Name of session	The Very Curious Caterpillar		
	Level: EYFS (3-5yrs)	Length of session: half day (2 hours)	Available at: Sutton Ecology Centre

Curriculum Links

EYFS Framework Early Learning Goals

Communications and language

Listening and Attention: They listen to stories and respond to what they hear with relevant comments, questions or actions.

Understanding: children follow instructions involving several ideas or actions.

Understanding the world

The world: children know about similarities and differences in relation to ... living things. They make observations of .. plants and explain why some things occur, and talk about changes.

Previous knowledge expected from students	Key concepts/key words
Use the 'Introducing Curious' sheet to get pupils to start thinking about plants and flowers.	Plant, seed, grow, pollen, flowers.

Learning objectives

Through using puppets, story, games and hands-on activities get children to notice the variety of plants and flowers in their natural surroundings and learn that :

- *Plants grow from seeds. Seeds need water, sunshine, earth and air to grow.*
- *Flowers have bright coloured petals to attract bees and butterflies.*
- *Bees collect pollen from flowers.*
- *Flowers don't last forever, the petals fall off and they turn into seeds.*

Outcomes

All pupils will recognise a variety of different plants and make observations of plants.

Most pupils will understand that plants grow from seeds, some pupils will learn that plants need water, air, soil and sunlight to grow.

All pupils will see that flowers have colourful petals, some children will understand that this is to attract bees and butterflies to help them turn into seeds.

Most pupils will understand that flowers contain pollen, some pupils will understand that bees collect this pollen which helps the flowers produce seeds.

All pupils will recognise some seeds, most pupils will know that seeds come from the flowers, some pupils will know that this forms part of the life cycle of the plant, and that seeds will turn into more plants.

Starter (5mins)

Introduce staff and volunteers. Welcome to Sutton Ecology Centre.
Introduce topic, can anyone see any plants? Trees, grass and flowers are all plants.

Introduction

Timings	Student Activity
5mins	Read Page 1, to introduce Curious the Caterpillar and his Ecology Centre Adventure.

Main Activities

Timings	Student activity
20mins	1. Page 2 of book on main lawn. Ladybird and caterpillar puppets. *L/o: Plants grow from seeds. Seeds need water, sunshine, earth and air to grow.* Play seed tig where children pretend to be seeds and collect WATER, SUNSHINE, SOIL and AIR, then all 'grow' roots, shoot, stem, and leaves.

20mins	2. Page 3 of book on main lawn. Butterfly and caterpillar puppets. *L/o: Flowers have bright coloured petals to attract bees and butterflies.* Looking at colours of flowers: hand out two colour squares to each child. With adults, following leader – going on a flower walk through the butterfly garden and surrounding area to match colours to flowers. Once matched colours, come and stick colours onto the large black flower petals. Look at all the colours together.
20mins	3. Page 4 of book in middle of sensory garden. Bee and caterpillar puppets. *L/o: Bees collect pollen from flowers.* Hand out little bees for them to wear on finger. Explain they have to find flowers and buzz the nose of their bee into the middle of the flowers, look at nose – can you see yellow/white/orange dust? = Pollen. Walk with adults, following leader from sensory garden and surrounding area, round back of ponds along dead hedge and into meadow. Collect bees back in circle under pines.
20mins	4. Page 5 of book in story telling circle under pines. Caterpillar & 2 spider puppets. *L/o: Flowers don't last forever, the petals fall off and they turn into seeds.* Seed hunt: show some examples of seeds that they could collect that day. Hand out green caterpillar sticky strips and peel off top layer. Walk with adults and follow leader back to start, choose best route to collect seeds depending on time of year.

Plenary (Back in classroom or on lawn depending on weather). 30mins

Go over what we have learnt on our adventure: that plants start as seeds, what they need to grow, that they have flowers and pollen and then the bees help them turn into seeds, the seeds will then grow into more plants, mention life cycle: possibly use plant life cycle story board depending on time and ability.

Read page 6 of story (in classroom or main lawn)
Making a mosaic flower to take home: show them example and how to do it. If in classroom just get chn to sit on floor split class between two rooms.

End: show curious your flowers.

Wash hands/ toilet, get ready to go.

Extension work

Plant life cycle story board.

Pre-course preparation work suggestions

Discussion to establish prior knowledge and what the children would like to find out.
Go on a walk on the school site looking for seeds/flowers/petals if it is a suitable site.
Dissect flowers and learn names of parts – could use daffodils – key words: stem, leaves, petals, pollen. Have examples of seeds/flowers/petals to handle and compare size, colour, shape, etc.
Role play a seed germinating and growing in to a flower as well as pollination after showing the children suitable video clips.

Further Work (post course) suggestions

Write curious a letter/ draw him a picture of your school garden/home garden.

Use the worksheet to make a story board including the characters from the story.
Recount the story.
Recall and discuss favourite bits of the day, least favourite bits.
Move like a minibeast from the story – spider, caterpillar, bee, ladybird etc.
Count spots on ladybirds, legs on minibeasts. Put them in ascending order.

Alternatives (field sites and wet weather)

This session is not translatable inside, and therefore will go ahead in wet weather.
The introduction and plenary and craft activity can be done inside if the weather is wet or too cold/windy.
The session will be cancelled only due to severe weather warning such as flooding, high winds and stormy weather.

Opportunities for evaluation

Teacher evaluation: Photograph pupils in action for evidence, observation throughout the session, assess understanding post session through activities and questioning. By providing appropriate level of adult/child ration to ensure pupils are kept 'on task'.

Leader evaluation: The session leader will assess progress throughout the day by open ended questioning and plenary session. Through observation, the session leader will ensure that all pupils are engaged in learning and complete the tasks required.

- Can the pupils collect all the things a plant needs to grow?
- Have all the pupils found colourful flowers?
- Have all the pupils collected pollen on their bees?
- Have all the pupils collected some seeds?
- Can the class recount what Curious has learnt to complete the life cycle of a plant story board?

Resources

Curious Caterpillar Book, caterpillar, ladybird, two spiders, bee and butterfly puppets, seed tig counters and pots, big board, black Velcro petals and colour squares, blue tac, bees for fingers, caterpillar sticky strips, plant life cycle story board, mosaic flower craft: black flower cut outs, pieces of coloured card, glue sticks, lolly sticks, sellotape, pens/pencils for name writing.

Key H&S

Dress and prepare for the outdoors. Long trousers due to tall grass, brambles and nettles.
Sensible footwear in all weather conditions.
Waterproofs in wet weather. Sunhats, suntan lotion and water bottles in hot sunny weather.
All pupils and teachers should wash their hands prior to leaving the site or eating.
Teachers should arrange a pre-visit to discuss specific health & safety requirements to generate their own risk assessments.
Course leaders: Site check and dangerous litter pick.