**Blue = F1** **Green = F2** **Black = Both**

Mathematical Development

* Make repeating pattern caterpillars using colour/shape/pattern (F1)
* Butterflies are symmetrical. Introduce concept of doubles using dots on the wings of a butterfly. To make them symmetrical they must be the same on both sides. How many altogether. (F2)
* Which fruit is the most popular? Complete vote and complete a physical bar chart to see. (F2)

Communication and Language

* Take part in a range of discussions about what they observe over time on a 1:1 basis or in a small group (F1) partners and listening within a whole class.(F2)
* ‘Lifecycle, change, compare’
* First, next, then, finally.
* Pond, frogspawn, tadpole, froglet, frog
* Leaf, egg, caterpillar, chrysalis, cocoon, butterfly

Physical Development

* Make caterpillars using the playdough. Create small balls to connect together to make it longer and longer. (F1)
* Draw some Lily Pads on the floor outside in chalk, jump from lily pad to lily pad like a frog (F1)
* Use their body to explore movement of the lifecycle of a butterfly. Use Vivaldi Four Seasons Spring (F2)
* Play pass the frog in the hall. Pass the rubber frog around the circle without dropping it. You can only use the body part that is named, hands/elbows/knees/feet (F2)

Expressive Art and Design

* Make props (such as wings) to act out the flight of a butterfly (F1)
* Make symmetrical butterflies using the paint and fold method. (F1)
* Create stained glass window butterflies using cellophane.
* Create ‘Toilet Roll Frogs’ (F2)

**Lifecycles**

Literacy

* ‘The Very Hungry Caterpillar’ by Eric Carle
* Oliver’s Fruit Salad by Vivian French
* ‘Tiddalik the Frog’ a traditional Folk Tale from Australia. *(See additional planning)*
* Read together a range of Non-Fiction stories.
* Look at images of animals and their young. What initial sound can you hear? Can you find new objects to match the initial sound? (F1)
* Sequence and label images from the lifecycle of a butterfly/Frog (F2)

Understanding the World

* Read /Monkey Puzzle’ by Julia Donaldson. Discuss how lots of animals look like their young. Unlike frogs and butterflies.
* Get some frogspawn to study. Observe it over time and discuss the changes it goes through to become a frog.
* Get some caterpillars from Insect Lore. Observe them over time and discuss the changes they go through.
* Watch a video of ‘New Life’ occurring, such as chicks or ducklings hatching. What do they need to survive? How do they change? How do humans change over time? Ask for Baby photos to be brought in. (F2)
* Watch a video of ‘New Life’ occurring, such as chicks or ducklings hatching. Explore animals and their young. (F1)

Ideas from children?

What has happened before?

What next?

Personal, Social and Emotional Development

* Discuss the food the caterpillar ate in the story. Which is Healthy/Unhealthy? What is a Healthy lifestyle?
* Play Greedy Gorilla and feed him the unhealthy food (F1)
* Work together to create a fruit salad. (F1)
* Undertake A sorting activity with different images of foods. Work with a friend to sort them into healthy/unhealthy (F2)
* Design and make fruit kebabs (F2)