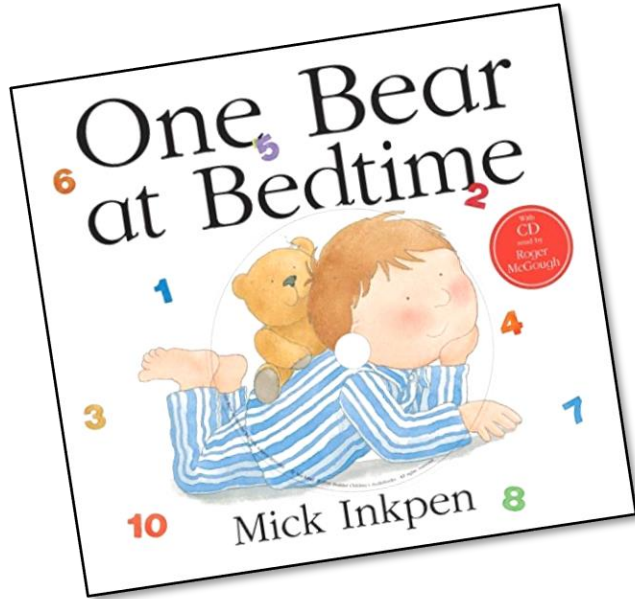
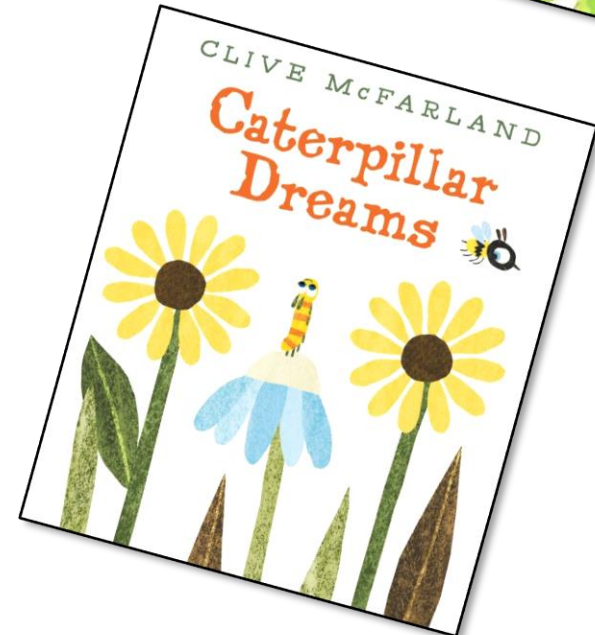
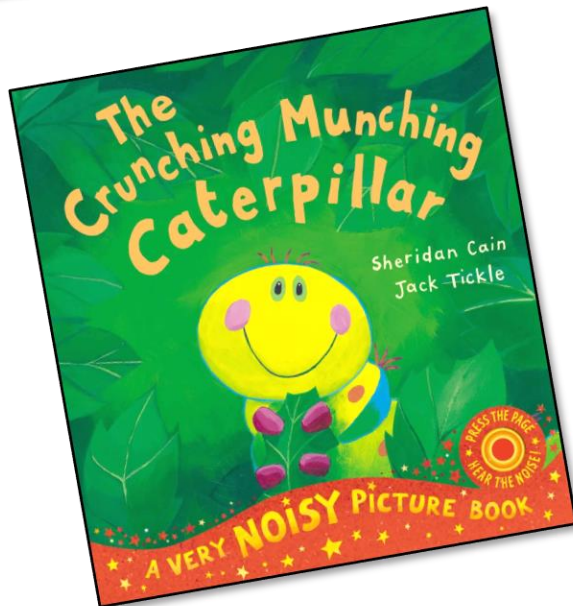
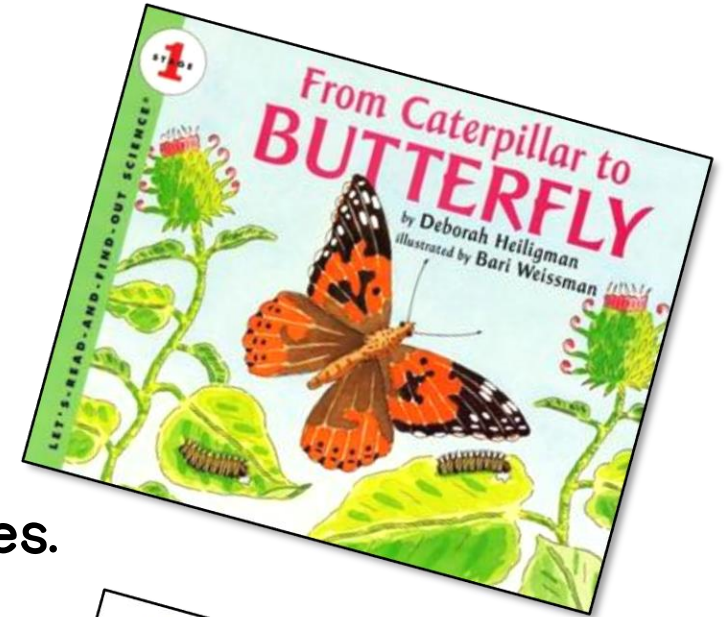


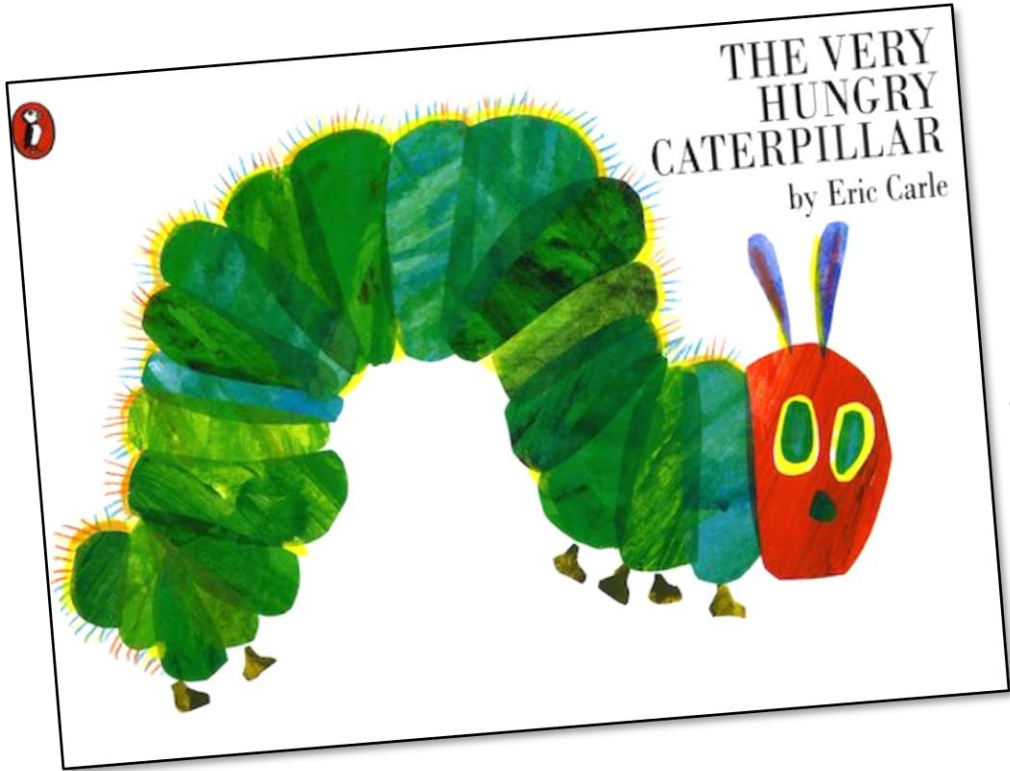
These activities and ideas are based around the book “The Very Hungry Caterpillar” by Eric Carle.

All activities could be done without the books!



Other stories to support our caterpillar activities.





Fruit Bowl

Explore your fruit bowl and look at what's in it!

How we can sort it? What groups have you got in there?

How can you combine these to make some maths problems?

Talking Together

Explore your fruit bowl. How many of each fruit have you got in there? Can you look at different ways of combining amounts? For example what number do you get when you combine apples and bananas? Lemons and limes?



and bananas? Lemons and limes?
How many bananas would I have if I had one less?



Take it further and make some fruity patterns! What will be my next fruit?



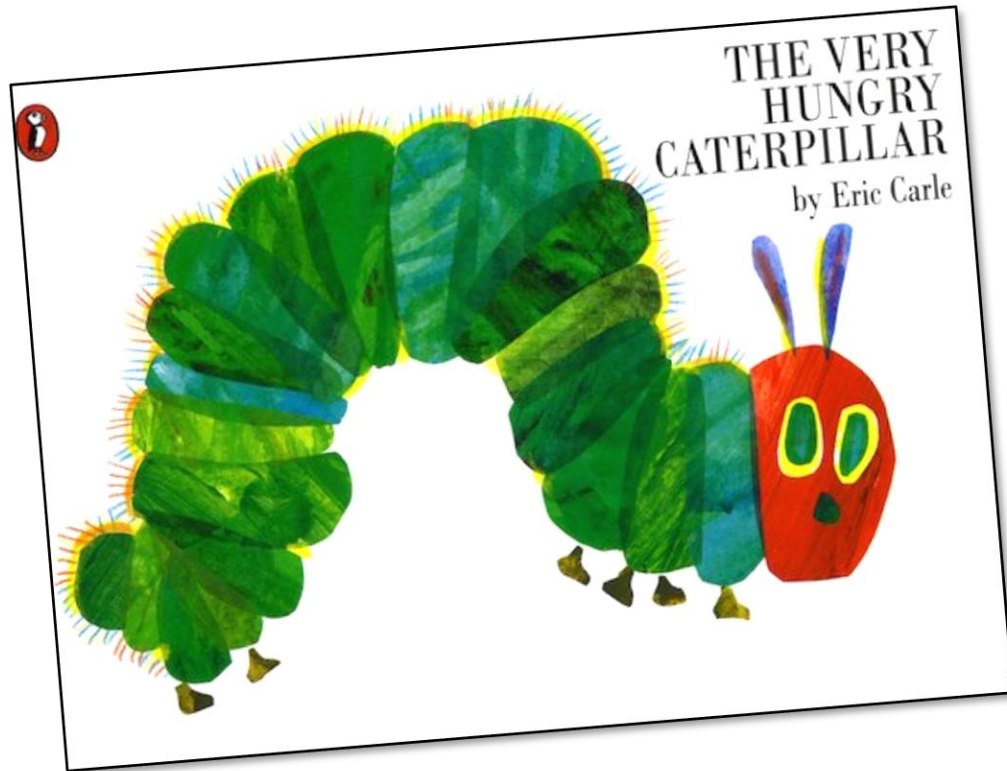
Talking Together

Make a list of your favourite fruits. What will be number 1?
Could you work out which fruit is the most popular in your house?

Which fruit will be the winner?

Is all your fruit in the bowl? I hope there isn't any evil fruit in
the freezer!





Caterpillar Lunch

The hungry caterpillar eats far too much. Have some fun working out how many things he ate on 2 different days! Combine groups to make a lunch for a growing caterpillar.

Talking Together

Start with combining the fruits. For example plums and apples.

Could you add 3 groups? Could you add in some of the other



food?



Then take this further and

discuss which days you want to combine! For example how many pieces of fruit would he eat if he ate on Wednesday and Friday?



On Wednesday he ate through three plums, but he was still hungry.



On Friday he ate through five oranges but he was still very **hungry**.

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

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