

# Literacy ideas based on “The Crunching Munching Caterpillar”

- <https://www.youtube.com/watch?v=7QQUNBjIts> (We will put the link on SeeSaw too)
- Listen to the story and talk about 'WHO' is in the story. Pupils to identify all the 'WHO' characters. Draw each of the characters from the story. Get them to make marks (writing) to show each character. Let them do this in whatever way they want. It will now look like proper writing but it is the step on the writing journey.
- Listen to the story and talk about 'WHERE' it is set. (on the tree, in the air, next to the flower, near the blackberry bush etc.) Encourage your child to draw 'WHERE' Get them to do their writing.
- Listen to the story and talk about 'WHAT DOING.' What are all the characters doing? (munching, eating, flying, buzzing in the air, smiling a secret smile, sleeping, dreaming etc.) Ask your child to draw 'WHAT DOING' for as many of the characters as they want. Get them to do their writing.
- Listen to the story again and this time get your child to put all three things together. (WHO/WHERE/WHAT DOING) Do this through talking at first and then ask them to draw and write their who/where/what doing sentence. Again this will be their own writing.
- Talk about the language used in the book. Find WOW words and learn what they mean and use them in spoken sentence.

|               |                     |                      |
|---------------|---------------------|----------------------|
| Crunch        | Soared              | Secret knowing smile |
| Munch         | Dandelion clock     | Light as a feather   |
| Juicy         | Float on the breeze | Drifting             |
| Beside him    | Glumly              | Warmth of the sun    |
| Buzzed busily | Dim                 | Stretched            |

- Have a go at ordering parts of the story. This could be our child drawing the 'WHO' characters in the order that they come in the story. Draw them on a long piece of paper so they can see who comes first, next, after that, last.
- Re-tell the story in your own words
- Draw the story in order on a large piece of paper



# Literacy ideas based on “The Crunching Munching Caterpillar”

- You could make masks or puppets of the different characters and use them to tell the story or re-tell it in your own words
- You could make a poster to show what you have learned about caterpillars
- Try writing a letter to tell a friend about caterpillars
- Write a list of mini-beasts from the story and or ones that you know (spider/beetle/slug/snail etc.)
- Innovate the story by adding new characters. You could change the 'WHO' caterpillar for a different mini-beast or you would change 'WHERE' it is set or you could change 'WHAT DOING'. Be imaginative . Use the story structure but innovate it. Record your child and send us a video of them either re-telling the original story or their own version.
- Put on a puppet show as a family using your homemade characters. Record it and post it on your seesaw account.
- Clap the syllables in the different characters. (butt/er/fly will need 3 claps. Cat/er/pill/ar will need 4 claps.) See which character has the most syllable claps. Have a go at clapping the syllables in other words.
- Draw pictures of mini-beasts. Hide them in your garden and get your child to go on a 'hunt.' Ask them to draw and write all the bugs that they find. Where did they find them hiding? You could then get your child to hide them for you to go and find or other family members!

Have fun!



# Phonic ideas

- Clap the syllables in the different characters. (butt/er/fly will need 3 claps. Cat/er/pill/ar will need 4 claps.) See which character has the most syllable claps. Have a go at clapping the syllables in other words.
- <https://www.youtube.com/watch?v=VxBEmaaSh1c> This episode is a long one. (23mins) Only concentrate on part of it at a time.
- Order of sounds (s a t p I n m c g o c k r d e b l f ll ff ss) Please look at ONE sound at a time. Rushing through them does not make them secure. The idea is that pupils are really secure with the first 6. These are the most important sounds as they appear in most words. All the activities suggested can be done with any of the sounds
- Eye Spy - get a range of objects starting with the same initial sound (socks, sausage, spoon, saucer, sand etc.) Encourage the pupils to say the word and identify the sound. You can make it harder by mixing objects that begin with 2 different sounds (sock, slipper, spoon, saucer, tap, television, teddy, torch, toothbrush)
- KIMS game - choose between 3-5 objects with the same initial sound (again can be made harder by mixing sounds but only once they are secure with the sounds) Place the objects in a line and say them - emphasise the initial sound. Hide them under a tea towel. Ask your child to close their eyes. Steal one of the objects. Get them to say what is missing and what the initial sound is. Memory games are really important for phonics as we are aiming to eventually get children to read and write words when they are in Reception class - for them to be able to do this successfully they need to be able to remember letters and sounds in order. (Again, you can make this harder by stealing 2 objects)
- Sound hunt! This could be going outside and listening to everything you can hear or going around your house and listening for sounds. (radio, TV, dripping tap, footsteps on the stairs, the microwave, birds singing, cars, buses, the hum of the fridge etc.)
- Body percussion! Enjoy making sounds using your body! Create a short sequence of sounds and then get your child to repeat them back in order, then change over and get them to make the body sounds.
- <https://www.youtube.com/watch?v=sb-2VsE2y-U> or <https://www.youtube.com/watch?v=sW2DY1Opgrl>
- BINGO! We love playing Bingo in our class. We realise this might be more challenging without having access to our bingo boards. You could draw out a bingo board with the sounds on and then get your child to go and find things to fill their board - make it a competition by you both having a board and seeing who can fill their board first!!

|   |   |   |
|---|---|---|
| a | p | t |
| i | s | n |



# Maths ideas based on "Jack and the Beanstalk"

- <https://www.youtube.com/watch?v=zurz-pL-uzw> or use your own version if you have one
- Plant a magic bean (broad bean seed) and measure how tall it grows. Have a competition within your household to see whose grows the tallest.
- Talk about things that are big (like the Giant) and things that are small (like Jack). Your child could draw pictures of big and small things.
- Draw around the feet of everyone in the family and cut them out. Who has giant feet and who had small feet? Order the feet from smallest to biggest. Measure the feet using different apparatus. Eg. How many Lego bricks is the length of mummy's foot?
- Count golden eggs. Cut out egg shapes from yellow or golden paper. Ask the children to count different out amounts.
- Count the giants money. Put an amount of coins into a purse or pouch. Can your child count the amount of coins. Change the amount of coins each time.
- Make your own packets of magic beans. Set up a shop and play buying and selling the beans. Help your child to put prices on the magic bean packets .
- Hide cut out eggs/ coins around the garden. Tell your child the must find them to help Jack. When you have found them count how many you have.
- Write numerals 1–5, or 1–10, depending on your child knowledge onto the paper eggs. Ask the children to put the eggs in order. Ask your child to close their eyes. Take a number away. Which one is missing? Look at the numbers you have ordered again. Which number comes before .....? Which number comes after .....
- Talk about the passing of time with your child
- What happened in Jacks day? In the morning he went to market etc. What happens in your daily routine. In the morning I get up and have my breakfast, then I get dressed etc. Is the same or different to Jacks day?
- Encourage your children to use the following mathematical language:

|         |          |         |          |
|---------|----------|---------|----------|
| Big     | Small    | Tall    | Short    |
| Bigger  | Smaller  | Taller  | Shorter  |
| Biggest | Smallest | Tallest | Shortest |



# Creative ideas for the topic

- <https://www.youtube.com/watch?v=WLxFNtNZa4E>
- Read 'Mix it up' book by Herve Tullet - identifying primary colours (see link above for Youtube version of story)
- 'Mix it up' book - colour mixing (red handprint + blue handprint = purple handprint etc)
- Mix it up book - making a fingerprint painting with hand In the middle (see book)
- Making beanstalks using printing and collage
- Paint pictures of different bugs that you find in the garden or from the story
- Make castles for the giant using junk materials.
- Make caterpillars using egg boxes
- Make symmetrical butterflies using paint
- Make puppets of the different mini-beasts and use to create our own made up imaginative story
- Learn to sing the song 'Ugly Bug Ball' - sing and dance along to the music and then create your own 'ugly bug' using a range of materials. Give your bug a name.
- Use green paint and make your own finger print caterpillars—see if you can count how many segments you use for the body of the caterpillar!
- If you have some paper plates then you could make paper plate mini-beasts

Have fun!



# Knowledge of the World ideas for the topic

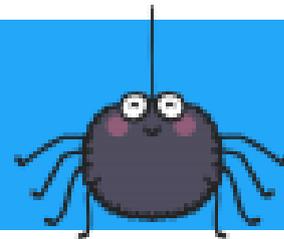
- Looking at plants and growth - how do plants grow? What do they need to grow?
- Grow plants and vegetables
- Caring for the outdoor garden - what do plants need to grown strong and healthy?
- Looking for mini-beasts. How do we care for them? Where do we find them? Look at the different habitats of the bugs
- On your daily exercise walk - look at the trees/plants/flowers and how the season has and is changing - what is different now? The trees and plants are growing and leaves are back on the trees and flowers are bright and colourful. You could also do this from the comfort of your own garden
- Compare growing plants to how we grow and what we need to stay healthy and grow
- Draw pictures of the plants/flowers in your garden
- Talk about how you have changed and grown from being a baby to now. What is the same and what is different?
- Make a worm hotel (see next sheet)
- Sticky Web experiment (see next sheet)

Have fun!



# Sticky Web

## Science Experiment



### Method

An experiment to see why spiders don't get stuck in their own webs.

1. Talk to the children about how spiders catch their prey in a web. Explain that it is sticky so that the bugs stick to the web and can't move.
2. So why doesn't a spider stick to its own web?
3. Spread out the tape sticky side up.
4. Ask the children to walk their fingers across the tape.
5. What happens? (Their fingers stick.)
6. That is like the bugs on a spider's web.
7. Now put some cooking oil on the children's fingers and do the same - walk their fingers across the sticky tape.
8. Do their fingers stick now? No! Spiders have oil on their bodies that keeps them from sticking to things.

### You will need:

Sticky tape

Cooking oil

## Science Experiment

### Sticky Web



Why doesn't a spider get stuck on its own web?

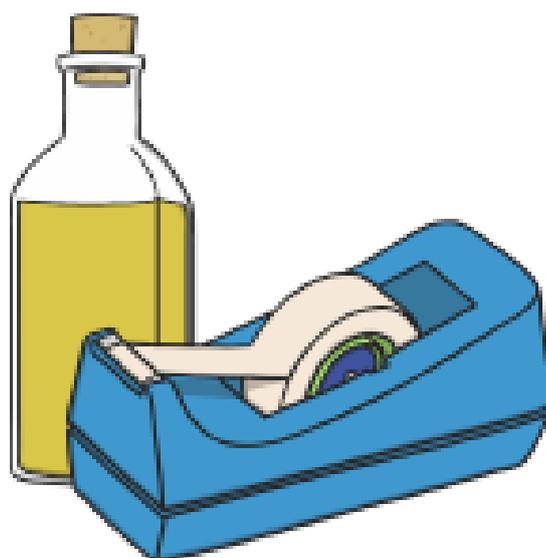
What happens when you walk your fingers across the sticky tape?

Do your fingers stick to the tape? That is like the bugs on a spider's web.

Now put some oil on your fingers. What happens when you walk your fingers

across the sticky tape now?

Do your fingers stick? A spider has oil on its body to stop it sticking to things.



# Make Your Own Worm Hotel

## Science Experiment



### Method

1. You are going to create a layer effect in the jar, using sand and soil.
2. Start by pouring about 1" of sand into the bottom of the jar.
3. Then, alternate between 1" layers of sand and soil until the layers reach the top of the jar.
4. Pour some water on top of the layers and then put the earthworms on top.
5. The worms should start to burrow downwards straight away.
6. To keep the inside of the jar dark, stick your dark construction paper around the outside of the jar.
7. Leave the top off the jar so the worms get some air.
8. Leave the jar for 3-4 days then pull the paper off.
9. Have the worms moved through the jar?
10. Can you still see layers of soil and sand?
11. As the worms have travelled, they have mixed all the layers together!
12. Return the worms to their natural habitat after being in the jar for about a week.

### You will need:

Large glass jar

Sand

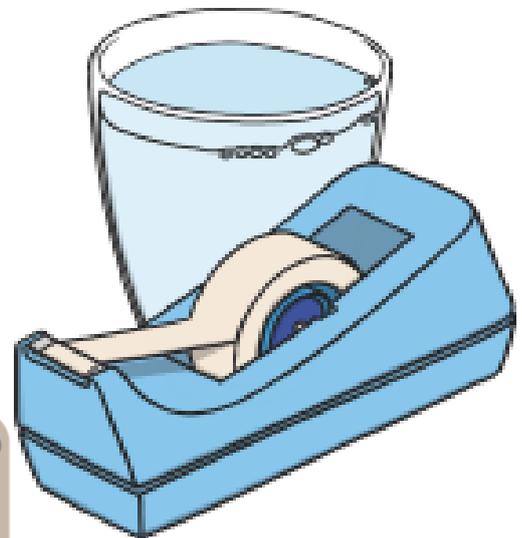
Potting soil

Dark coloured construction paper

Sticky tape

3-4 big, healthy earthworms

Water



## Science Experiment

### Make Your Own Worm Hotel

Where can you find some worms in the garden?

How do the worms move?

Can you make a hotel for them to live in?

They like to live in soil and sand.

Why do you need to put the dark paper around the outside of the jar?

What happens to the soil and sand after a few days?

Have you still got nice layers?

What have the worms done?

