

Term 4

What does a baby butterfly look like?



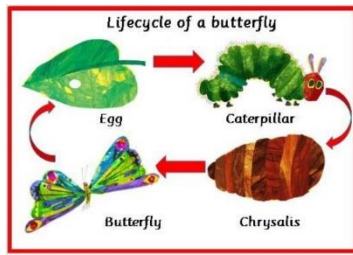
Grab your coat and pooter - we're going out and about on a caterpillar hunt! Lift up logs to see who's home and cast your eyes over leaves and spring flowers. With warmer days approaching, we hope to see butterflies and caterpillars that have been hiding away in sheds and woodland emerge to bask on tree trunks and dry grass. We will set up a butterfly laboratory in the classroom and watch every move, adding notes and labels and ask questions like a real scientist!



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?

This project will provide lots of opportunities for our young scientists to explore some wonderful resources and watch real live caterpillars turn in to butterflies right before their eyes! The children will start to think about what a caterpillar eats and how it starts its life as an egg, changing in to a caterpillar, then a cocoon and then in to a beautiful butterfly. 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.

By the end of this project children will know that this is referred to as the life cycle - a series of things that happen to a living thing throughout its life.



As always, we will immerse the children in the project's theme, and the investigation station will provide opportunities for them to develop their enquiring minds and become super scientists. By the end of the project, the children will be able to observe closely, use scientific questions to develop their understanding and explain the changes that occur in the life cycle of a butterfly and other creatures such as frogs.



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,



We'll learn that all animals reproduce to keep their species alive.



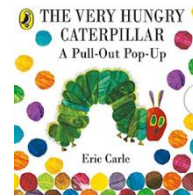
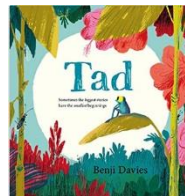
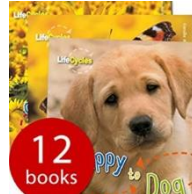
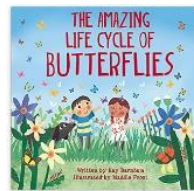
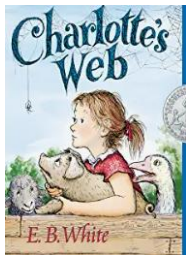
In addition to this, I am very, very excited about the prospect of hatching some chicks of our own in Bats 3 - 'Watch this space!'

Our project will end with a potential visit to Butterfly World at Studley Grange in Wiltshire to experience butterflies landing on our hands (if we're lucky!) and flying around us as we patiently wait to spot them in the butterfly house. We will walk among some of the most beautiful butterflies in the world flying freely against a backdrop of tropical plants and skimming over fish filled ponds. We may even be able to spot butterflies hatching from their cocoons - magical!



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 relationships with their "big and little friends" in Bats 2 and 3.

In the book corner there will be a range of fiction and non-fiction books and poems as well as our project story, 'Charlotte's Web'



Nouns: caterpillar, butterfly, egg, cocoon, insect, tadpole, frog, chick, chicken, frog spawn, environment, amphibian, gills, insect, chrysalis

Verbs: to crawl, to grow, to eat, to fly, to change, to observe, to classify, to identify, to hatch, to lay, to hibernate

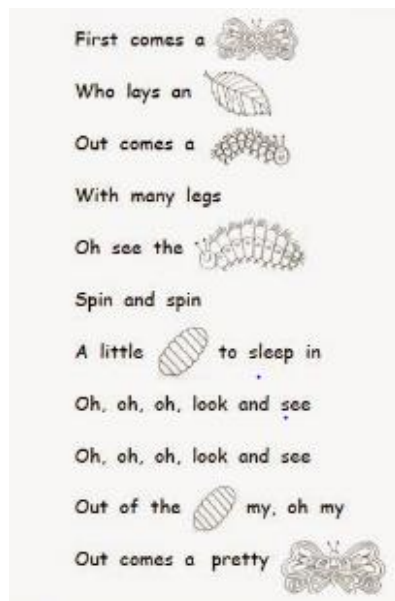
Adjectives: beautiful, colourful, delicate, winged, warm, hatching, tiny, furry, stripy

Prepositions: in, on, under, behind, inside, outside, above

HOME LEARNING

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

- Taking a walk around a garden, park or outside area. Can you find any butterflies or caterpillars? Try looking around some plants and flowers or under leaves. You could draw a picture or take a photo of any you find to bring in to school.
- Try 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!



In Series 5, episode 14 of Cbeebies Something Special: Mr Tumble will help teach the children some Makaton signs (flower, caterpillar, eat, butterfly) and is a lovely short video all about caterpillars and butterflies



A fun video called Caterpillars: Butterflies in Disguise!



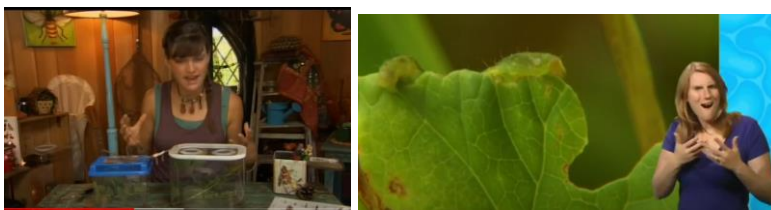
<https://www.youtube.com/watch?v=3kZD6rISLUw>

Another fun song to learn some scientific language!

<https://www.youtube.com/watch?v=7J5GZAhX2MI>



Join Jess on a Cbeebies minibeast adventure and go for a Caterpillar Hunt! This episode is signed.



<https://www.youtube.com/watch?v=0bCSxDqZNg0>