









LET'S GROW IT!

EYFS – BLUE CLASS  
Medium Term Planning

SPRING 1 2022-2023

## Weeks 5, 6 and 7 – The Very Hungry Caterpillar, Superworm

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="190 327 273 438">  </div> <div data-bbox="181 555 273 667">  </div> <div data-bbox="181 778 293 810"> <p><b>Reading</b></p> </div>	<p><i>I can use single words/signs/symbols for a range of purposes.</i>  <i>I can copy words or signs. (CG, CLL5)</i></p> <p><i>I can combine two words/signs/symbols.</i>  <i>I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)</i></p> <p><i>I respond to my own name. (CG, CLL 2, Solar, CLL 4)</i></p> <p><i>I understand single words/sounds/signs/symbols in context. (CG, CLL 4)</i></p> <p><i>I understand 1 key word sentences. (CG, CLL 5)</i></p> <p><i>I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)</i></p> <p><i>I listen with interest to the noises adults make when they read stories. (CG, R4)</i></p> <p><i>I am interested in books and rhymes.</i></p>	<p><b>Ongoing</b> HELLO AND REGISTRATION  Children to be encouraged to sit within the group circle daily and engage with the 'Good Morning' song. All children will be helped to interact with 'Good Morning' through using words/signs/push button voice activation equipment, name cards.  Children to be encouraged to engage with the class timetable, now and next symbols.</p> <p><b>Wk.5 and 6</b> THE VERY HUNGRY CATERPILLAR  Children to experience the story through a range of media:  Listen to story on Youtube accompanied by sensory story sack.</p> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <p>Children to be encouraged to follow the story exploring the sensory resources as appropriate.</p>	<p>Whole group, each child with appropriate level of support.</p> <p>Whole group, possibly split into 2 groups to ensure children don't have to wait long for their turn to explore resources.</p>	<p>'Good morning' voice button boxes.  Timetable and symbols.  Individual name cards.</p> <p>Book  Selection of items from story – small world insects, toy food, leaf, cocoon (made).</p> <div data-bbox="1848 1069 2116 1316">  </div>

  <b>Reading</b>	<p><i>I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)</i></p> <p><i>I can match identical photos, pictures and symbols. (CG, R6)</i></p> <p><i>I show an interest in books and stories.</i></p> <p><i>I respond to a familiar story. (Solar, R4)</i></p> <p><i>I can point to a requested image out of 2. (Solar, R4)</i></p> <p><i>I can match a picture or symbol to a familiar object. (Solar, R5)</i></p> <p><i>I am beginning to engage in pretend play. (CG, PSED4)</i></p> <p><i>I can act out a simple routine in pretend play. (CG, PSED5)</i></p>	<p>Listen to story read aloud from book with accompanying stick puppets and items to match to book.</p> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. leaf, butterfly.</p> <p><b>Wk.7 SUPERWORM</b></p> <p>Children to experience the story through a range of media:</p> <ul style="list-style-type: none"> <li>Listen to story on Youtube.</li> </ul> <p><a href="https://www.youtube.com/watch?v=v95-HRtQ52w">https://www.youtube.com/watch?v=v95-HRtQ52w</a></p> <ul style="list-style-type: none"> <li>Listen to story read aloud from book with accompanying items to match to book.</li> </ul> <p>Children to be encouraged to each match an item to corresponding items on pages throughout the story ie. small world insects, flowers.</p> <p><b>Role Play Corner – Garden Centre/Fruit and Vegetable/Flower Shop/Cafe</b></p> <ul style="list-style-type: none"> <li>Create Garden Centre/Fruit, Vegetable and Flower Shop.</li> </ul>	<p>Whole group to access in turns during free flow Literacy activity time.</p>	<p>Stick puppets (Twinkl)</p> <p>Matching pictures</p> <p>Book</p> <p>Selection of items from story – small world insects, plastic flowers, etc.</p>  <p>Stick puppets (Twinkl)</p> <p>Matching pictures</p> <p>Home corner furniture.</p> <p>Wall banner.</p>
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## Reading

*I can use single words/signs/symbols for a range of purposes.  
I can copy words or signs. (CG, CLL, 5)  
I can combine two words/signs/symbols.  
I can learn new words/symbols quickly and am able to use them when communicating. (CG, CLL 6)  
I can imitate 10-50 signs/symbols/words. (Solar, CLL 4)*

*I listen with interest to the noises adults make when they read stories. (CG, R4)*

*I am interested in books and rhymes.  
I can follow what is being read by focusing on text, pictures or sounds. (CG, R5)*

*I show an interest in books and stories.*

Children to have access to items to pretend play shop – toy fruit and vegetables. Children to dress up in shop uniforms.  
(To use ongoing during Literacy free flow time).

### Topic Related Signs

**Wk.5 and 6** Children to be taught the signs for 'caterpillar', 'leaf' and 'butterfly' with accompanying symbols.

**Wk.7** Children to be taught the signs for 'worm', 'insect', 'flower' and names of other insects with accompanying symbols.

To repeat signs from wk.5 and 6.

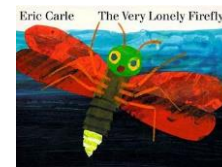
### Sharing Stories

Children to experience daily shared stories read aloud from books or via screen:

**Wk.5 and 6** Other stories by Eric Carle – 'The Grouchy Ladybug', 'The Very Busy Spider', 'The Very Quiet Cricket', 'The Very Lonely Firefly', 'The Very Clumsy Click Beetle' and 'The Caterpillar that Learned to Fly', 'Caterpillar's Wish'.

Whole group introduction. To be used 1-1 with children at appropriate opportunities throughout the day.

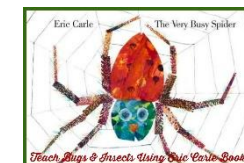
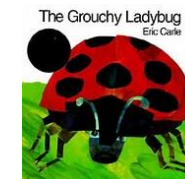
Whole group, possibly split into 2 groups.



Dress up clothes – shop uniforms, aprons. Toy fruit and vegetables, artificial flowers. Watering cans and plant pots. Trolley, shopping trolley/basket.

Symbols  
Makaton teacher handouts.

Books as listed.  
Youtube stories as listed.

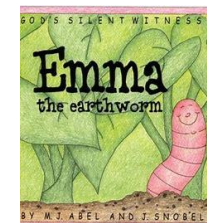
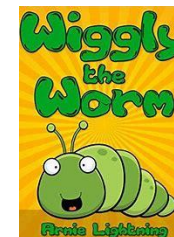




**Reading**

*I respond to a familiar story. (Solar, R4)*

**Wk.7** Other stories by Julia Donaldson (some as met previously) – ‘The Smartest Giant in Town’, ‘A Squash and a Squeeze’, ‘Monkey Puzzle’ ‘What the Ladybird Heard’, ‘What the Ladybird Heard Next’, ‘Wiggly the Worm’, ‘Emma the Earthworm’.



## Weeks 5, 6 and 7 – The Very Hungry Caterpillar, Superworm

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="174 347 264 459" data-label="Image"> </div> <p><b>Mark Making, Writing</b></p>	<p><i>I engage in the sensory experience of making marks. (CG, W4)</i></p> <p><i>I hold writing tool using a whole hand grasp and make random marks with different strokes. (CG, W5)</i></p> <p><i>I can trace horizontal, vertical and circular lines.</i></p> <p><i>I am beginning to use three fingers (tripod grip) to hold writing tools. (CG, W6)</i></p> <p><i>I can copy horizontal, vertical and circular lines.</i></p> <p><i>I can use a keyboard to match letters and input into the computer or tablet. (CG, W7)</i></p> <p><i>I can copy line patterns.</i></p> <p><i>I can make marks with the intention of conveying meaning. (CG, 8)</i></p> <p><i>I am interested in mark making.</i></p> <p><i>I experience a range of mark making tools.</i></p> <p><i>I touch a range of textures.</i></p> <p><i>I am aware of simple cause and effect.</i></p>	<p><b>Wk.5, 6 and 7 Exploring Textures and Patterns - Insects</b></p> <ul style="list-style-type: none"> <li>Explore mud/soil trays with/without plastic insects using fingers. What marks can children make in mud? Trace/copy patterns/first letter of own name/own name.</li> <li>Mark making/patterns/own name initial letter/own name – trace in green/red paint with green/red glitter.</li> <li>Explore a variety of writing materials of differing shades of green. Use shades of green paper of different textures, paper cut into leaf shapes. Children to be encouraged to form letters/names as appropriate to individual levels.</li> <li>Pattern cards – can children follow the patterns to take the hungry caterpillar to his food? Use paint, pencils, crayons, pens.</li> <li>Pattern cards - caterpillar/worm pencil control pattern worksheets – use crayons, pens, pencils, paint. Can children follow the</li> </ul>	<p>All children to be offered all experiences to own levels.</p> <p>X to work on initial letter of own name and tracing other letters.</p> <p>X to work on writing own name with letters in order independently. Begin to write other letters/words to add to pictures/own drawings.</p> <div data-bbox="1496 1090 1787 1294" data-label="Image"> </div>	<p>Mud/dirt trays. Plastic insects.</p> <p>Green/red paint, glue, glitter.</p> <p>Green paper of different shades and textures.</p> <p>A selection of green mark making materials.</p> <p>Prepared/bordered papers, leaf shapes.</p> <p>Own name initial letter sheets/own name sheets.</p> <p>Laminated pattern sheets.</p> <p>IPad.</p> <p>Pictures from the story.</p> <p>Symbols to match pictures.</p> <div data-bbox="1888 1118 2078 1369" data-label="Image"> </div>



## Mark Making, Writing

*I can make marks on screen.  
I can make marks when asked to write.  
I can copy horizontal movements.  
I can copy vertical movements.  
I can copy circular marks. (Solar, W4)*

*I attempt to copy the first letter of my own name.  
I can copy a pattern.  
I give a picture a name.  
I label a picture with a symbol.  
I dictate a caption for a picture – 2 key words. (Solar, W5)*

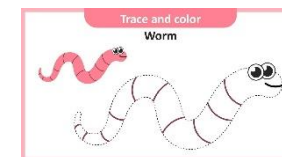
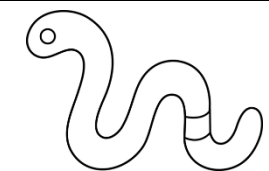
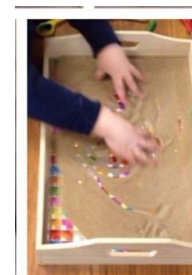
*I can order letters of my first name.  
(Solar, W6)*

- patterns to make the wiggly worm/caterpillar shapes?
- Use bright coloured paint to make own snake pattern shapes.
- Children to copy simple line patterns prepared on hungry caterpillar bordered paper.
- iPad – use Paint Sparkle to copy wiggly worm/caterpillar shapes.
- Find letters on keyboard to match taught phonic sounds and own name initial letter.
- Use magnetic letters/cut out letters to order own first name on leaf/flower shapes.
- Add a symbol/caption with 2 key words to pictures from the story.
- Explore mud/soil trays with added seeds, leaves using fingers. What marks can children make in mud? Trace/copy patterns/first letter of own name/own name. Sensory garden trays.
- Mark making in edible 'mud' – chocolate powder/angel delight.
- Mark making in green sand/sand.

All children to be offered all experiences to own levels.

X to work on initial letter of own name and tracing other letters.








X to work on writing own name with letters in order independently and begin additional words.



Mud/dirt trays. Sensory garden trays.  
Chocolate powder,  
angel delight.

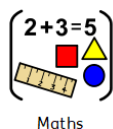


## Weeks 5, 6 and 7 – The Very Hungry Caterpillar, Superworm

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
 <p>Literacy</p> <p><b>Fine Motor</b></p>  <p>Creative</p>	<p><i>I can pick up small objects with a pincer grasp. (CG, PD3)</i>  <i>I explore and experiment with a range of materials through sensory exploration.</i>  <i>I make choices from a range of materials and show preferences. (CG, CD4)</i></p> <p><i>I can open and close scissors independently. (CG, PD7)</i>  <i>I can cut paper purposefully using scissors with one hand. (CG, PD8)</i></p> <p><i>I experiment with shapes, colours and marks. (CG, PD6)</i>  <i>I explore a variety of textures.</i>  <i>I demonstrate preference.</i>  <i>I show an awareness of the purpose of tools. (Solar, A4)</i></p> <p><i>I can create sausage shapes when rolling play dough.</i></p>	<p><b>Wk.5, 6 and 7 Exploring Textures and Materials through Topic Activities</b></p> <ul style="list-style-type: none"> <li>• Make a collage hungry caterpillar picture using a variety of papers and fabrics for sticking on a 'c' for caterpillar.</li> <li>• Using balls of green and red playdough, make own hungry caterpillars.</li> <li>• Use green and red beads, make own hungry caterpillar necklaces or worms from coloured beads.</li> <li>• Make pompom and pipe cleaner caterpillars with googly eyes.</li> <li>• Use tweezers to pick up plastic insects from tuff tray of sand/soil.</li> <li>• Make cheerio superworms.</li> <li>• Make butterflies using playdough/clay and adding card wings decorated with tissue/coloured paper/fabric shapes.</li> <li>• Cut and stick jigsaw butterflies.</li> </ul>	<p>Whole group with appropriate individual levels of support.</p> <p>X will be challenged to tear own paper textures and to cut papers.</p>	 <p>Tissue papers and fabrics. Prepared caterpillar shapes.</p>    <p>Prepared tuff tray – sand/soil, plastic insects, tweezers.</p>  <p>Cheerios, clay/play dough, card, fabrics. Prepared shapes/sheets.</p>

## Weeks 5, 6 and 7 – The Very Hungry Caterpillar, Superworm

AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
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*I show an interest in number rhymes and songs. interact with number rhymes and songs. (Solar, N4)*

*I understand the concept of 1. (CG, MD5)  
I recognise that numeral 1 corresponds to 1 action/object. (Solar, N4)*

*I recite some number names in sequence.  
I can select 1/lots when asked.  
I know that numbers identify how many in a set. (CG, MD6, Solar, N5)  
(CG, MD4)  
I use some number names and number language spontaneously in context.  
I can recite numbers in order to 10.  
I realise anything can be counted.  
I can count up to 5 objects accurately by saying one number name for each item.  
I understand the concept of 'more'. (CG, MD7 Solar, M7)  
I can match numeral and quantity correctly up to 5.  
I am beginning to represent numbers using fingers, marks on paper or pictures.  
I know that two groups of 3 or less objects are the same or different.  
I recognise numerals 1-5. (CG, MD8)  
I can count and recognise numerals up to 20. (Solar, N8)  
I can add and take away in practical situations. (Solar, N9)  
I can estimate how many in a small group up to 7. (Solar, N8)*

### **Wk.5, 6 and 7 Number, Shape, Pattern, Length Comparison**

Sorting for type; 1-1 correspondence, concept of '1', 'lots', 'more', counting/number to own level.

- Counting rhyme '5 Little Butterflies'. Introduce with pictures and numerals. Concept of taking away '1 less' to 5 and numeral recognition/matching.
- Children will be given sorting, counting and addition/subtraction experiences using topic related pictures and objects – caterpillars, worms, leaves, characters from the story, etc. Purple Mash activities to support.
- Number formation – 1-10 -in sensory trays (soil, edible mud, seed trays, numerals on caterpillar bodies).
- Class display – numerals 1-20 (the very hungry caterpillar). Can children sort and order to own level?
- Counting activities related to the food the very hungry caterpillar ate (real objects and pictures).
- Length comparison – long, short, longest, shortest, etc.. Develop

All children to experience rhymes. Whole group with appropriate individual levels of support.

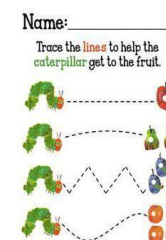
All children to explore sorting activities related to own number level.  
Grp.1 to practise forming numeral 1- 3 in sensory trays.

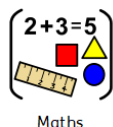
X will be challenged to match numerals to quantities of sets to 10, to form numerals to 5. X to add 'more' to sets of 10 to make quantities to 20, to count quantities to 20, to add and take away practically, to form numerals to 10.

Counting rhyme pictures.  
Numeral cards to 20.



Prepared topic related pictures.  
Sensory trays for practising number formation – green paint, mud.  
Objects and pictures for sorting.  
Prepared worksheets for tracing over numbers.  
IPad for number formation practise.





*I can sort objects by colour. (CG, SSM6)*  
*I am beginning to sort objects according to properties such as shape, size or type for identical objects. (CG, SSM7)*

*I can match identical objects. (CG, SSM4)*

*I can copy a simple pattern and make arrangements with shapes.*  
*I can select a particular named 2D shape. (CG, SSM7)*

*I can name a particular 2D shape. (CG, SSM8)*  
*I can use familiar objects and common shapes to create, recreate and continue patterns and build objects. (CG, SSM9)*

*I can match 2D shapes – circle, square and triangle.*  
*I can use basic shape names not always correctly. (Solar, S6)*

*I can copy a simple colour pattern.*  
*I can copy a simple size pattern.*  
*I can copy a simple object pattern.*  
*I can recognize a shape from a choice of up to 4. (Solar, MA6)*

*I can order 3 items by length. (CG, SSM9)*  
*I can match objects in relation to size when an example is present.*  
*I can explore objects of different sizes. (Solar, S4)*

- language using worms, caterpillars (pictures, created objects).
- Explore 2D shapes – patterns: caterpillar bodies. Create a caterpillar from circles, other shapes. Print 2D shape patterns on butterfly wings.
  - Explore sequencing and pattern. Use caterpillars as a basis for copying and continuing colour, size and shape patterns.

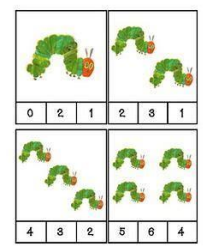
Whole group with appropriate individual levels of support.

X to begin to compare length with cubes.

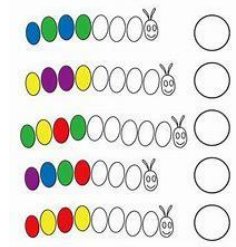
Practical experiences to own levels.



Symbols related to size – ‘long’ and ‘short’.



The Very Hungry Caterpillar Pattern Sheet  
Continue the patterns below.







## Outdoor Learning

## PSED

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*  
*I explore substances and materials. (Solar, S4)*

*I know that my movements can make marks and show an interest in the effects.*  
*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*  
*I can describe changes in materials.*  
*I can answer a simple scientific question.*  
*I am beginning to differentiate between animals, plants, leaves and trees. (Solar, S5)*

*I can notice and comment on one difference between plants. (CG, UW7)*

*I can match pictures to objects in the environment. (Solar, G5)*

- Use Beebot – program to travel to different foods like the very hungry caterpillar.
- Look at the foods the caterpillar ate – sort into fruit, veg, healthy, etc. Children to explore and taste some of the foods.
- Explore Valentine's Day – prepared Powerpoint. Children to make 'heart' butterflies.
- Explore Shrove Tuesday – prepared Powerpoint. Children to make and try pancakes with a variety of toppings.

### **Wk.7 Superworm, other topic related activities**

- Sensory small world tuff trays – Superworm. Children to play the story through exploring in tuff trays of different textures/designs.
- Sensory story related tuff trays – hunting for worms (spaghetti/string, etc.)
- Explore how we care for minibeasts and wildlife in our environment. Plant a small

All children to explore all experiences with appropriate level of adult support.  
 X to follow pictorial instructions wherever possible to aid increasing independence.

All children to explore all experiences with appropriate level of adult support.



All children to explore all experiences with

Beebot and prepared route track.  
 Foods to sort and taste.



Prepared Powerpoints.





## Outdoor Learning

## PSED

*I explore and experiment with a range of materials through sensory exploration. (CG, CD4)*

*I explore substances and materials. (Solar, S4)*

*I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)*

*I explore a variety of textures and express preferences. (Solar, A4)*

*I can identify simple differences.*

*I can describe changes in materials.*

*I can answer a simple scientific question.*

*I am beginning to differentiate between animals, plants, leaves and trees.*

*(Solar, S5)*

*I can notice and comment on one difference between plants. (CG, UW7)*

*I can match pictures to objects in the environment. (Solar, G5)*

trough/garden if possible with seeds which will grow into butterfly attracting plants.

- Make a class wormery to observe and encourage caring for wildlife.
- Visit a local Garden Centre – can each child plant a seed/pot a plant? (To arrange).


appropriate level of adult support.



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AoL	Learning Intention/Success Criteria	Activity	Differentiation	Resources
<div data-bbox="197 331 273 427" data-label="Image"> </div> <div data-bbox="197 550 255 651" data-label="Image"> </div> <div data-bbox="208 778 266 804" data-label="Text"> <p><b>EAD</b></p> </div>	<p><i>I can collect and interact with natural objects. (CG, UW5)</i></p> <p><i>I explore and experiment with a range of materials through sensory exploration. (CG, CD4)</i></p> <p><i>I explore substances and materials. (Solar, S4)</i></p> <p><i>I know that my movements can make marks and show an interest in the effects.</i></p> <p><i>I explore a range of textures and notice a difference, responding differently to them. (CG, CD5)</i></p> <p><i>I explore a variety of textures and express preferences. (Solar, A4)</i></p> <p><i>I use objects to do simple printing. (Solar, A4)</i></p> <p><i>I can identify simple differences.</i></p> <p><i>I can describe changes in materials. (Solar, S5)</i></p>	<p><b>Wk.5,6 and 7 Worms, Caterpillars and Butterflies</b></p> <ul style="list-style-type: none"> <li>• Class large scale bean plant – adapt to grow in garden. Add other flowers, insects as an ongoing class display.</li> <li>• Children to collage small worms, butterflies to add to the garden display using a variety of textures – tissue papers, fabric.</li> <li>• Make fingerprint pictures of the very hungry caterpillar to add to garden display.</li> <li>• Print own very hungry caterpillar pictures using circles/round sponges and red and green paint.</li> <li>• Use green paint to print leaves and make pompom caterpillars to stick on.</li> <li>• Make butterfly symmetrical prints (on prepared butterfly shapes) using bright coloured paint.</li> <li>• Make symmetrical butterfly pictures using handprints.</li> <li>• Make clay worms with googly eyes.</li> </ul>	<p>All children to explore all experiences with appropriate level of adult support.</p> <div data-bbox="1563 981 1787 1152" data-label="Image"> </div> <div data-bbox="1563 1168 1803 1369" data-label="Image"> </div>	<p>Class ongoing topic display.</p> <p>Collage materials, glue, tape to fix.</p> <div data-bbox="1908 438 2101 587" data-label="Image"> </div> <div data-bbox="1899 598 2128 746" data-label="Image"> </div> <div data-bbox="1908 762 2116 896" data-label="Image"> </div> <p>Paints, papers, sponges/leaves for printing.</p> <p>Pompoms.</p> <p>Prepared butterfly shapes.</p> <div data-bbox="1921 1145 2116 1300" data-label="Image"> </div> <p>Clay, paint and googly eyes.</p>

<p><b>EAD</b></p> 	<p><i>I can attend to rhymes and songs, sometimes joining in. (CG, CP5)</i></p> <p><i>I can join adult-led action rhymes. (Solar, M5)</i></p>	<ul style="list-style-type: none"><li>• Learn insect-related rhymes and songs – The Hungry Caterpillar, There’s a Tiny Caterpillar on a leaf, There’s a worm at the Bottom of the Garden, Incy Wincy Spider, Mary Mary.</li></ul>	<p>All children to explore all experiences with appropriate level of adult support.</p>	<p>Rhyme and song sheets with prepared pictures.</p>
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