets and props to support weekly text, velcro/magnetic connectives to use as part of storytelling maps linked to Talk4Writing signs & symbols **Nursery Rhyme Bag** with games, activities, books puppets etc to support weekly rhymes Adults play alongside children in the role play/ construction areas to encourage emergent writing, labels/lists/names – Opportunities for large scale mark making outside –large paintbrushes, chalks and paints, Opportunities for guided writing- writing lists, instructions, recipes and letters/ cards. **Mark Making &**

**Writing** : St George's Day – design decorate and make flag, dragons and princesses. Labels, Caption Care posters, lists of foods, for Scientific Observation Area, recording how caterpillars grow and change into butterflies, using non fiction texts as templates to create own, labels etc for role play areas inside and outside, sequencing stories, using time imperatives, using time ( days of the week, hours of the day)

### Focus subject- MD: Mathematical Development

**Number : Outside** Develop, new 'Summer-Time Maths Area', using natural resources, stones, sticks, logs, kindling, rocks, pebbles – children to help design and make photo display to aid access and tidy up expectations – WAGOLLS' This is what tidy looks like'. Exploring and finding 'real' min-beasts, how many worms? How many woodlice ? how many altogether ? how can we record – encourage variety of methods, drawing animals, dots & lines, tally, and numerals. Who has smallest? largest? slowest? fastest? Till, money added to 'Caterpillar café', fruit to feed the minibests. Adding and taking away 1, caterpillars hatching into butterflies, 1 less caterpillar becomes 1 more butterfly. Counting down days to hatching point. Use laminate numbers on caterpillars and butterflies, count and match numerals. PowerPoint number activity, sorting and categorising using mini-beasts, fruits into coloured dishes. Frogs eating mini-beasts, how many eaten? how many left? Peg matching numerals to objects that cannot be moved Doubling & Halving, patterns on butterfly wings, dots on ladybirds. **Shape, Space & Measure: Time,**

**Sequencing language**, Days of the Week and Hours of the day, Interactive matching game – sequencing days of the week matching to fruit eaten, what's the time Mr Wolf, Ladybird fly away home at 1 O clock, etc., sequencing matching animals met to time of day – patterns, repeating, symmetry. **Vocab** – Time: days of the week, Monday Tuesday Wednesday, Thursday, Friday, morning afternoon evening, today, yesterday, tomorrow, hour o'clock, same different, compare double half, coin, penny pence pound, sell, pay, cost, change, size, bigger, larger, smaller, symmetrical, pattern, repeating, match, shape, curved, straight, round, hollow, face, side, edge, end 3D cube, pyramid, sphere, cone, 2D, circle, triangle, square, rectangle, star,

### Focus subject- UW: Understanding the World

**People and Community**: Sharing experiences of caring for animals, garden habitats, celebrating St George's Day with families / carers – parent's parade, biscuit and board games sessions, theatre show also link to other occupations : nurses' visits – eye tests

**World** : Outdoor areas gives opportunities for investigations of the natural world, Investigation Trolley, magnifiers – building bug dens, bug hunt, survey - Den building & camping, constructing a tent – equip, what do we need, where will we find it? Develop 'Grab & Go' zip bags with busy activities mini – beasts etc. Small world scenery and insects in other areas, water/sand and malleable encourage mixing and sensory exploration, may be used in Role-play to represent foods etc– bug hunt outside

**Technology**., CD Player with Hungry Caterpillar, Bad Tempered Ladybird and other rhymes, tll, cooker, microwave, mixer etc in home corner, outside mud kitchen using timers who is 1<sup>st</sup>, 2<sup>nd</sup> ? how shall we record it, Digital camera / camcorder ? – also use to record caterpillar eggs hatching. Children use machines like the photocopier to copy their own pictures for Learning Journeys. Early Years ICT Series life cycles, Music Cds, IWB Paint and 2Simple suite of resources, Education City and Reliable websites such as BBC Children, Crickwebetc..BBC Fun with Numbers Measure & Counting 1-20 Utube and Ipads to support symmetry, doubling & halving

**Cooking**: weekly, talk organise, ingredients, tools & equipment, what do we need? Where can we find it? What happens next? - using the fruits from the story , discussing staying healthy, what keeps us healthy? What can we do, where can we go if not

### Focus subject EAD: Expressive Arts & Design

Use a variety of media and materials to paint/collage/draw find own ways to create story characters, Hungry Caterpillar, Bad Tempered Ladybird, construct homes for pets & mini-beasts and dens using a variety of materials – focus on colour mixing, yellow & blue to make green etc, – feathers, fur, paper, cellophane, crepe, tissue, card, paint powder added to glue, resources to make own outside chalk paint, food colouring added to flour paste. Variety of mark making media and materials tools and equipment to create story characters, masks, puppets, small and large scale collaborative creations. Larger scale creations outside using open materials, buckets, brushes and rolls of paper so that children can build their own dens. Design & Make Activities: handprint fly, paper bowl ladybirds, paper plate spiders and other incy wincy props, bowl bees, mini-beast pebbles, painting ladybird spots, caterpillar & butterfly play dough, worm spirals, Small World and Role play -Story/rhyme boxes/bags filled with interesting items, puppets, games and artefacts to stimulate children's storytelling ideas. Masks, clothes and props can be made to support role-play and storytelling.

### Home Learning/ parental involvement:

- ✚ Holiday Home Project – to make something for the first day back ready for St George's Day Parade, ideas suggested; castle, shield, costumes, dragon. Bring in for the St George's Day Parade – parents arrive 14:30 ish. On main playground.
- ✚ Weekly Newsletters keep parents informed of learning with suggested reinforcement / discussion activities
- ✚ Parents have access to Tapestry and their children's electronic learning journals. Parents encouraged to comment on observations made by staff and to upload and share learning in the home environment.
- ✚ Drama production – parents invited to meet us all at Devonport theatre to see a 'show'.
- ✚ Also hoping to introduce a weekly 'biscuits and boardgames' stay and play session. It is hoped to timetable this on Friday mornings 09 – 10:00 and would include the opportunity to play maths and literacy games with their children, providing additional ideas of how they can help and support their child's learning at home.

**Week 1: 23<sup>rd</sup> April**  
Mon = Easter Monday  
Intro: CofEL Anita



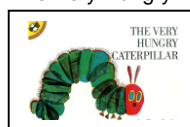
**Week 2: 29<sup>th</sup> April**  
Class Photos 1<sup>st</sup> May  
School Closed for  
Local Elections 2<sup>nd</sup> May



**Week 3: 6<sup>th</sup> May**  
Monday is Bank  
Holiday  
Tuesday 7<sup>th</sup> Eye Tests



**Week 4: 13<sup>th</sup> May**  
The Very Hungry



Caterpillar by Eric Carle

**Week 5: 20<sup>th</sup> May**  
Complete -The Very  
Hungry Caterpillar by  
Eric Carle



**Friday 24<sup>th</sup> May**  
School Closed  
Non Pupil Day

**Week 6:**  
Half  
Term