

1

**Setting description**

To access the read along version of the story The Cautious Caterpillar search **Twinkl Go Login** and use access code **V16319**

Think about the setting of the book.



I would like you to write a description of the setting.

Think carefully about:

- What you can see;
- What you might feel;
- What you might hear.

You could use some of these words in your writing.

garden  
trees  
green  
grass  
calm  
colourful  
warm  
sunny  
flowers  
beautiful  
bright  
sky

2

**Comprehension**

Listen again to the story of The Cautious Caterpillar, reading along as you listen.

<https://www.twinkl.co.uk/go/resource/the-cautious-caterpillar-read-along-story-english-tg-a-122>

I have also attached the story on A4 sheets. You should be able to read these on the screen or print them out.



**The Cautious Caterpillar - Comprehension**

1. Read the text and choose the main character in the story? Tick one.
  - Cody
  - Daisy
  - Colin
2. What kind of creature is Cody? Tick one.
  - A butterfly
  - A caterpillar
  - A ladybird
3. What does Cody want to do? Tick one.
  - She thought it would be funny.
  - She was scared of heights.
  - She thought she would like to be a caterpillar.
4. Write one thing that Cody, used to do in each of the **stages** when first he made her feel better about changing her identity.
 

When you became a butterfly, you will feel	the grasshopper
Thinking wings is great!	the bee
Don't worry, having the legs is great!	Colin
5. Use 1 adjective used in the story to describe the bird.
 

\_\_\_\_\_
6. Why do you think Cody wanted to stay as a caterpillar forever?
 

\_\_\_\_\_

Please try to answer the comprehension questions attached.

3

**Character**

You may want to listen again to the story of The Cautious Caterpillar, or even read it through yourself.

In the story the character of Cody changes. She changes in appearance (the way she looks) and in the way she feels.

Think about:

- what Cody might be thinking;
- how she might be feeling;
- how Cody reacts to the idea of being a butterfly;
- how Cody feels after she changes into a butterfly.

**Key words:**

nervous	realises	chrysalis
cautious	transforms	explored
anxious	proud	butterfly
brave	beautiful	caterpillar

You could use some of the Key words above to help you write about Cody, describing what she was like at the beginning of the story and what she was like at the end.

**The Cautious Caterpillar**

Think about what Cody is like at the beginning of the story. How does she change by the end?

Beginning	End
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4

**Writing**

Cody the caterpillar is really scared of change. She is nervous about changing into a butterfly and worried that she won't be able to do all the things that a butterfly does.

With the help and encouragement of her friends she is able to make the transition and realises how great it is.

I would like you to think about something that you have ever felt nervous about, for example:

- starting a new school
- going into a new class
- riding your bike without stabilisers
- swimming in the deep end

I am sure you can think of lots of other examples.

You could either write a story about a character that felt nervous about change, and how they dealt with it.

**OR**

You could write about the time when YOU were nervous about something, how that felt and how you got through it.

1

**Position and Direction**

Now watch this Espresso video [https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item883125/grade1/module883106/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item883125/grade1/module883106/index.html)

The girl has written a series of instructions to guide the boy around the obstacle course. She uses lots of clear words like those in the box.

across  
up  
along  
down  
through  
over  
around  
between  
under  
through

I want you to design an obstacle course (making sure you check with your parent before using anything).

You could make an obstacle course inside or outside for a parent or sibling. You could make a smaller one using lego or building blocks for your toys.

Next write your instructions carefully, you could use the words above to help you.

Now guide your parent, sibling or toy though it to check your instructions are correct. Could they read your instructions for you to follow?

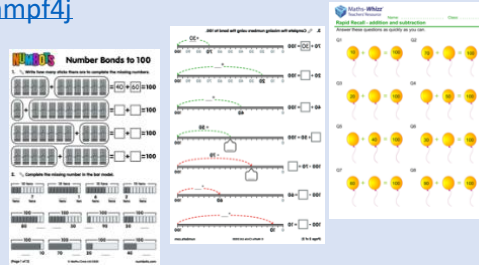
2

**Bonds to 100**

I am going to ask you to try this lesson produced by BBC Bitesize today and would really appreciate your feedback.

The lesson guides you through a sequence of;  
2 video animations  
2 activity sheets  
final game

<https://www.bbc.co.uk/bitesize/articles/znmpf4j>



Can you remember the game 'ping-pong'? You could teach it to your parent or older sibling to practice these number bonds to 100.

**Ping Pong**

The leader says ping  
The follower say pong  
The leaders says 50  
The follower says 50  
The leader says ping  
The follower say pong  
The leader says 10  
The follower says ??? etc

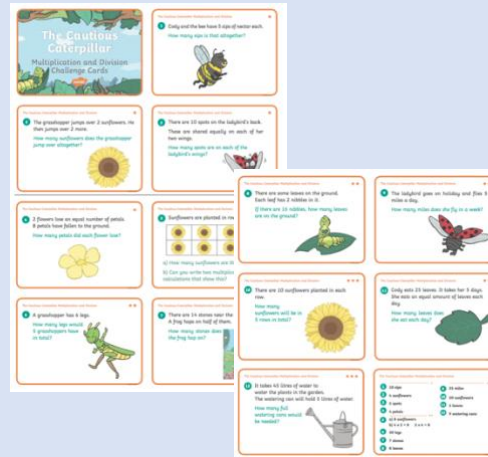
3

**Multiplication and Division**

Attached are a set of multiplication and division challenge cards.

The first 4 questions with 1 star in the corner are the easier ones to start with. The second set with 2 stars are a little bit harder. The final 4 are the trickiest. See how far you get through the questions.

You could write your answers in your books, or on each challenge card. The answers are on the final card. Don't cheat, but you can check your answers at the end.



4

**Measuring**

For this lesson you will need a ruler or a tape measure. Let me know as soon as you can if you don't have one and I could send it out to you.

We are going to practice measuring in cm (centimetres).

I would like you to choose 8 different items to measure, making sure they are all shorter than the length of your ruler or measure.

Once you have chosen you items, estimate (guess) what you think their length is – no cheating with the ruler!!!

Once you have written down all the estimations, you can use your ruler or tape measure to check the correct length of items.

I can estimate and measure the length of a range of objects in cm.		
	My estimate	My measurement
1. pencil		
2. paper		
3. ruler		
4. book		
5. paperclip		
6. paper		
7. paper		
8. paper		

How close were your estimations?

A

**Science**

Life Cycles

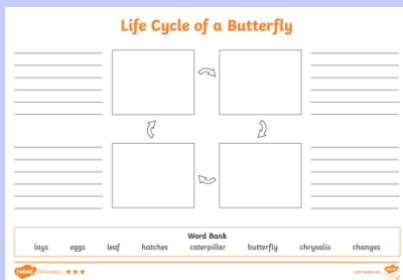
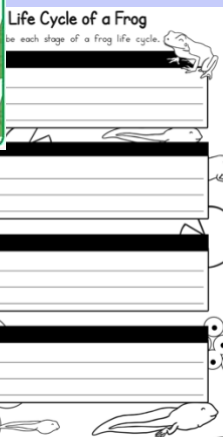
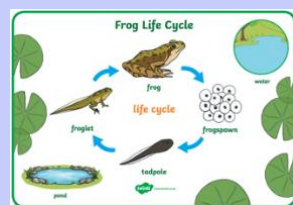
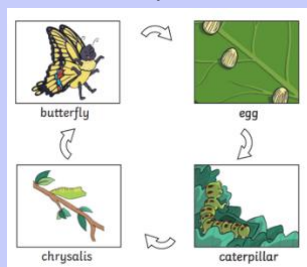
If you look back a Mrs Gren we can remind ourselves that there are 7 processes of all living things. One of those is **reproduction!** (Animals including humans have babies, and plants also reproduce.)



Today we are going to look at the life cycle of some familiar animals. Watch the bbc bitesize film on the link below and then complete the lifecycle games and quiz.

<https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/zfbnscw>

Now using the word banks below could you choose either the Life Cycle of the Butterfly **or** the Life cycle of the Frog to write about in more detail.



If you have time, you may enjoy this story:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item1217572/grade1/module1217337/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1217572/grade1/module1217337/index.html)

B

**Science Experiment**

Ice melting experiment

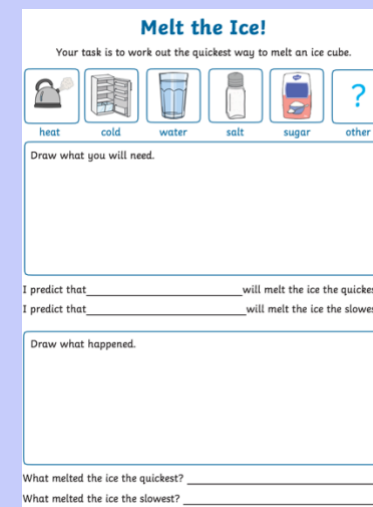
What will make the ice melt quickest?

The purpose of this experiment is to discover what melts ice quickest. Before you find out the results, talk to your parent and see if you can make a scientific hypothesis (a theory about what is going to happen). After the experiment you will evaluate your hypothesis.

In this experiment you are going to take 6 ice cubes and either add a different item to each ice cube or put it in a different place; add hot water, add cold water, add salt, add sugar, put in the fridge and a 6th choice for you to decide.

**You will need:**

- 6 large ice cubes
- 6 small bowls/plates
- Water (hot and cold)
- Salt
- Sugar



**Instructions:**

1. Place one ice cube into each of the bowl.
2. Put one ice cube in the fridge.
3. Pour cold water onto one ice cube.
4. Pour hot water onto one ice cube.
5. Sprinkle salt onto one ice cube.
6. Sprinkle salt onto one ice cube.
7. You decide what to do with the final ice cube.
8. Check on the ice cubes at 5 minute, then 10 minute intervals. Observe carefully and notice any changes.
9. Reflect on your hypothesis.

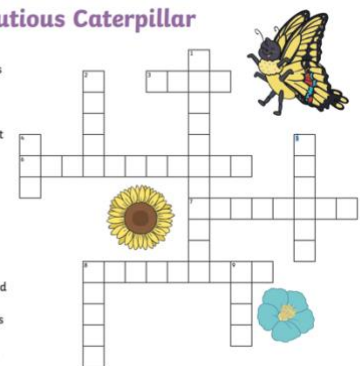
I hope you have fun with this experiment. Let me know what happens.

A

**Crossword**

Have you ever tried doing a crossword puzzle? I think they are great fun and really make you think. If you have read the story of the Cautious Caterpillar you should be able to work out most of these answers.

**The Cautious Caterpillar**



**Across**

- The caterpillar at the end of this story was eating this tasty green treat.
- This creature told Cody how great six legs were.
- This spotty creature told Cody how great it was to fly.
- Cody turned into this creature.

**Down**

- "I wish I could stay as a \_\_\_\_\_ forever," said Cody.
- Cody was happy and proud of her new \_\_\_\_\_.
- Cody the caterpillar hatched from this.
- "Lovely morning to be \_\_\_\_\_!" Cody said this as she flew past the ladybird.
- Cody thought about everything her friends had told her and decided to be \_\_\_\_\_.
- Cody had sixteen of these when she was a caterpillar.

Let me know when you have finished the crossword. I will put the answers up towards the end of the week.

B

**Butterfly cakes**

I am sure lots of you have been helping your parents cooking and baking while you have been at home.



Have you ever tried making Butterfly cakes?

They are really just normal cupcakes, but the top is cut in a special way to make them look a little bit like butterflies.



**Cody's Butterfly Cupcakes**

- Ingredients**
- For the cakes**
- 110g caster sugar
  - 110g self-raising flour
  - 2 tsp baking powder
  - 110g butter or margarine
  - 2 eggs
- For the icing**
- 220g icing sugar
  - 110g butter or margarine
- Equipment**
- Mixing bowl
  - Wooden spoon
  - Whisk
  - Cake cases
  - Fairy cake baking tin
  - Teaspoon
  - Cooling rack
  - Sieve
  - Knife
- Method**
1. Preheat your oven to 180°C (fan), 200°C, or gas mark 6.
  2. Mix together the sugar, flour and baking powder.
  3. Add the butter/margarine and eggs to your mixture.
  4. Whisk all the ingredients together until the mixture is light and fluffy.
  5. Place the paper cake cases into your baking tin. Use the teaspoon to drop an even amount of mixture into each case.
  6. Bake your cakes in the oven for around 15-20 minutes or until they are golden brown.
  7. Allow them to cool by placing them on a cooling rack.
  8. Make your icing by whisking together the butter/margarine and icing sugar.
  9. Carefully, use a knife to cut a dome shape out of the middle of the top of each cake. Cut this cake dome in half.
  10. Fill each hole with icing and place the dome halves onto the cake to look like butterfly wings.
  11. Enjoy your beautiful butterfly cakes!

I am attaching this simple recipe you could try.

But you can make butterfly cakes with any cupcake recipe.

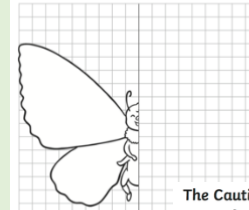
I would love to see any pictures of your butterfly cakes before you eat them,

C

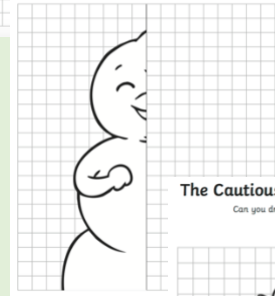
**Symmetry**

Last week in maths you did some work on Symmetry. I thought you might enjoy these symmetry sheets to practice and colour in.

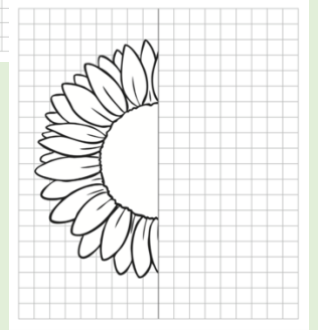
**The Cautious Caterpillar Symmetry**  
Can you draw the other half of the picture?



**The Cautious Caterpillar Symmetry**  
Can you draw the other half of the picture?



**The Cautious Caterpillar Symmetry**  
Can you draw the other half of the picture?



Below are the spelling lists you will find as your EdShed assignments this week.  
 Spelling Shed Assignments: <https://play.edshed.com>



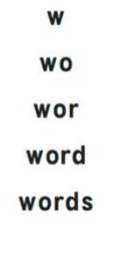
Topic Words	Position & Direction Words
frog butterfly garden tree grass colour beautiful bright flower calm	across up along down through over around between under through


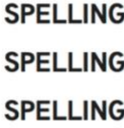

As well as practicing spellings on EdShed, you could try some of these activities to help learn your spellings.


### Strategies for Learning Spellings

Parents: In year 2, the types of spellings and spelling patterns that children are expected to know continues to increase. As well as further 'common exception words' (words that don't follow the usual rules but are used regularly), there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practise their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.

Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

<b>Keep Copying</b> Write your words out three times each. Use different colours if you want to.	<b>Make the Headlines</b> Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.	<b>Build a Pyramid</b> Make a pyramid using the letters in your words.
		

<b>Create with Colour</b> Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.	<b>Capital Idea</b> Write your words three times, each in capital letters.	<b>Learn Your ABC</b> Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.
		

<b>Take a Test</b> Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.	<b>Picture This</b> Include each of your words in a funny picture that makes you think of the word.	<b>Build a Sentence</b> Write each of your words in a sentence. See if you can build your sentences into a story.
<ol style="list-style-type: none"> <li>my</li> <li>spelling</li> <li>words</li> </ol>		<p>One day a huge spelling monster came to my town and ate all the words!</p>

# The Cautious Caterpillar

It was springtime in the garden.

Cody the Caterpillar hatched from her egg and crawled onto a big green leaf.

She smiled happily.

"I love being a caterpillar!" she said and began to eat her tasty leaf.



Just then, a ladybird flew on over.

"You're very lucky!" said the ladybird. "When you become a butterfly, you will have wings, like me!"



"Flying looks very tiring," said Cody. "I wish I could stay as a caterpillar forever!"

"Don't worry," said the ladybird, "having wings is great. You can always stop for a rest!"

Cody smiled but didn't feel sure. "Maybe one day," she said.

She carried on eating and the ladybird flew away.

The next day, a bee buzzed on over.

"You're very lucky!" said the bee. "When you become a butterfly, you will sip nectar, like me!"

"I don't think I will like nectar," said Cody. "I wish I could stay as a caterpillar forever!"

"Don't worry," said the bee, "drinking nectar is great. It is ever so yummy!"



Cody smiled but didn't feel sure. "Maybe one day," she said.

She carried on eating and the bee buzzed away.

A few days later, a grasshopper jumped on over.

"You're very lucky!" said the grasshopper. "When you become a butterfly, you will have six legs, like me!"

"But I like having sixteen legs," said Cody. "I wish I could stay as a caterpillar forever!"



"Don't worry," said the grasshopper, "having six legs is great. That's plenty for landing on the ground!"

Cody smiled but didn't feel sure. "Maybe one day," she said.

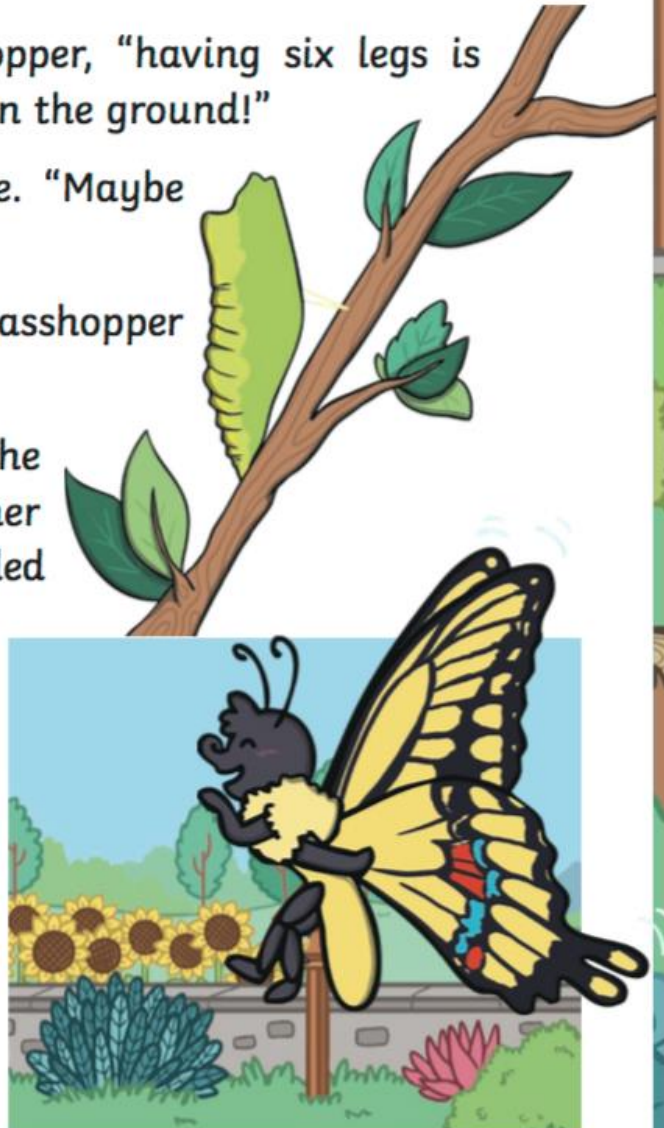
She carried on eating and the grasshopper jumped away.

The next day, Cody was full. She thought about everything her friends had told her and decided to be brave.

"Maybe today!" she said, as she changed herself into a chrysalis.

She stayed like that for many days, until she was finally ready to leave her chrysalis...

...and become a butterfly!



Cody explored the garden, feeling happy and proud of her new wings.

"Having wings **is** great!" she said, as she flew past the ladybird.

"This **is** yummy!" she said to the bee, as they sipped nectar together.

"Six legs **is** plenty!" said Cody, as she landed next to the grasshopper.

That evening, she came across a caterpillar eating a tasty green leaf.

"You're very lucky!" said Cody. "When you have finished eating, you will become a butterfly, like me!"

The caterpillar smiled but didn't look sure.

"I wish I could stay as a caterpillar forever!" he said.

"Don't worry," said Cody. "I loved being a caterpillar too, but trust me, being a butterfly is great!"



English 2 (Comprehension)  
**The Cautious Caterpillar - Comprehension**

1. What is the name of the main character in the story? Tick one

- Cathy
- Cody
- Colin

2. What kind of creature is Cody? Tick one

- A bumblebee
- A caterpillar
- A ladybird

3. Why didn't Cody want to fly? Tick one

- She thought it would be tiring.
- She was scared of heights.
- She thought she couldn't do it.

4. Write one thing that Cody said to each of the minibeasts who tried to make her feel better about changing into a butterfly.

---

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5. Draw a line to match the speech with the character who said it.

- "When you become a butterfly, you will sip"
- "Having wings is great!"
- "Don't worry, having six legs is great!"

- the grasshopper
- the bee
- Cody

6. List 3 adjectives used in the story to describe the leaf.

- 1, \_\_\_\_\_
- 2, \_\_\_\_\_
- 3, \_\_\_\_\_

7. Why do you think Cody wanted to stay as a caterpillar forever?

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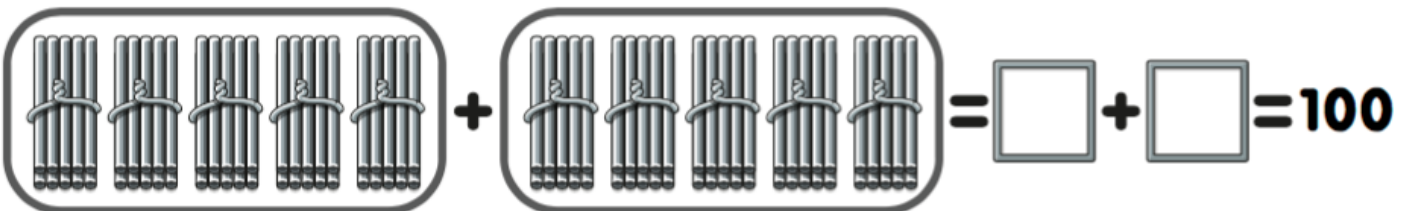
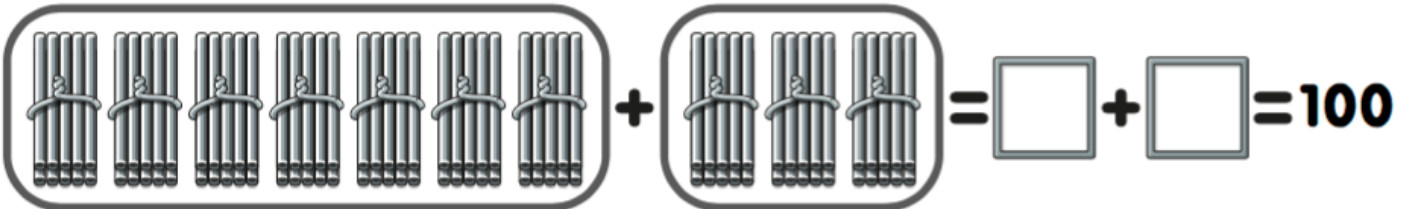
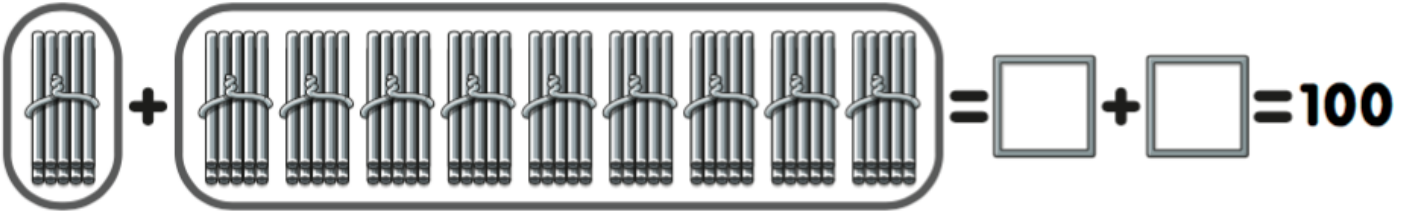
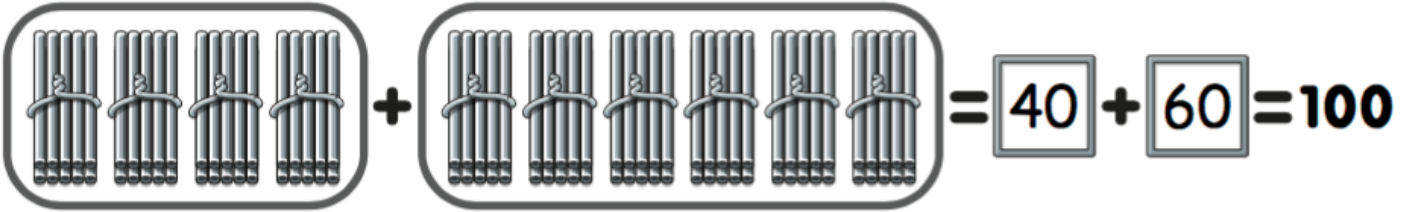
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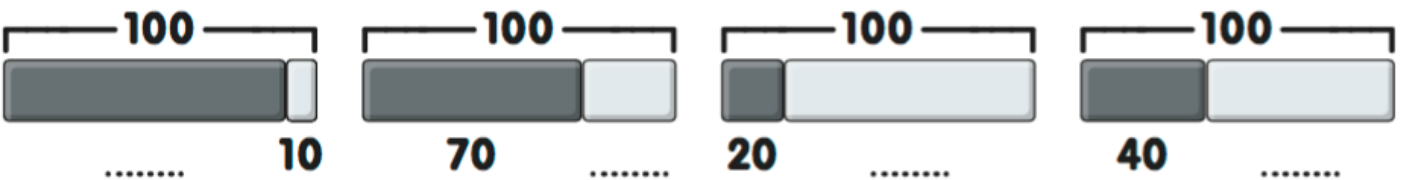
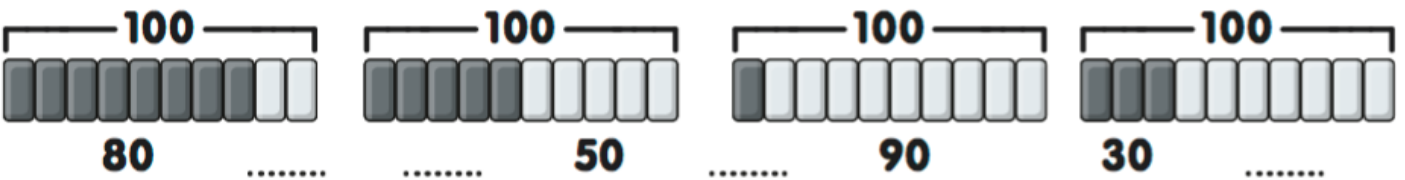
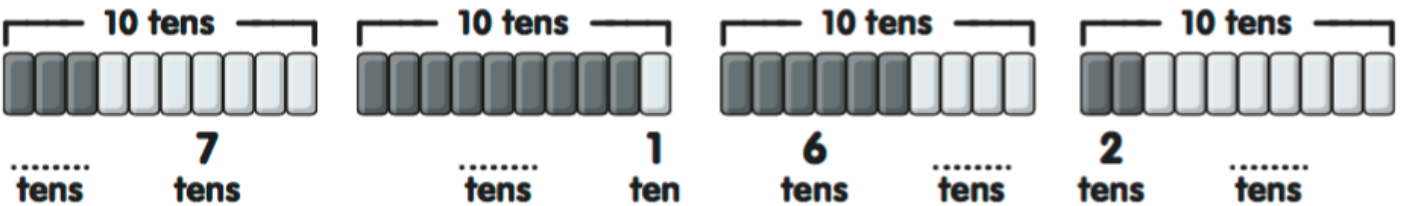



# Number Bonds to 100

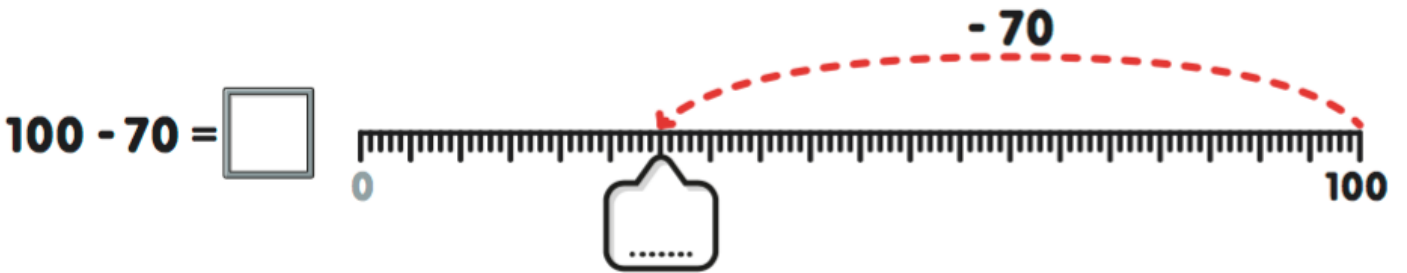
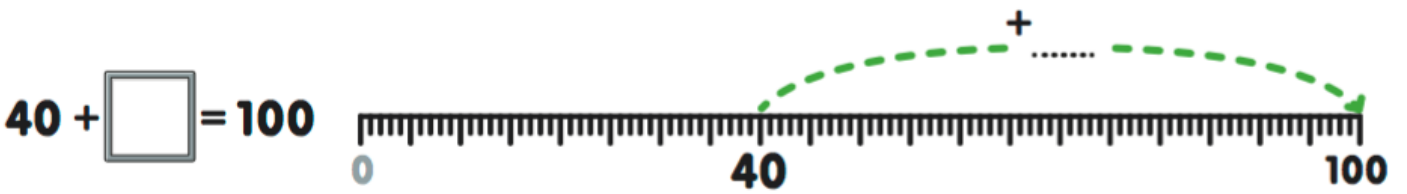
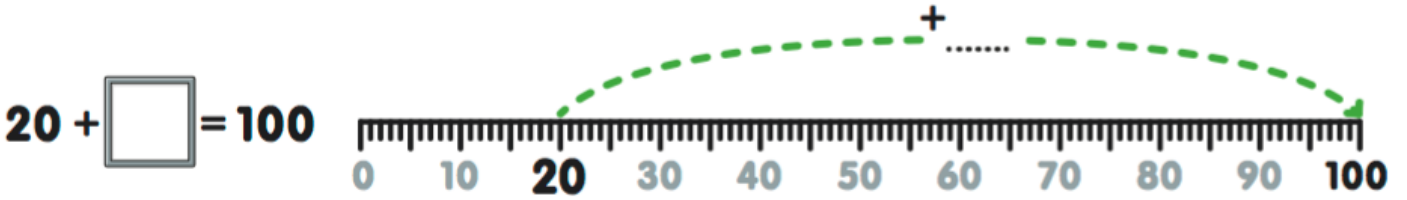
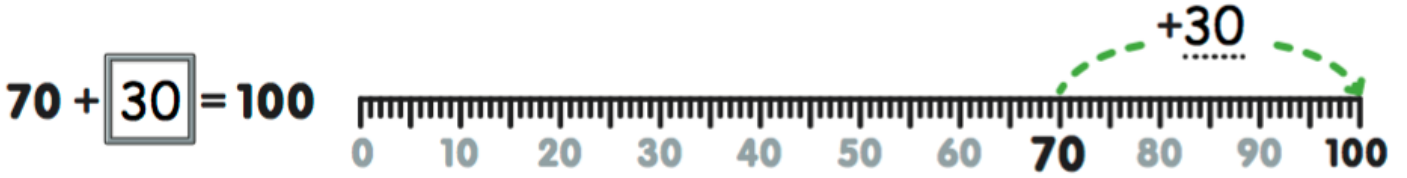
1. Write how many sticks there are to complete the missing numbers.



2. Complete the missing number in the bar model.



3.  Complete the missing numbers using the bond to 100.





Name: ..... Class: .....

**Rapid Recall - addition and subtraction**

Answer these questions as quickly as you can.

Q1

$$10 + \text{balloon} = 100$$

Q2

$$70 + \text{balloon} = 100$$

Q3

$$20 + \text{balloon} = 100$$

Q4

$$\text{balloon} + 50 = 100$$

Q5

$$\text{balloon} + 40 = 100$$

Q6

$$30 + \text{balloon} = 100$$

Q7

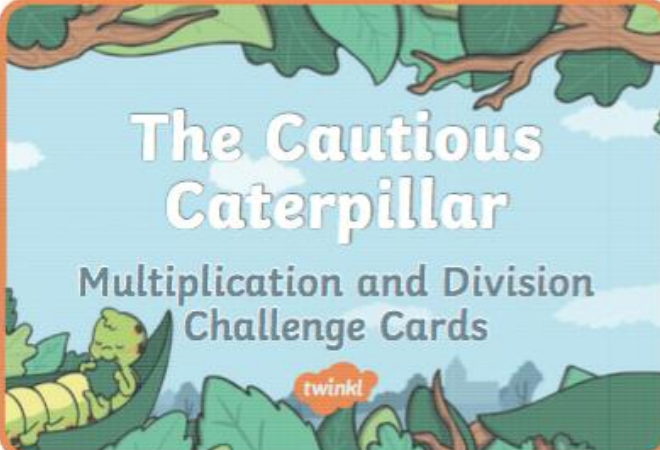
$$60 + \text{balloon} = 100$$

Q8

$$90 + \text{balloon} = 100$$

# The Cautious Caterpillar


## Multiplication and Division Challenge Cards



twinkl


The Cautious Caterpillar Multiplication and Division ★

1 Cody and the bee have 5 sips of nectar each.  
How many sips is that altogether?




The Cautious Caterpillar Multiplication and Division ★

2 The grasshopper jumps over 2 sunflowers. He then jumps over 2 more.  
How many sunflowers does the grasshopper jump over altogether?




The Cautious Caterpillar Multiplication and Division ★

3 There are 10 spots on the ladybird's back. These are shared equally on each of her two wings.  
How many spots are on each of the ladybird's wings?











The Cautious Caterpillar Multiplication and Division ★

4 2 flowers lose an equal number of petals. 8 petals have fallen to the ground.  
How many petals did each flower lose?



The Cautious Caterpillar Multiplication and Division ★★


5 Sunflowers are planted in rows like this.

a) How many sunflowers are there altogether?  
b) Can you write two multiplication calculations that show this?


The Cautious Caterpillar Multiplication and Division ★★

6 A grasshopper has 6 legs.  
How many legs would 5 grasshoppers have in total?



The Cautious Caterpillar Multiplication and Division ★★

7 There are 14 stones near the stream. A frog hops on half of them.  
How many stones does the frog hop on?



The Cautious Caterpillar Multiplication and Division

★★

- 8 There are some leaves on the ground. Each leaf has 2 nibbles in it. If there are 16 nibbles, how many leaves are on the ground?



The Cautious Caterpillar Multiplication and Division

★★★

- 9 The ladybird goes on holiday and flies 5 miles a day. How many miles does she fly in a week?



The Cautious Caterpillar Multiplication and Division

★★★

- 10 There are 10 sunflowers planted in each row. How many sunflowers will be in 5 rows in total?



The Cautious Caterpillar Multiplication and Division

★★★

- 11 Cody eats 25 leaves. It takes her 5 days. She eats an equal amount of leaves each day. How many leaves does she eat each day?



The Cautious Caterpillar Multiplication and Division

★★★

- 12 It takes 45 litres of water to water the plants in the garden. The watering can will hold 5 litres of water. How many full watering cans would be needed?

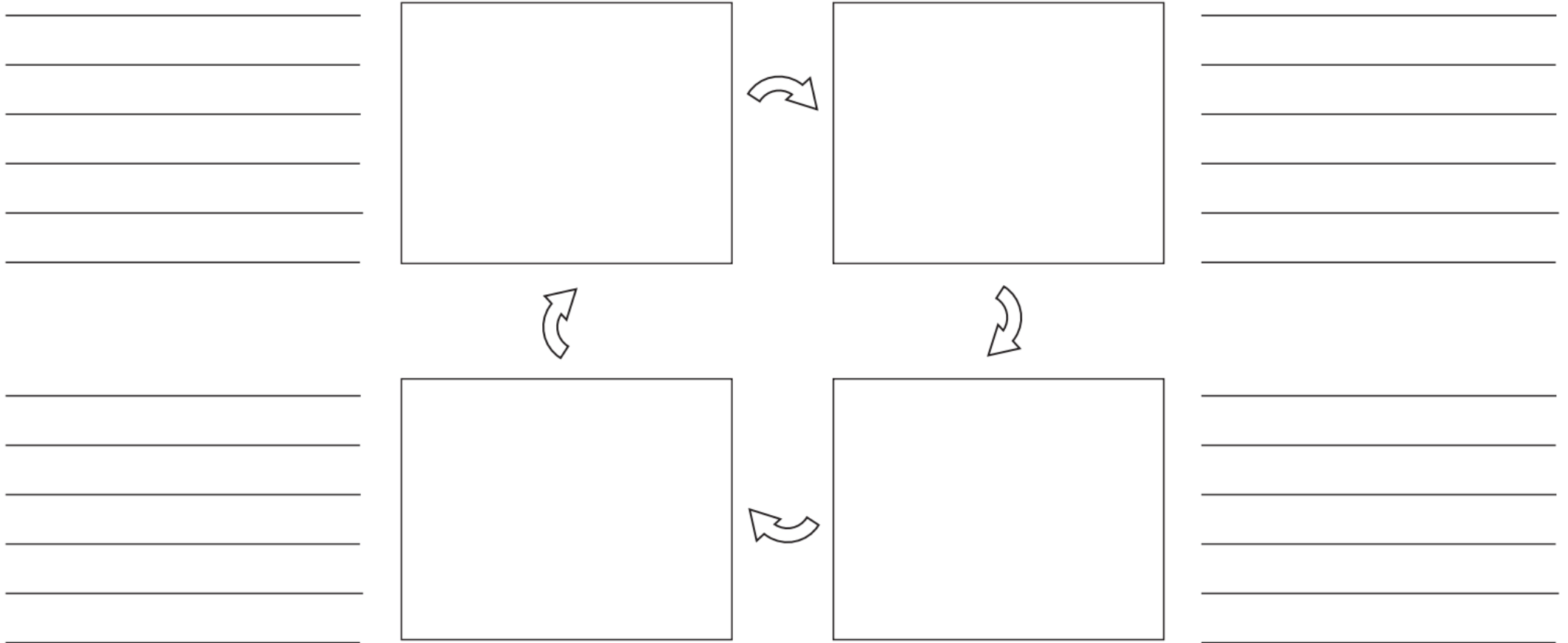


The Cautious Caterpillar Multiplication and Division

- |   |                    |
|---|--------------------|
| 1 10 sips   | 9 35 miles         |
| 2 4 sunflowers  | 10 50 sunflowers   |
| 3 5 spots   | 11 5 leaves        |
| 4 4 petals  | 12 9 watering cans |
| 5 a) 8 sunflowers<br>b) $4 \times 2 = 8$ $2 \times 4 = 8$ |                    |
| 6 30 legs   |                    |
| 7 7 stones  |                    |
| 8 8 leaves  |                    |



# Life Cycle of a Butterfly



## Word Bank

lays

eggs

leaf

hatches

caterpillar

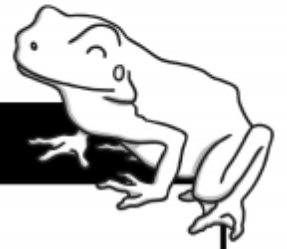
butterfly

chrysalis

changes

# The Life Cycle of a Frog

Describe each stage of a frog life cycle.



First...

Four horizontal lines for writing the first stage of the frog life cycle.



Next...

Four horizontal lines for writing the second stage of the frog life cycle.

Then...

Four horizontal lines for writing the third stage of the frog life cycle.

Last...

Four horizontal lines for writing the final stage of the frog life cycle.



# Melt the Ice!

Your task is to work out the quickest way to melt an ice cube.



heat



cold



water



salt



sugar



other

Draw what you will need.

I predict that \_\_\_\_\_ will melt the ice the quickest.

I predict that \_\_\_\_\_ will melt the ice the slowest.

Draw what happened.

What melted the ice the quickest? \_\_\_\_\_

What melted the ice the slowest? \_\_\_\_\_

# The Cautious Caterpillar

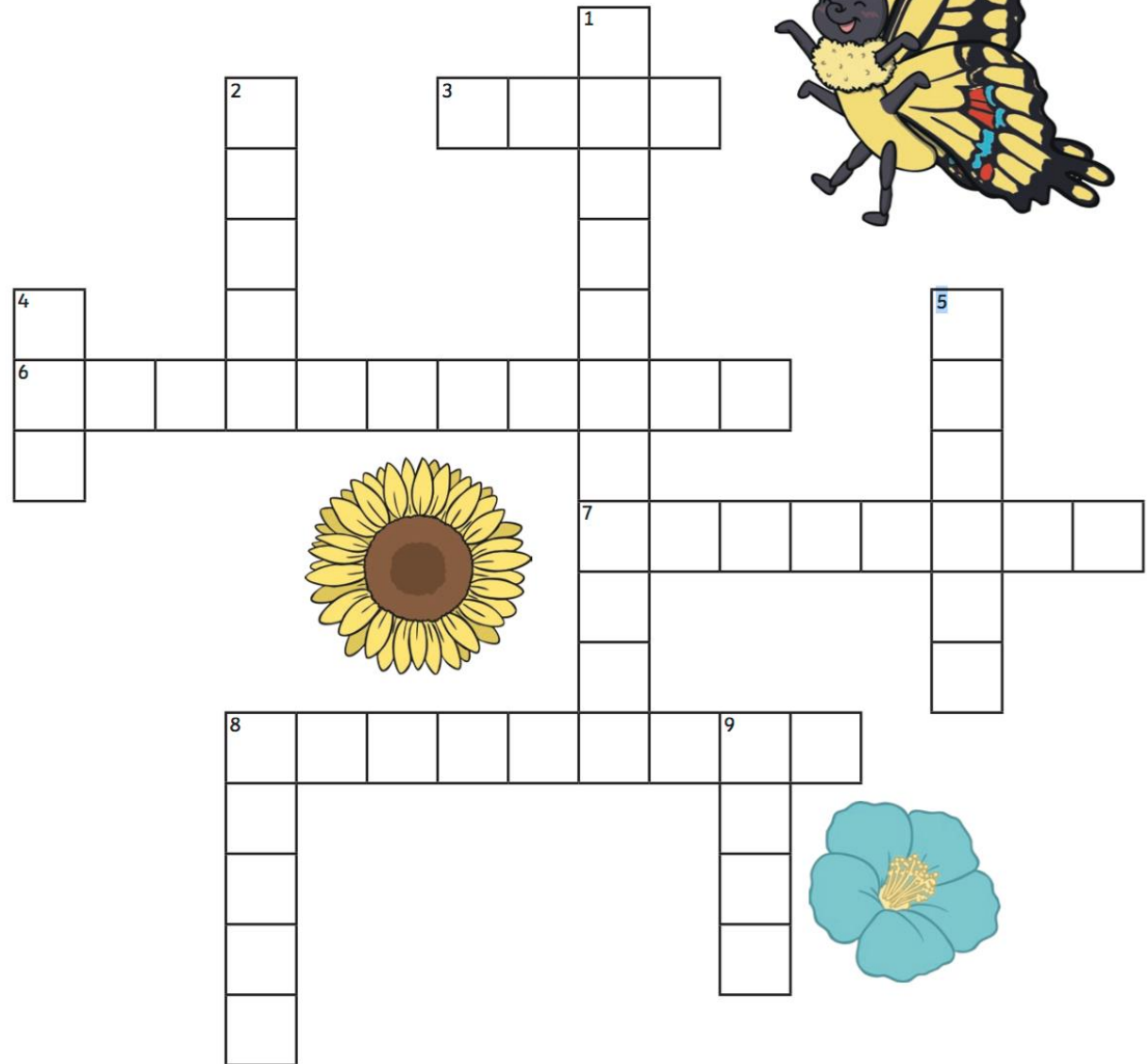


## Across

3. The caterpillar at the end of this story was eating this tasty green treat.
6. This creature told Cody how great six legs were.
7. This spotty creature told Cody how great it was to fly.
8. Cody turned into this creature.

## Down

1. "I wish I could stay as a \_\_\_\_\_ forever," said Cody.
2. Cody was happy and proud of her new \_\_\_\_\_.
4. Cody the caterpillar hatched from this.
5. "Lovely morning to be \_\_\_\_\_!" Cody said this as she flew past the ladybird.
8. Cody thought about everything her friends had told her and decided to be \_\_\_\_\_.
9. Cody had sixteen of these when she was a caterpillar.





# Cody's Butterfly Cupcakes

## Ingredients

### For the cakes

- 110g caster sugar
- 110g self-raising flour
- 2 tsp baking powder
- 110g butter or margarine
- 2 eggs

### For the icing

- 220g icing sugar
- 110g butter or margarine

## Equipment

Mixing bowl

Wooden spoon

Whisk

Cake cases

Fairy cake baking tin

Teaspoon

Cooling rack

Sieve

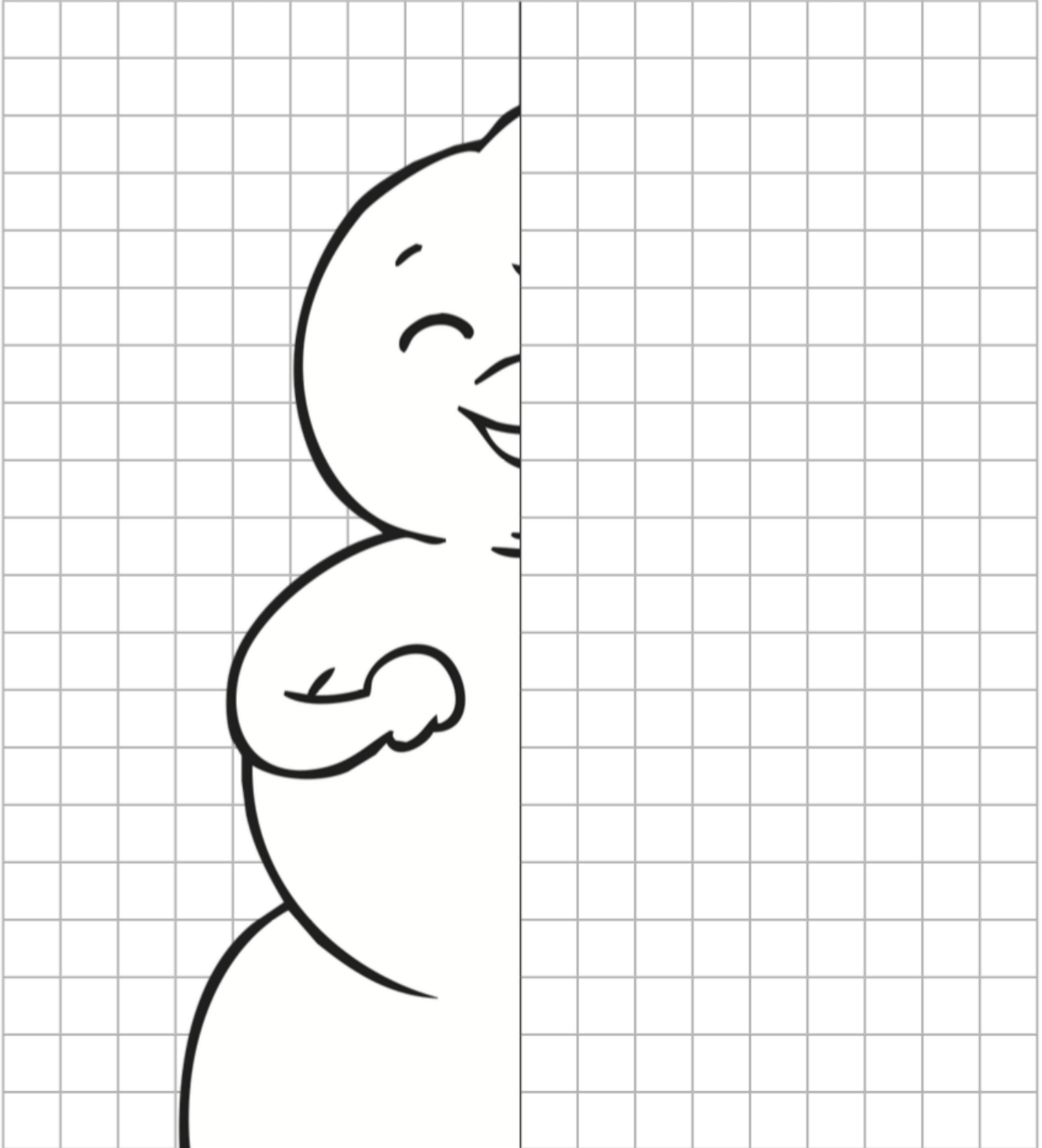
Knife

## Method

1. Preheat your oven to 180°C (fan), 200°C, or gas mark 6.
2. Mix together the sugar, flour and baking powder.
3. Add the butter/margarine and eggs to your mixture.
4. Whisk all the ingredients together until the mixture is light and fluffy.
5. Place the paper cake cases into your baking tin. Use the teaspoon to drop an even amount of mixture into each case.
6. Bake your cakes in the oven for around 15-20 minutes or until they are golden brown.
7. Allow them to cool by placing them on a cooling rack.
8. Make your icing by whisking together the butter/margarine and icing sugar.
9. Carefully, use a knife to cut a dome shape out of the middle of the top of each cake. Cut this cake dome in half.
10. Fill each hole with icing and place the dome halves onto the cake to look like butterfly wings.
11. Enjoy your beautiful butterfly cakes!

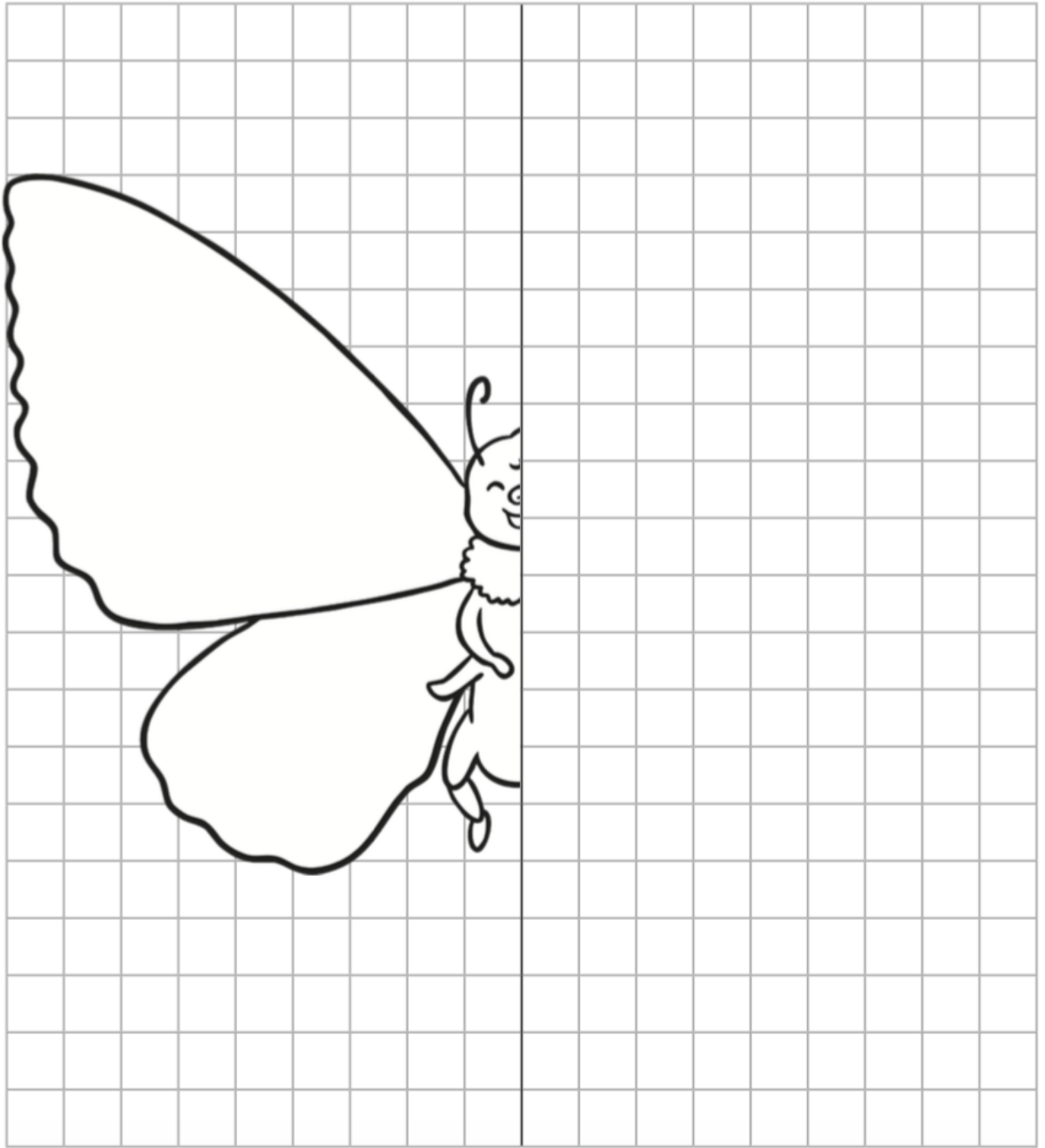
# The Cautious Caterpillar Symmetry

Can you draw the other half of the picture?



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Can you draw the other half of the picture?



# The Cautious Caterpillar Symmetry

Can you draw the other half of the picture?

