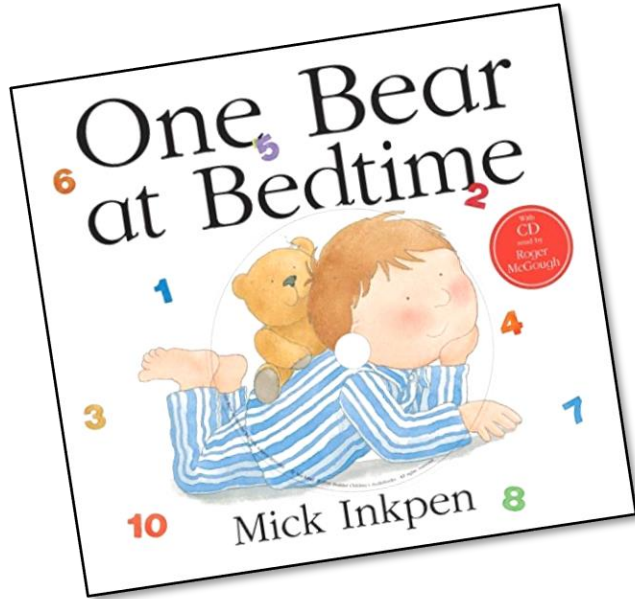
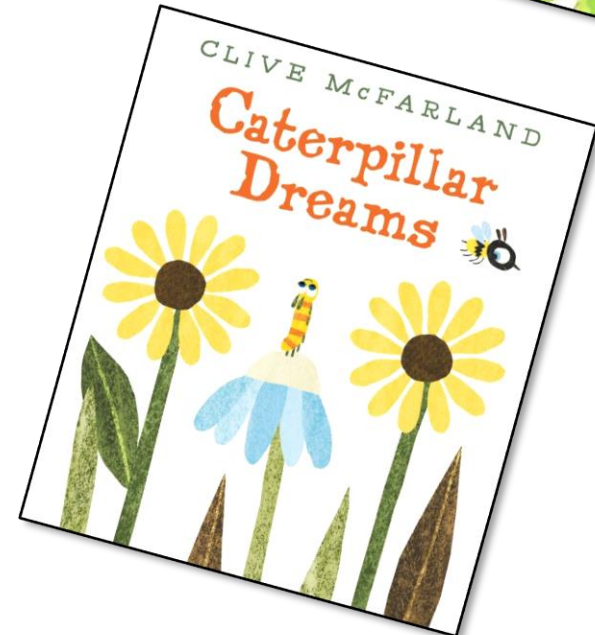
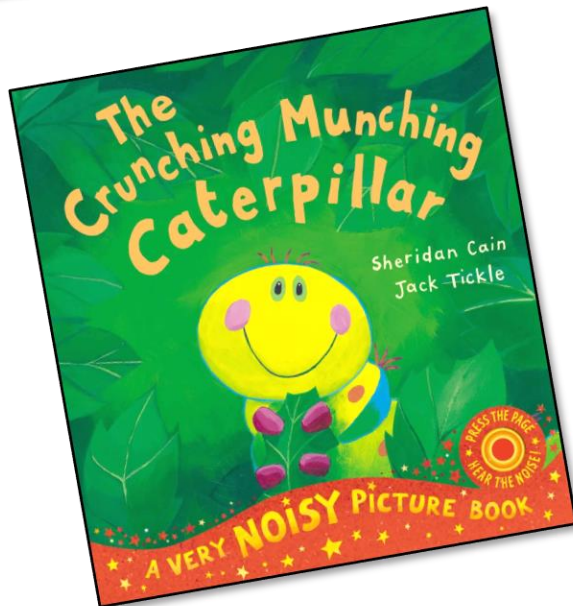
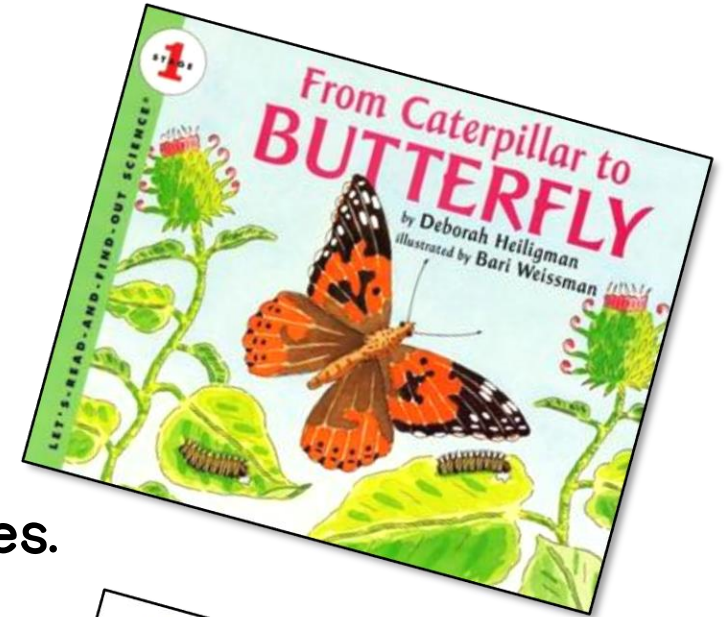


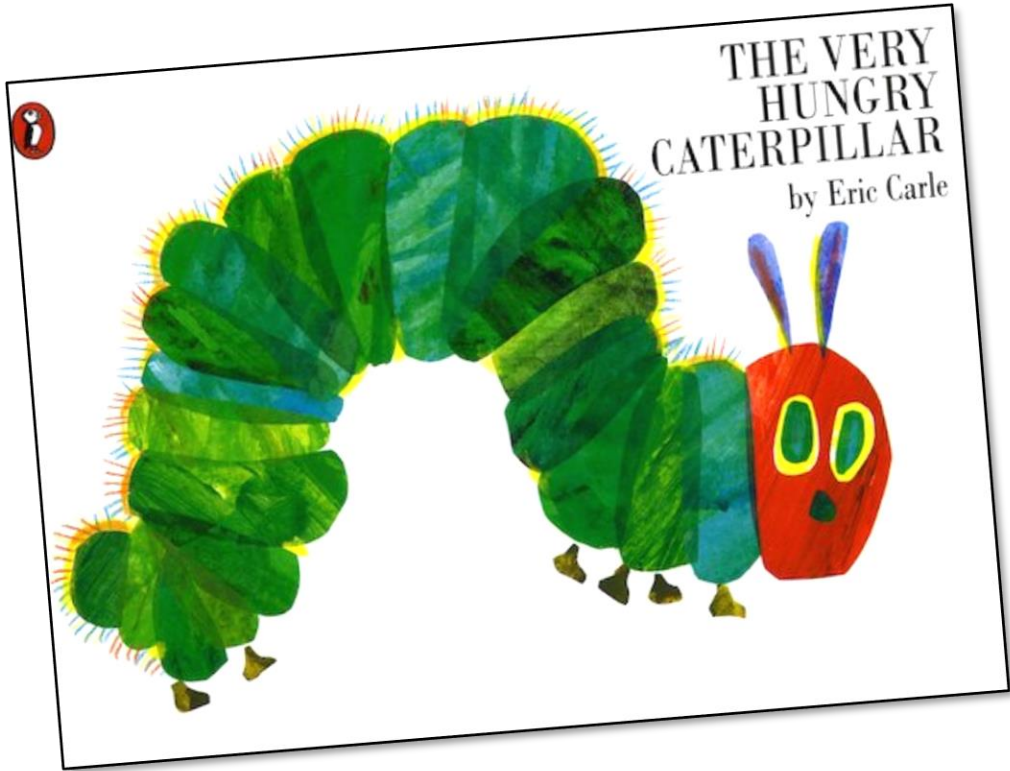
These activities and ideas are based around the book “The Very Hungry Caterpillar” by Eric Carle.

All activities could be done without the books!



Other stories to support our caterpillar activities.





## Finger Painting

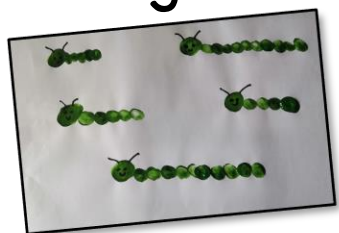
Use your funky fingers to make the sections of the caterpillars body. How many body parts has he got? Is he a long caterpillar? How much food has he eaten?

### Talking Together

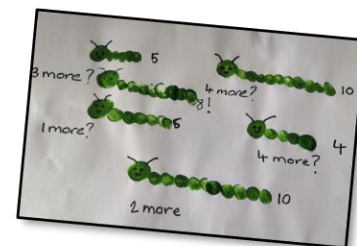
Grown ups support your child to make caterpillars of different lengths. Dip a finger in the paint and make your prints close together to look like caterpillars (or just draw.)

How many body parts has he got?

Count together and then talk about how many there would be if



there was one more.



Look at adding more, explore adding different amounts. How big is he now? For example, if we use the language of first, then, now.

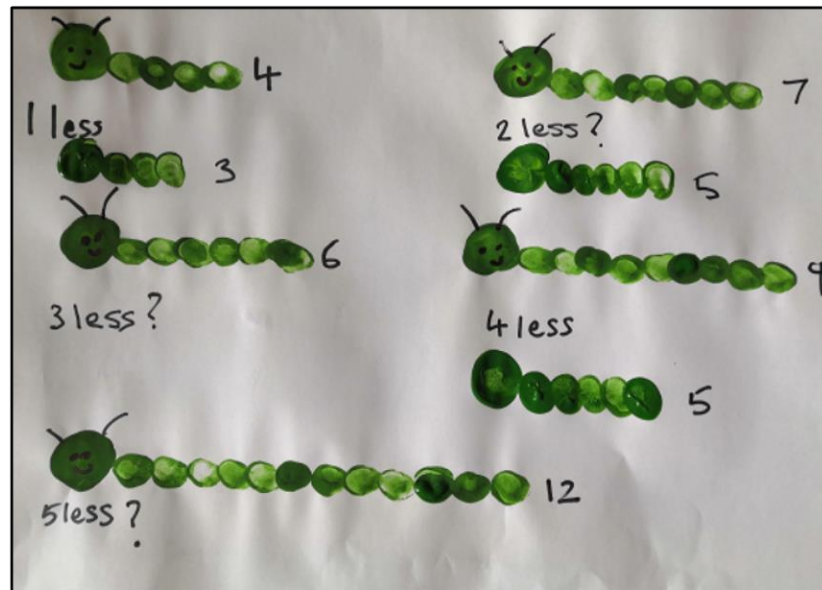
First he had 8 body pieces, then we added 2 more, now he's got 10!

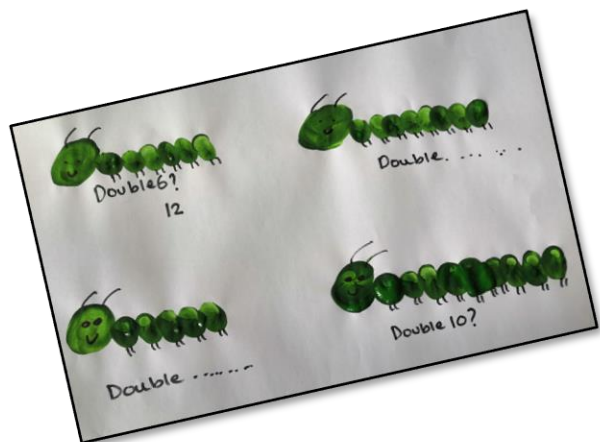
### Talking Together

Take another look at your little creatures.  
How many body parts would there be one less?

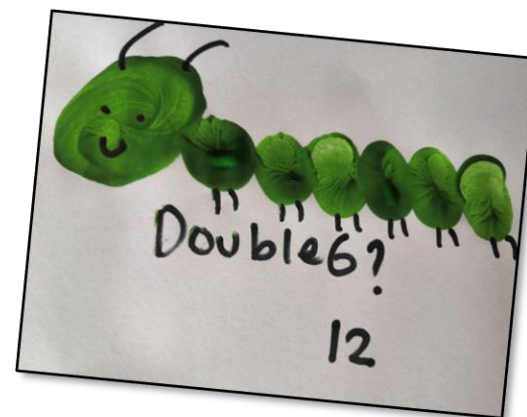
Can you make a caterpillar that is 3 less?

Paint or draw yourself some more caterpillars.





### Talking Together Taking this further Doubling



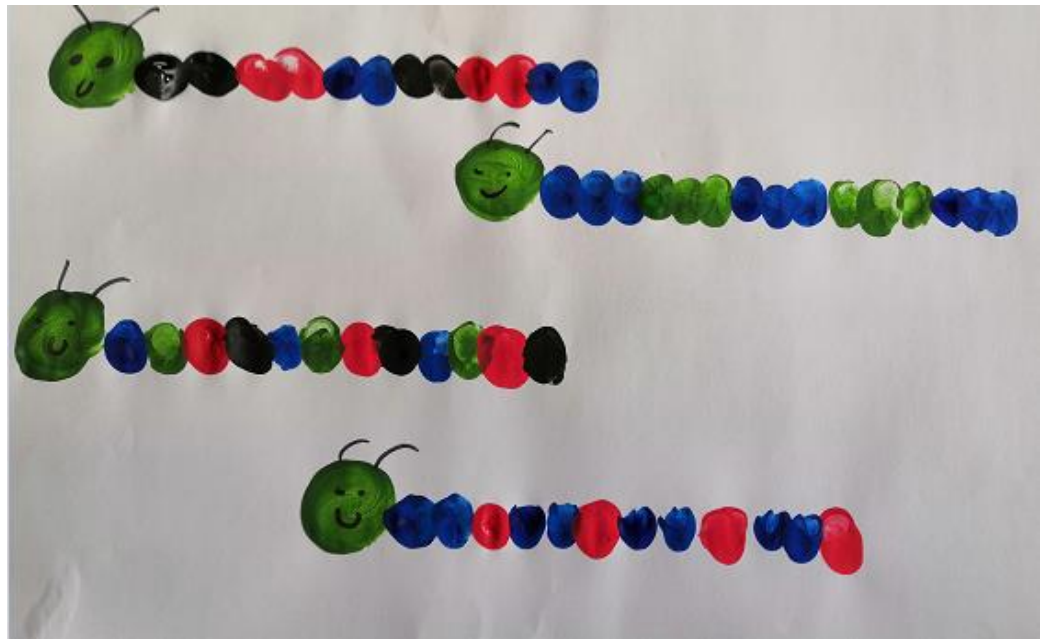
Have a look at the caterpillar. On quite a few of his body parts he has 2 little legs. Can you create some doubles with your caterpillars. You could draw on his legs!

Count how many body parts and double it to get the legs!  
Think about some other double facts to tell your grown ups.

## Funky Caterpillars

If you don't have any green - or want to take this further why not create your own pattern caterpillar and describe his pattern!

Or design your own funky pattern mini-beast!



## Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.

Reception - Notes and guidance

**Summer Progression**

Addition and Subtraction Change

→ Adding more

→ Taking away

Number and Place Value Numbers to 20

→ Counting to 20

Multiplication and Division Numerical patterns

→ Doubling

### Development matters 40-60

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

### Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing