

EYFS Intent, Implementation and Impact Planning

Weeks 3-5 summer term 2025- Story- The Very Hungry Caterpillar, Life cycle of a butterfly, making patterns

| <ul style="list-style-type: none"> • What do we want the children to learn? • What skills and knowledge do we want them to acquire? | <ul style="list-style-type: none"> • Which activity or activities are you planning to develop these skills and knowledge? | <ul style="list-style-type: none"> • What language structures will be developed in this activity? • What key vocabulary will be developed? |
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| <p>To be able to listen to a simple story in a small group</p> <p>To say some of the words in songs and rhymes- counting rhymes (Literacy, Communication & Language, Mathematics)</p> <p>To recognise and name a caterpillar and butterfly (Understanding of the World, Communication and language)</p> <p>To recognise and name the colour's green, red, purple, yellow, brown, orange and name the fruits apple, pear, plum, strawberry, orange (Expressive art & design, Understanding the World))</p> | <p>Share simple stories and rhymes in the quiet room in small groups. Use lift the flap stories and use props to support the story or rhyme- The Very Hungry Caterpillar, There's a tiny caterpillar on a leaf, wriggle, wriggle...'</p> <p>Share photographs of caterpillars, cocoons and butterflies</p> <p>Share the stories 'The Very Hungry Caterpillar' (pop up version) & 'Little Caterpillar' Look for butterflies & caterpillars outside.</p> <p>Explore real fruit, naming it and talking about its colour. Explore fruit painting using the correct colour to print with- green apple prints etc</p> | <p>Language from the story- caterpillar, cocoon, butterfly, apple, pear, plum, strawberry, orange</p> <p>Caterpillar, cocoon, butterfly</p> <p>Colour names and fruit names</p> |
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| <p>To count objects 1-5, developing fast recognition of up to 3 objects (Mathematics)</p> <p>To create a 2-colour pattern</p> | <p>Feed the Hungry Caterpillar with fruit and any other foods from the story. Can you feed him 1 lollipop/2 pears/3plums/4 strawberries/5 oranges?</p> <p>Paint a pattern onto a butterfly template</p> | <p>Counting language Fruit and food names</p> <p>Use words like 'repeated' and 'the same'</p> |
| <p>To listen to more detailed & longer stories and understand what an author and illustrator are (Literacy, Communication & Language)</p> <p>To make marks on their pictures that stand for their name (Literacy, physical development)</p> <p>To count out loud to 20 (Mathematics)</p> | <p>Read the stories 'The Very Hungry Caterpillar' and 'The Munching Crunching Caterpillar' -adult to talk about who wrote the story, the author, and who illustrated it, the illustrator. Has this author written any other stories?</p> <p>When the children finish their drawing ask them to have a go at writing their name on the top. Share their name cards with them and look at the shape of the first letter initially.</p> <p>Lots of counting out loud- how many children are here today- counting as we clap, jump. Taking it in turns to count children in the group throughout the day</p> | <p>New vocabulary used in the story- Days of the week, fruit and food names, cocoon Author, illustrator</p> <p>Counting language</p> |
| <p>To learn about the life cycle of a butterfly (Understanding of the World)</p> | <p>Read non-fiction books about butterflies & share photographs</p> | <p>Egg, caterpillar, chrysalis, cocoon, butterfly</p> |

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| <p>To create simple repeating patterns (Mathematics)</p> <p>To understand what a symmetrical pattern is (Mathematics)</p> <p>To recognise and sound out the letter 'c' for caterpillar (Literacy)</p> | <p>Use different fruits and paint to print with- apple/green paint, orange/orange paint, plum/purple paint</p> <p>Paint a butterfly on one side with different colours and then fold it over to create a symmetrical pattern</p> <p>'C' feely bag</p> | <p>Can we make a pattern- green/orange, green/orange/purple</p> <p>Symmetry</p> <p>Which objects start with the c sound? Can you put c objects in the bag?</p> |
| <p>To climb safely and with confidence, using alternate feet (Physical Development)</p> | <p>Explore the new climbing frame.</p> | <p>How can we stay safe?</p> |