

Colourful Semantics Session Plan – Foundation Stage

(Communication & Language) 4-5 years

This is a four-session lesson plan based on the three Foundation Stage Communication & Language objectives:

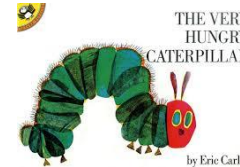
‘Listen to and talk about stories to build familiarity and understanding’.

‘Describe events in some detail’.

‘Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words’.

For these sessions, you can use:

- The Very Hungry Caterpillar text by Eric Carle



- The Very Hungry Caterpillar video on You Tube

[The Very Hungry Caterpillar - Read aloud children's book with sound effects and music! - YouTube](#)






- The Very Hungry Caterpillar sequencing pictures (Twinkl)



- The Very Hungry Caterpillar soft toys



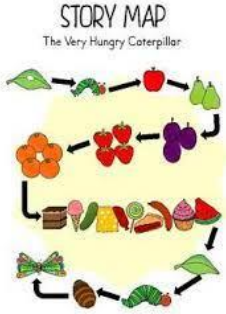
This lesson plan is for pupils who are already familiar with the Colourful Semantics coding and have an understanding of their thematic roles.

To differentiate for pupils who are learning how to use Colourful Semantics, cut out individual pictures from the text, colour code them and build simple sentences starting with a **who/doing** sequencing strip. Build to a  
who/doing/what sequencing strip.   

Extend to **who/doing/what/where**    



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Lesson Objective	Aims	Activity	Resources
<p>Session 1.</p> <p>We are learning to listen to and talk about stories to build familiarity and understanding.</p>	<p>I can listen to The Very Hungry Caterpillar Story and say what happened on each day.</p>	<p>Pupils listen to/watch The Very Hungry Caterpillar story and create story map of the events, colour coding each part (The Very Hungry Caterpillar, leaf/apple/cupcake/pickle/butterfly, on Monday/on Tuesday etc)</p> <p>Pupils use the story map to retell the story. (use a story sack if needed, to support the understanding of the sequence of events)</p> <p>What happened on Thursday? What did The Very Hungry Caterpillar eat on Tuesday? What did The Very Hungry Caterpillar build? Why?</p> 	<p>The Very Hungry Caterpillar text/video.</p> <p>Large paper and coloured pens for story map.</p>
Lesson evaluation and next steps			



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<p>Session 2.</p> <p>We are learning to describe events in some detail.</p>	<p>I can use my story map to say and write about what happened in the story.</p>	<p>Adult to model how to verbalise, sequence and write a narrative sentence using the colour-coded story map from the previous session. (eg. On Monday, he ate one apple)</p> <p>Pupils use their colour-coded story map to create narrative sentences. (Put words onto sequencing strip if needed, to embed understanding of word order, practise the verbal narrative and to enable pupils to check their sentence makes sense)</p> <p>Pupils refer to their sequencing strips and transfer their sentences onto the writing sheet.</p>	<p>Colour-coded sequencing strip.</p>  <p>Colour-coded story map.</p> <p>Lined writing sheet.</p> 
Lesson evaluation and next steps			



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<p>Session 3.</p> <p>We are learning to describe events in some detail.</p>	<p>I can use my story map to say and write about what happened in the story.</p>	<p>Adult to model how to verbalise, sequence and write a narrative sentence using the colour-coded story map. Brief recap of the sequenced sentences from the previous session. (eg. He built a cocoon around himself)</p> <p>What happened at the beginning of the story? How did the story end? What was your favourite part of the story? Why?</p> <p>Pupils refer to their sequencing strips and continue to transfer their sentences onto the writing sheet.</p>	<p>Colour-coded story map.</p> <p>Colour-coded sentences from previous session</p>  <p>Lined writing sheet</p> 
Lesson evaluation and next steps			

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Lesson Objective	Aims	Activity	Resources
<p>Session 4.</p> <p>We are learning to retell a story with some exact repetition and some in our own words.</p>	<p>I can add detail to my narrative story by adding adjectives (describing words)</p>	<p>Adult to model how to extend the sentences to include adjectives and possessives, if the pupils are able to work at that level.</p> <p>eg. Out of the egg came a tiny and very hungry caterpillar.</p> <p>He ate through one delicious pickle, one sweet lollipop, one slice of juicy watermelon.</p> <p>Pupils add adjective clouds to their sequencing strips or writing sheets.</p> <p>Can you think of another word for 'delicious'?</p> <p>What is another word for 'tiny'?</p>	<p>Colour-coded story map.</p> <p>Colour-coded sentences from previous session</p>  <p>Lined writing sheet</p> 
Lesson evaluation and next steps			