

## Term 4

### What does a baby butterfly look like?



Grab your coat and pooter - we're going out and about on a caterpillar hunt! Lift up logs to see who's home and cast your eyes over leaves and flowers. It's time to explore what life is like for caterpillars and butterflies as we learn what each of these animals are and how they are related.



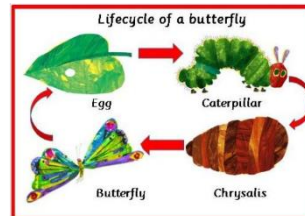
Cast your mind back to term 1. We learned all about ourselves as babies and considered how we'd all changed and grown since then. Now it's time to extend this concept and broaden our knowledge of growth over time as we ask the question: What does a baby butterfly look like?

To begin the project, the children will learn what it means to be an animal and what all animals need to survive and grow. We'll read *Monkey Puzzle* by Julia Donaldson and use the story to prompt discussion of animals and their young. Do all animals look like their offspring? How have they changed since they were young?

Next, we'll focus specifically on butterflies and how they have changed over time. The project will provide lots of opportunities for our young scientists to explore this species as they watch real live caterpillars hatch from an egg. They'll have the opportunity to watch them grow large enough to fit snugly inside a delicate cocoon before patiently waiting for a beautiful butterfly to emerge.



We'll set up a butterfly laboratory which will enable the children to see the entire growth process from the comfort of the classroom, supporting their explanations of the life cycle process. It will also prompt them to ask scientific questions such as 'What happens inside of the chrysalis?' and 'Why can't the caterpillar fly?', as well as encourage them to describe how caterpillars have grown and changed over time using new descriptive project-related vocabulary.



In addition to the classroom butterflies, we also hope to provide the children with an experience in which the beautiful creatures are free to fly around their heads in a more natural and immersive environment. To do so, towards the end of the project, we hope to visit Butterfly World at Studley Grange in Wiltshire where the children will have the opportunity to consolidate their knowledge and share what they have learned. I wonder if we'll be lucky enough to have a butterfly land on our hands, or to see a cocoon hatch?



Eventually, at the end of the project, we'll consider what happens next. Once a butterfly reaches the final stage in its life cycle, how does the cycle continue? The children will learn that butterflies reproduce by laying eggs, beginning the process over again -full circle! But is this the same for all insects and animals? We'll consider the life cycle of a frog and will briefly revisit some of the animals we looked at in week 1. We'll learn that all animals reproduce to keep their species alive.



In the book corner there will be a range of fiction and non-fiction books to support the project's theme. The stories that Bats 2 will particularly focus on include *Monkey Puzzle* by Julia Donaldson, *The Very Hungry Caterpillar* by Eric Carle, and *Waiting for Wings* by Lois Ehlert. These stories will be read alongside a collection of project-related poems, rhymes and songs.



The project-related vocabulary we'll acquire throughout the project includes;

Nouns; caterpillar, butterfly, egg, cocoon, insect, chrysalis, life cycle, offspring

Verbs; to crawl, to grow, to eat, to fly, to change, to wriggle, to observe, to describe, to question

Adjectives; beautiful, colourful, fragile, delicate, winged, furry, symmetrical

Prepositions; inside, under, through

And as always, alongside Maths, Reading and Project Work, there will be opportunity for extra-curricular activities such as Music Therapy, PE, Yoga, Gardening and Dance. Collaborative Friday will continue, providing opportunities for the children to develop their resilience, team work and social skills alongside their "big and little friends" in Bats 1 and 3.

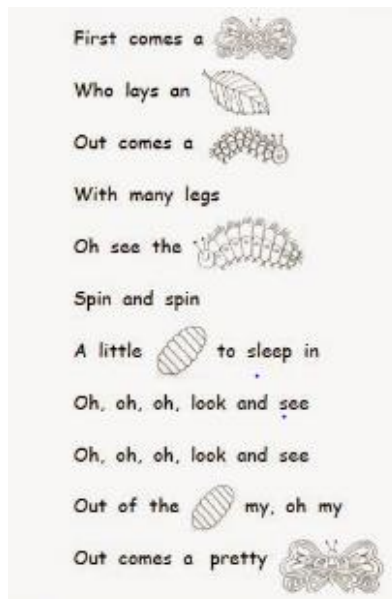




# HOME LEARNING

At home you could support your child with this new project by:

- Taking a walk around a garden, park or any outside area. Can you find any butterflies or caterpillars? Try looking amongst plants and flowers or under leaves. You could draw a picture or take a photo of any you find to bring in to school.
- Drawing or painting a butterfly picture - can you make the wings the same on both sides? What colours will you use?
- Butterflies have symmetrical wings - this means their wings are the same on both sides. Try making your own symmetrical shapes by folding a piece of paper in half and cutting out some pieces. When you open it out, it will be a symmetrical shape. You could also decorate it to be symmetrical too.
- Look at pictures of the life cycle of a butterfly. Can you name the different stages? Try using the words: egg, caterpillar, cocoon and butterfly.
- Try making a model of a caterpillar or butterfly and bring it in to school! You could use playdough, paper, empty cardboard boxes or tubes, yoghurt pots or plastic bottles.
- Learn a butterfly poem or song!



- Watch Series 5, episode 14 of Cbeebies Something Special - a short video all about caterpillars and butterflies. Mr Tumble will help teach the children some project-related Makaton signs including flower, caterpillar and butterfly.



- Watch a fun, educational video called Caterpillars: Butterflies in Disguise!



<https://video.link/w/3kZD6rLSLUw#>

- Learn a song all about caterpillars changing in to butterflies! There are 4 stages to a butterfly ... and this is the Butterfly Dance!



<https://video.link/w/IFQeYA5Qbic#>

Or perhaps learn a song with our project-related vocabulary in!



<https://video.link/w/7J5GZAhX2MI#>

- Join Jess on a Cbeebies minibeast adventure and go for a Caterpillar Hunt!



<https://video.link/w/ObCSxDqZNg0#>

