



Group 1 HA	Learning intention- I can compose and write detailed sentences using finger spaces, full stops and capital letters. I can listen to the story 'The very hungry caterpillar and order and re-tell the life cycle'.
Group 2 MA	Learning intention- I can compose and write sentences using finger spaces, full stops and capital letters. I can listen to the story 'The very hungry caterpillar and order the life cycle'.
Group 3 LA	Learning intention- I can compose and write sentences with support using finger spaces and full stops. I can listen to the story 'The very hungry caterpillar and show the life cycle using pictures'.

Whole class Sessions	Carpet time / Follow on Activities	Continuous Provision	Assessment
<b>Tuesday:</b> On the carpet in a circle, discuss our half term. Choose one example to write in sentences. Model saying the sentence, count the words, highlight capitals, finger spaces, full stops/question marks. Re-read the writing every time you write a word/sentence- highlighting how important this is. Write another sentence. Stress the need for a capital letter after a full stop and the use of adjectives to make writing more interesting.	Name cards to practise tracing/copying each day. Assess children's name writing and ensure those that cannot write their name will have an opportunity daily to practice.  <b>Tuesday- Wednesday</b> <b>In English books- write weekend news.</b> LA- Children to compose sentence with support and write the initial sounds of all words in their news books. MA- Children to write the sounds they hear in their news books. Children should write a good structured sentence. HA- As above, but ensure the children are writing detailed sentences.	Writing/reading opportunities in home corner and writing table- Provide information books and templates for children to write their own books.  <b>Class Writing Tables</b> Provide books in each area with mini beast facts and writing frames for children to re-tell the stories.  Summer writing, fables/traditional story frames.	Can everyone write their names?  Can children set goals for themselves?  Can children orally re-tell a story?  Can they write a sentence to match a picture?  Which children can compose a sentence?  Which children can write 3 sentences?
<b>Wednesday:</b> Read The Very Hungry Caterpillar. Discuss the days of the week, what comes next, before etc and healthy/unhealthy foods the caterpillar ate. Discuss what type of animal the caterpillar is and what food they caterpillar should be eating.	<b>Corridor-</b> Children to create their own butterflies and caterpillars using a range of materials.  <b>Outdoor-</b> Children to paint on large material hung up on the shelter.	Challenge children to compose story in pairs and provide pictures of minibeast to support.  Reading corner- to read independent stories about Minibeasts.	Can they write a sentence independently?  Can children create their own words in the RWI area?  Can the children draw a picture and write a sentence about it?
<b>Thursday</b>		Writing table in resource areas-	Do they know the sounds taught so

## Mid Term Planning Very Hungry Caterpillar

**VM Jensen**

## **Mid Term Planning Very Hungry Caterpillar:**

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger,2016-04-11 Now its fourth edition Planning an Appropriate Curriculum in the Early Years offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting It examines the key roles and responsibilities of practitioners working in Early Years settings and those with responsibility for leading and managing provision for EYFS in primary schools Completely revised and updated in line with the Statutory Framework for the Early Years Foundation Stage latest research evidence and OFSTED requirements this book covers the following aspects of the Early Years including what we mean by planning an appropriate curriculum in the early years transition from nursery to school and into Year 1 defining quality learning and play in the early years assessment procedures and examples integration of two year olds into school the role played by parents and carers in children s learning and development the ways in which vulnerable children are provided for examples of planning material developed by practitioners With case studies of good practice and questions for reflective practice and group work this timely fourth edition will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives

**Teaching Across the Early Years 3-7** Hilary Cooper,Chris Sixsmith,2004-11-23 This practical and accessible book explores ways of developing continuity and coherence in children s learning from three to seven years old It is based around three case studies in which tutors on Initial Teacher Training courses worked with early years practitioners in three different pre school settings each linked to a primary school The book describes how they successfully managed to plan and teach integrated themes across the age range in the context of the requirements of the Foundation Stage and the National Curriculum Each case study has a different focus science design and technology the arts including an ICT strand the humanities including a physical education strand English and mathematics dimensions run through each theme The book is alive with discussion of children s art language drama and music captured as field notes writing drawing and as video tape Each chapter concludes with suggestions of ways in which readers can develop the ideas in their own contexts This book will be invaluable reading for students on Early Years courses Early Years practitioners and tutors and mentors in early childhood education

**The Really Useful Book of ICT in the Early Years** Harriet Price,2012-11-12 Practitioners and students wishing to know how very young children develop an awareness of ICT will find this text invaluable ICT has arguably one of the biggest impacts on every day 21st century life so its inclusion in the Early Years Foundation Stage curriculum reflects the need to encourage forward looking practice in classrooms and nurseries This book enables you to help young children develop their knowledge understanding and skill in the use of ICT with chapters from contributors with a wide range of practical experience Full of ideas and new thinking this practical guide shows you how to promote independence in children s use of ICT through resources like digital cameras and role play toys explore the nature of creativity through ICT using it to support the more

traditional areas of art music dance and writing use ICT to enhance the physical and sensory aspects of outdoor learning experiences harness the potential of ICT in reaching children with a variety of different learning needs particularly those with profound and multiple learning difficulties or autistic spectrum disorders value children s home experiences of ICT and build on what they already know and how to work with parents in developing their child s ICT capability ICT can underpin all areas of learning for young children this highly practical inspirational and informative text is therefore relevant to all practitioners and students training in Early Years education

### **Planning an Appropriate Curriculum for the Under**

**Fives** Rosemary Rodger,1999 A guide to planning and providing for high quality learning experiences for children under five The author advises on providing for each area of learning and outlines the early learning goals which establish expectations for the majority of children Case studies of good practice are included

### Supporting Learning and Teaching Christine

Bold,2013-08-21 An edited collection this volume covers the full range of themes and issues relevant to teaching assistants studying on a foundation degree course The contributors explore the relationship between practical educational ideas and current academic debates to develop an overview of the issues involved

### Access to Science Claire Marvin,Chris

Stokoe,2021-12-24 This accessible and practical teaching resource focuses on access to the science curriculum for pupils with learning difficulties Within an inclusive framework of participation and achievement for all the core of the book provides support and ideas for the effective planning and implementation of well differentiated science focused activities The book offers activities that are designed to motivate and challenge pupils with diverse individual needs guidance on differentiation in early years and across all key stages suggestions for teaching early developmental skills through sensory science defined learning outcomes that demonstrate progression in curriculum content and experience assessment and recording opportunities and guidance on how to incorporate science in a cross curricular way Written by authors who have direct experience in the field this book will provide practical help to all those working with pupils with learning difficulties in early years settings and in mainstream and special schools

### **Teaching Science in Elementary and Middle School**

**Classrooms** Joseph S. Krajcik,Charlene Lochbihler Czerniak,Carl F. Berger,2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook

helps teachers learn how to implement all of today's major reforms not just read about them *Teaching Children to Read* Douglas Ray Reutzel, Robert B. Cooter, 2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K-3 and 4-8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4-6 and 6-8 *Working with Young Children* Judy Herr, 1994 Working with Young Children focuses on the application of child development principles to the care of children in group settings Introduce your students to the fast growing field of child care services and help them learn the necessary skills This popular text features an inviting colorful format and up to date topics Topics include the CDA credential guidance principles water play sand play and blockbuilding experiences new social studies topics and more on the job application process Helps students develop effective skills for guiding children and for keeping them safe and healthy Provides instruction for setting up a developmentally appropriate environment Covers planning and implementing curriculum that will meet children's needs and hold their interest Includes hundreds of full color photos taken in actual child care settings *Business Week*, 2006 **Using Live Insects in Elementary Classrooms for Early Lessons in Life**, 1993 **Journal of Horticulture, Cottage Gardener, and Country Gentleman (varies Slightly)**, 1898 *Michigan Christian Advocate*, 1897 *The Garden*, 1872 **One Year of Science [1873-74]**, 1874

**Gardening Illustrated**, 1898 *Year Book Covering the Year ...*, 1985 **Exploring Your Role** Mary Renck Jalongo, Joan P. Isenberg, 2007 This book frames content in a way that defines the what, why, and how of becoming an early childhood educator It prepares readers for the variety of roles advocate, facilitator, planner, mediator, etc. they must assume in working with children, parents, colleagues, principals, administrators, and the community at large Its innovative coverage focuses on helping readers fulfill these roles in a caring, competent, knowledgeable manner through case studies, verbatim comments, and numerous opportunities for reflection Organized around the twelve essential roles and responsibilities of effective early childhood educators as delineated by the NAEYC Guidelines for Preparation of Early Childhood Professionals 2000 coverage includes demographic changes in families, advances in psychology, political influences, cultural diversity, and issues of inclusion For future teachers of children from birth to age 8 **The Language of Literature** McDougal Littell Incorporated, 2002 *The United Methodist Periodical Index*, 1981

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