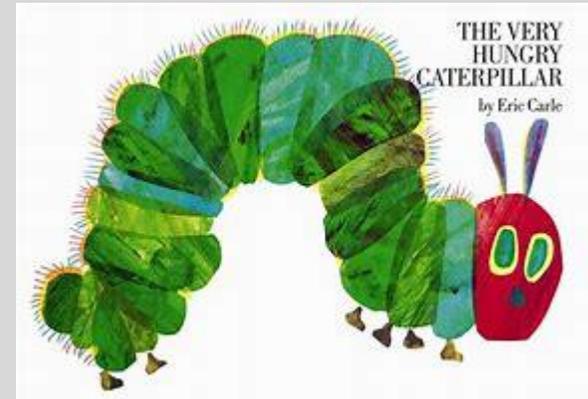




EYFS LITERACY

The Hungry Caterpillar

- Click on the link below to hear the story of the week. Take the time to listen to the story each day to help them revisit the story sequence and structure. They might be inspired to paint or draw a picture of the story. Can they make a symmetrical butterfly painting by putting paint on one side of a piece of paper and folding it in half?
- <https://www.bing.com/videos/search?q=hungry+caterpillar&&view=detail&mid=B1960DAECAE2A8B23271B1960DAECAE2A8B23271&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhungry%2Bcaterpillar%26FORM%3DHDRSC4>



Describing food from the story. Day 1

- Using play dough ask your child to make a model of each part of the food from the story. Talk to them about the food and their likes and dislikes. With each piece of food ask your child to write a list of the food items.

Remember to give your child their phonics mat to help them write.

- Please send us a picture of your child's list and some of their food models.
- Remember children still at home - a named plasticine pot will be in the drop box at school for your child to use.
- You could also make you own play dough that you can leave to dry out using the recipe on the next slide.



Salt dough recipe

Easy Salt Dough Recipe

www.acraftyliving.com

Ingredients

1 1/2 cup Plain Flour

1 cup Salt

3/4 cup Water

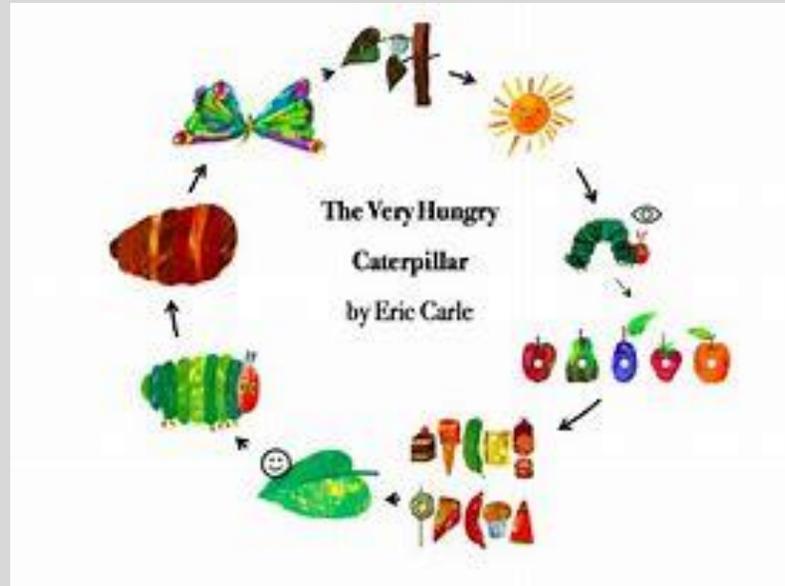
Steps

1. Combine dry ingredients & mix.
2. Slowly add the water, mixing well to combine.
3. Flour your hands & the board before kneading the dough into a ball.
4. Roll out dough to desired thickness & cut out shapes with cookie cutters.
5. Place on baking paper & bake on low (50-100°C) for 2-3 hours or air dry for 2 days.



Story map time Day 2

- We have been making story maps before writing our stories to help us share our story ideas. Today ask your child to draw and label a story map about their own caterpillar and what it could eat when it comes out of their chrysalis. Encourage them to use their phonics mat when they write and sound out the words before writing them.



Ordering the life cycle of a caterpillar Day 3

- Ask your child to draw, paint, collage, create a life cycle of a caterpillar.
- Once they have made the life cycle get them to write a simple sentence for each part of their life cycle.
- Remember to use the high frequency words from last week or from their packet sent home.

Our first 100 high frequency words to use when writing.

Your child could try writing and reading 6 a day over the next few weeks. Look for them in books and around you on signs or in the shops.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

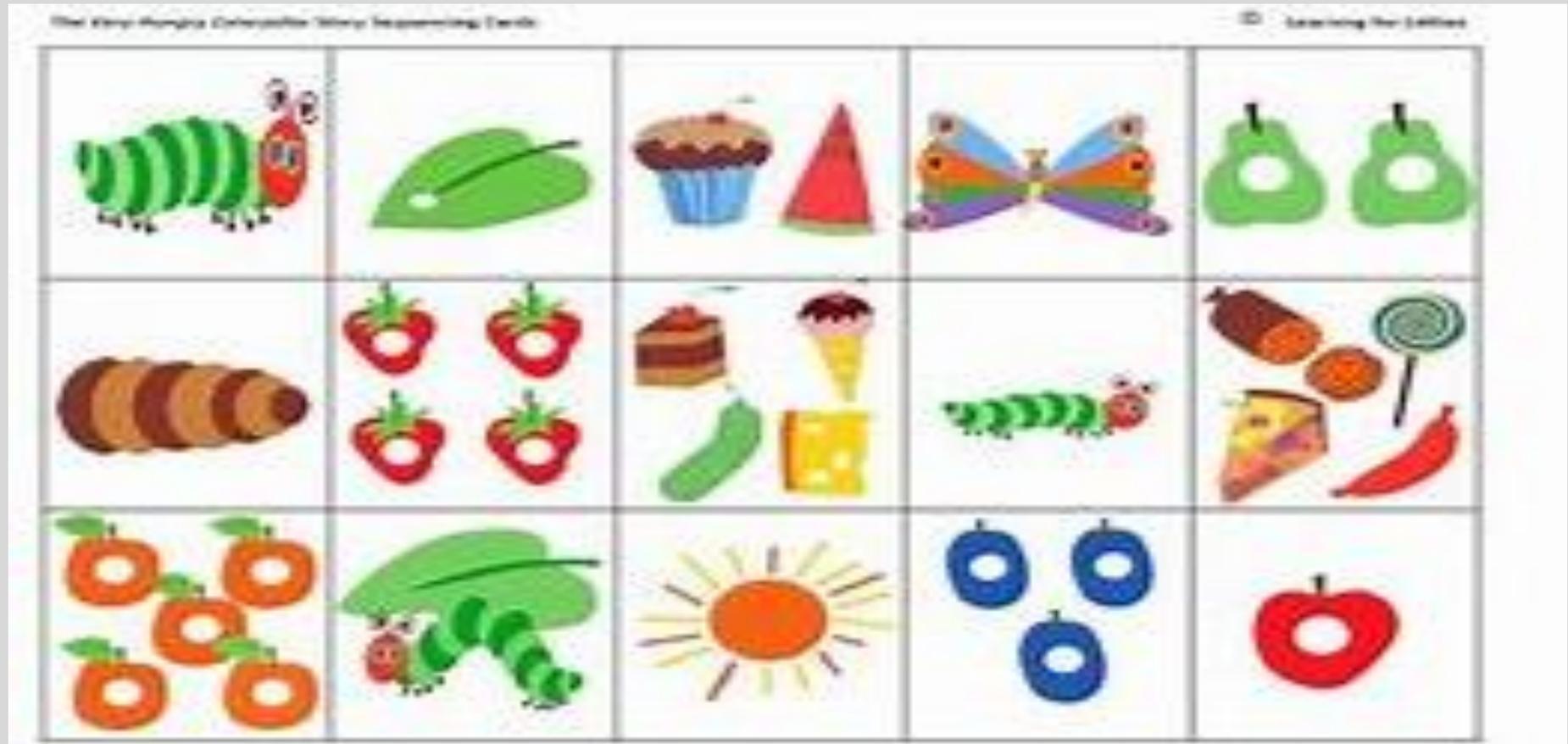
Story time Day 4

- Look at your story map from earlier in the week. On the next slide you will see some high frequency and tricky words your child might want to use in their writing.
- Remind them where we start writing on the page and that we need a finger space between each word.
- Encourage them to start their letters in the right places to help form them correctly.
- Ask them to say the sentence aloud before attempting to write it. Hold up a finger for each word and repeat the sentence at least 3 times to help them remember the word order. E.g The caterpillar ate 2 apples- 5 words to write.
- With each word they need to sound out ask them to break the word down and touch each finger with each sound they hear. E.g p-l-u-m is 4 sounds.
- Enjoy writing the story. Remember they can write it a bit at a time.
- They could make it as a folded paper book.



Day 5 Ordering the story.

Can your child cut out and order the story and label each picture...



Words to help when we write

went to she he go

saw was it is in to

and the had has I

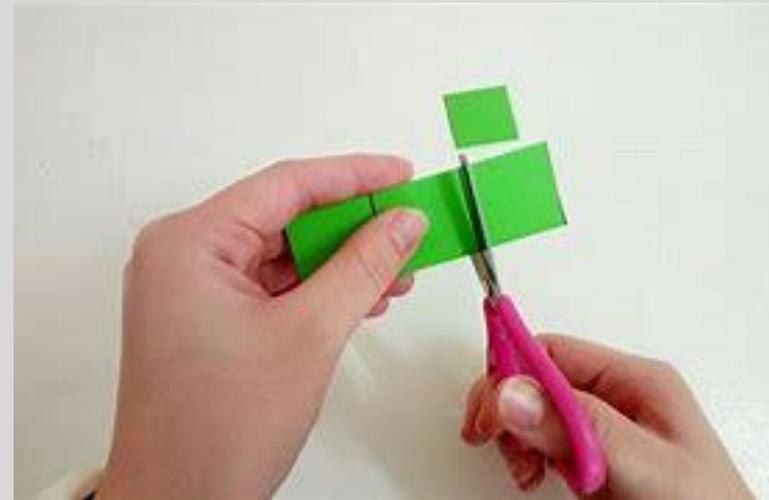
then can

Words we need to know day - ongoing learning

- We have some high frequency and tricky words we need to know in Reception. We have made a set for your child. Continue to use these words in a variety of ways. Remember children still at home there will be a named plastic wallet with your words and phonics flash cards in the drop box. Select a few words each day to practice and help your child become familiar with.
- Use the words as a game of hide and seek words - hide them around an area for your child to find and read.
- Hunt the words in a book and for each one they find they get a point.
- Write the words in chalk on the floor for them to jump onto.
- Attach them to stones in your garden with tape. Can your child find them and read them?
- Ask your child to read one and write it in mud outside with a stick.
- Give your child some flour and hide some words in it. Can your child find the words in the flour and read them?
- Hide the words in jelly...can your child get them out with tweezers/a spoon?

Cut and read sentences - some daily learning.

- Give your child a sentence on the next slide - you can write it out if you don't have a printer - get them to cut the sentence into words. Say the sentence aloud and ask them to put the sentence back into order. Try this again with each sentence.



- The caterpillar ate 1 apple.
- The caterpillar ate 2 plums.
- The caterpillar ate 3 cakes.
- The caterpillar ate 4 bananas.
- The caterpillar ate 5 cherries.
- The caterpillar was fat and big.