

The Very
Hungry
Caterpillar
Class
Reception
Autumn A
2026:
Mrs
Williams/
Miss
Weatherburn

Prime Areas



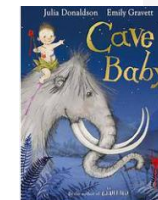
Specific Areas

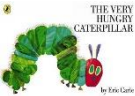
WHOLE SCHOOL THEME: 'Fantastic Foundations'.

PSED: 'Jigsaw' theme: 'Being Me in World'

Literacy Tree Texts: 'Cave Baby'

'Story and Topic Question: 'How do animals survive at night?'

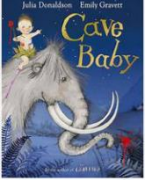


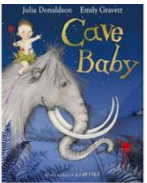
Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
Week 1 03/09/26– 04/09/26: *Inset Days Week 2: 07/09/26– 11/09/26 'The Very Hungry Caterpillar' Settling into our new class week.  Introduce our class bear: 'Butterfly Bear'.	Welcome the children into our new class. Settling into the class and building relationships. Meet new friends and adults who will work with us. Meet out class bear: 'Butterfly Bear'. Build new relationships. Establish class rules and routines. Talk about our feelings about starting school. Share stories.	Fine motor control skills; Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. Threading beads/buttons to create caterpillars. Cut out circle shapes. Practise scissor control skills. At lunchtimes use cutlery including knives, forks and spoons.	<u>Speaking and Listening:</u> Talk about our news and experiences from the summer holiday. Talk about how we are feeling about starting school. Share what we enjoy doing. Adult modelling speaking in a sentence. Understand how to listen carefully and why listening is important. (Remember to use our listening ears) Describe events in some detail. Participate in small group, class carpet time and one to one discussion, offering	Share stories related to starting school. Relate to the children's experiences. Share the story of 'The Very Hungry Caterpillar'. (This is our new class name!) Sequencing pictures for the story.  Introduce the class 'Reading	Share singing of action Nursery rhymes /songs and create rhythms using the musical instruments.	<u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities. Share 'Number Rhymes'. Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys, 12345 once I caught a fish alive, 5 peas in a peapod...	To recognise that school is a special part of our community. Become familiar with the new adults and children that we will be working with in our new class. Talk about our experiences of the summer holiday with our families. Forest School Session. Introduce the 'Forest School Rules'. Practice getting changed into forest school	Drawing, painting, printing, and collage of caterpillars/ butterflies/fruits/ leaves. (Use for our class welcome to school display.)  Art Skills: Draw pictures of ourselves. Look in the mirrors and draw our faces. Recognise that we are all different and special.

<u>Whole school themed week:</u>' Settling in/ Our Environment/ Climate *Rosh Hashanah Festival: 11/09/26	Find out where we play and where resources belong in the new classroom. Teaching kindness, cooperation and emotional regulation. Use visual timetables and feelings charts. Helping children to make friends and solve conflicts.		their own ideas using new vocabulary. Learn rhymes and songs, paying attention to how they sound e.g. teach the class routine songs e.g. tidy up, line up, hello/goodbye songs.	Garden'. Share and read stories. Writing our names. Letter formation. (Use our new Little Wandle name cards to support)			clothing/welly boots if required. Go outside and sit around fire circle. Discuss how to be safe. Ask the children to listen for different sounds that they can hear in the outdoor environment. What can they see on the field?	(Use for a classroom display) Reception Children: Starting school photographs/handprints. Decorate butterflies for class registration. Reception children to paint their handprints for first day at school record sheet. Take photographs of the children for photo frames.
<u>Week 3</u> 14/09/26 - 18/09/26 Focus: Settling in to new class/ Our Environment/ Climate	Build new relationships Establish class rules and routines. Help others to feel welcome. Teaching kindness, cooperation and emotional regulation. Use visual timetables and feelings charts. Helping children to make friends and solve conflicts. PSHE: Introduce the	Fine motor control skills: Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. Practice getting dressed for P.E. P.E session: Explore different ways of moving: walking, jumping, hopping, running, skipping.. Develop co-ordination skills. At lunchtimes use cutlery including knives,	<u>Speaking and Listening</u> Understand how to listen carefully and why listening is important. Learn new vocabulary through the day and related to new story text. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.	Continue activities based on the story of 'The Very Hungry Caterpillar'. Writing our names. Letter formation. Share stories written by the class focus author 'Eric Carle'.	Share singing of action Nursery rhymes /songs. <u>Daily Phonics Sessions.</u> Introduce Little Wandle Phonics. s a t p	<u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities. Share 'Number Rhymes'. Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys, 12345 once I caught a fish alive, 5 peas in a peapod... *Baseline Maths activities	<u>Technology:</u> <u>Technology in our lives:</u> look at technology uses in home and school. Name different technologies and how we can use this to capture our learning e.g. cameras for photographs and Ipads. (Keeping safe online) <u>Our World:</u> Explain that families live all around the world. Look at a map of the world	Music session: Kapow Music Unit: <u>Vocal sounds</u> To explore using voices to make a variety of sounds. <u>Art Skills:</u> Draw a picture of our Mums/special person. Make a collage of their faces using different materials e.g. yarn, buttons for hair ... What colour are your eyes? What colour is your hair? What does your hair look like?

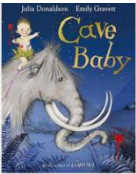
	'Jigsaw' PSHE scheme: Piece 1: Being in My World: I understand how it feels to belong and that we are similar and different and all special. <u>R.E Session:</u> 'Special Me': Who am I? Why am I special? How am I different and special than others? <u>Online Safety session:</u> Active Bytes. Stay safe when online using computing devices. <u>Building Habits when I use Technology:</u> I am kind and responsible, I am safe and secure,	forks and spoons. Gross Motor Skills: Use of scooters, bicycles.	Talk about our favourite stories that we like to read/share. Describe story characters and events. Talk about how we are special and different. Play circle game; 'I am special because...'. Play this game to encourage the children to share their ideas and thoughts about what's special about themselves. Talk about our 'Families'. What is special about our families? Talk about the countries where our families live. Say 'Hello' using different languages from around the world.. Listen carefully to follow instructions during P.E /Music sessions.				on the IWB/globe. Identify countries where children's families come from. Highlight that 'Everyone's family comes from somewhere special. Today we are going to find those places on the map'. Say 'Hello' using different languages from around the world.. <u>Climate sustainability/our environment:</u> Reception theme: Focus: 'Saving water/paper...'. Talk about our Summer heatwave: why do we need to save water? Draw some pictures of how we use water in our daily lives.	What's special about your smile? Christmas card project Introduce this art activity based on the children creating their own Christmas themed picture in preparation for being printed on a Christmas card. The children can use their hands to print a Christmas picture.  <u>Art Skills:</u> Practice drawing faces with features appropriately placed.
<u>Week 4</u> 21/09/26-25/09/26 <u>Focus:</u> Settling in to new class.	Build new relationships. Establish class rules and routines.	Fine motor control skills; Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes,	<u>Speaking and Listening</u> Understand how to listen carefully and why listening is important.	Share stories related to being special and different. 'Elmer', 'Smeds and Smoos' 'Colour	<u>Daily Phonics Sessions.</u> (Little Wandle) s a t p i n m d Read tricky words is, I, the	<u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities.	Name and describe different forest/ woodland animals e.g. fox ,owls, mice,	Music session: Kapow Music Unit: Vocal sounds: <u>Body sounds</u> Exploring using body parts to

*Display to be up based on 'Welcome to our new class' outside classroom.	Know that I belong to my new class. <u>PSHE:</u> Jigsaw: Piece 1: Being in My World: 'How am I feeling today?' I can start to recognise and manage my feelings. Sad, angry and happy. Well-being/ Mindfulness activities.	cutting dough with scissors. Letter formation (practice anti-clockwise turns - malleable experiences.) Practice getting dressed for P.E. P.E session: Explore different ways of moving: walking, jumping, hopping, running, skipping. Develop co-ordination skills. Gross Motor Skills: Use of scooters, bicycles. At lunchtimes use cutlery including knives, forks and spoons.	Learn new vocabulary through the day and related to new story text. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Retell the story, once they have developed a familiarity with the text, repetition and use of their own words. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary. Describe features of the story characters. Connect ideas and describe events in some detail.	Monster' 'Giraffes can't dance'. Share stories written by the author 'Eric Carle'.	Individual Reading/Reading Practice sessions Share singing of action Nursery rhymes /songs.	Share 'Number Rhymes'. Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys, 12345 once I caught a fish alive, 5 peas in a peapod... *Baseline Maths activities	hedgehog, badger, deer and rabbits. Forest School Session. 'Scavenger hunt. This will be followed by an outdoor picnic (weather dependant)	make a variety of sounds. <u>Art Skills:</u> Draw an animal using shapes. Draw and paint pictures of forest/woodland animals e.g. fox, mice, hedgehog and rabbits. Christmas card project by 22/09/26 
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Week 5 28/09/26- 02/10/26 Literacy Tree: Fiction text: 'Cave Baby'  02/10/26: National Poetry Day	Build new relationships. Establish class rules and routines. Know how to make my class a safe place for everyone to learn. We are kind, we work hard. Think about everyone's right to learn. Well-being/ Mindfulness activities. R.E Session: Special Me: Who are the special people in my life? PSHE: Jigsaw: Piece 1: Being in My World: Being at School: I can work together and consider other people's feelings. (Sharing and Kindness) Well-being/ Mindfulness activities.	Fine motor control skills; Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. Practice getting dressed for P.E. P.E session: Safely use a range of large and small apparatus indoors/outdoors At lunchtimes use cutlery including knives, forks and spoons. Gross Motor Skills: Use of scooters, bicycles.	Speaking and Listening Understand how to listen carefully and why listening is important. Learn new vocabulary through the day and related to new story text. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Retell the story, once they have developed a familiarity with the text, repetition and use of their own words. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary. Talk about our families. Talk about what a family is and make comparisons between them. Ask questions about their peers' house and family life. Talk about features of houses and homes. Name materials that are	Introduce the Literacy Tree story 'Cave Baby'. Session 1: WOW starter day to introduce the story and encourage children to join in with story events. The children will take part in cave painting, outdoor camping experience of constructing a den/cave using natural/manmade materials.  'Cave Baby'. Use new story language and vocabulary to retell the story using signs and actions. Describe story events in some detail. Session 2 Look at pictures of caves. What does a cave look like? What animals might they see? Children to make their own drawing of a cave. Artwork- write their name on their artwork.	Daily Phonics Sessions. (Little Wandle) s a t p i n m d g o c k Read tricky words is, I, the Individual Reading/Reading Practice sessions Share singing of action Nursery rhymes /songs.	Mastering Number: Subitising: To be able to subitise 1 and 2/ within 3. To be able to represent quantities. To be able to identify sub groups of 1,2, and 3. (Use the number blocks) Child initiated play provision activities. Share 'Number Rhymes'. Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys, 12345 once I caught a fish alive, 5 peas in a peapod... *Baseline Maths activities	Discuss day/night times of the day. Name sources of light; sun, stars, different types of lights e.g. street lamps, car lights, flashing lights..  (Small world space set play) Find out what woodland animals come out at night? Name nocturnal woodland animals e.g. hedgehog, owl, fox, badger, bat. Explore nocturnal animal pictures/silhouette using the light box. 	Music session: Kapow Music Unit: Vocal sounds: Instrumental sounds Exploring using instruments to make a variety of sounds. *Name different musical instruments. Art Skills: Draw pictures of our friends. (Practice drawing people)  Who lives in your home with you? Draw pictures of our own families. (Practise drawing people.) What detail do we need to add to our drawings?
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			used. Use new vocabulary in different contexts Talk about how to be kind to others? Have you made friends in your new class? Why are friends special? 	<u>Session 3</u> Children to draw mammoth. Discuss what a mammoth looks like. Share photos of these. Children to name body parts of a mammoth and use actions to identify these. Can they hear the initial sound? Children describe the mammoth. Where might we see a mammoth? Would you like to ride a mammoth? Why? Artwork- write their name on their artwork. Share stories written by the author 'Eric Carle'.			<u>Technology:</u> <u>Technology in our lives:</u> Use the Beebots to program to travel around a 3D story map,  Use 'Paint' art Programme on the Tablets to explore Cave Painting.	
<u>Week 6</u> 05/10/26- 09/10/26 <u>Literacy</u> <u>Tree</u>: Fiction text: 'Cave Baby' 	<u>PSHE</u>: Jigsaw: Piece 1: Being in My World: Gentle Hands: I understand why it is good to be kind and use gentle hands, Well-being/ Mindfulness activities. <u>R.E</u> (Families and Friends)	Fine motor control skills; Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. Practice getting dressed for P.E. P.E session: Safely use a range of large and small	<u>Speaking and Listening</u> Understand how to listen carefully and why listening is important. Learn new vocabulary through the day and related to new story text. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences.	Literacy Tree Story 'Cave Baby'. <u>Session 1</u>: Children to read the beginning of the story up to the part where he find a paint pot. Children to act out the story using actions and immersing themselves in the language. Discuss what the opening	<u>Daily Phonics Sessions</u>. (Little Wandle) s a t p i n m d g o c k ck e u r Read tricky words is, I, the Individual Reading/Reading Practice sessions Share singing of action Nursery rhymes /songs.	<u>Mastering Number: Counting, Cardinality and Subitising.</u> To be able to count in a sequence to 5. (How many?) To be able to count one to one. (Use the number blocks) Child initiated play provision activities. Share 'Number Rhymes'. Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys,	<u>Outdoor activity</u> Look at trees in our school environment: Name parts of a tree: trunk, branches, leaves. What can you see on the trees? Can you see any changes? Draw a sketch of a tree. What nocturnal animal visits trees during the night time? (Owls)	Music session: Kapow Music Unit: <u>Vocal sounds</u>: Environmental sounds Exploring sounds within the environment. <u>Art Skills</u>: Draw a sketch of a tree outside. Look at the shape of the trees, add detail.

Harvest Festival Church Service 07/10/26 Wear 'Autumn' colours. Raise funds for Food bank. <u>World Mental Health Day</u>: 09/10/26	Key Belief: (Salvation) Talk about how Christians believe that there is a special book called the Bible which has special stories about a special person called Jesus.	apparatus indoors/outdoors At lunchtimes use cutlery including knives, forks and spoons. Gross Motor Skills: Use of scooters, bicycles.	Retell the story, once they have developed a familiarity with the text, repetition and use of their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Castles and different types of homes) Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary. Describe features of different homes. Use new vocabulary with adult modelling.	tells us- it introduces the character and the setting. Discuss the different characters. How do you think they are feeling? Activity: I wonder what he will do with the paintbrush? Children to draw/paint what they think they will do with this. (think about they are in a cave). <u>Session 2</u> Read the next part of the story to discover what the cave baby has painted. Discuss the different characters the story introduces. Read the rest of the story. Discuss the characters within the story. What is a character? Identify initial sounds of the characters. Choose the cave baby- the main character. Name their artwork - using their name, practising name writing.	12345 once I caught a fish alive, 5 peas in a peapod... *Baseline Maths activities	<u>Prehistoric Creatures</u>: Name and describe features of Dinosaurs/ Mammoths <u>Forest School Session</u>. 'In the garden' themed session. What kind of home would a hedgehog like? Use natural materials to construct a hedgehog home.  (Construct a class scarecrow during this week and next week in preparation for a scarecrow trail)	*Manipulate clay to create a hedgehog model. 
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				<u>Session 3</u> Discuss today we are going to sequence the main events the cave baby is included within. Who does the cave baby meet within the story? Recall the key events within the story. Where is the story set? What characters are within each sequence? Have 4 or 5 key events photocopied from the book. Can the children order these events as a group. Children to orally compose a simple sentence to talk about each story. Can children use an action to create this?				
<u>Week 7</u> 12/10/26- 16/10/26 <u>Literacy</u> <u>Tree</u>: Fiction text: 'Cave Baby' 	<u>PSHE</u>: Jigsaw: Piece 1: Being in My World: Our Rights: I am starting to understand children's rights, and this means we should all be allowed to learn and play.	Fine motor control skills; Dough Disco: Finger push ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. P.E session: Safely use a range of large and small	<u>Speaking and Listening</u> Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary. Talk about cold environments and homes. Talk about	Literacy Tree Story 'Cave Baby'. <u>Session 1</u> Recall the story using story narrative language, applying key sentences taught from sequencing last week. Who are the characters?	Daily Phonics <u>Sessions</u>. (Little Wandle) s a t p I n m d g o c k c k e u r h b f l Read tricky words is, I, the Individual Reading/Reading Practice sessions	<u>Mastering Number: Composition:</u> To be able to understand the composition of 2/3. To be able to identify when a collection is composed of 3 or not 3. (Use the number blocks) Child initiated play provision activities. Share 'Number Rhymes'.	Name and match woodland adult animals with their young. 	Music session: Kapow Music Unit: <u>Vocal sounds</u>: Nature sounds Listening to sounds in nature and recreating them <u>Art Skills</u>: Draw trees Explore tree/leaf art using

Assessment Week (PARENTS DAY: 16/10/26)	Well-being/ Mindfulness activities. R.E: 'Special Me': Birthdays: How we celebrate. Find out our birth dates and make a class birthday chart.  (Recap on the key belief that Christians believe that Jesus is a special person that we can learn from.)	apparatus indoors/outdoors At lunchtimes use cutlery including knives, forks and spoons. Gross Motor Skills: Use of scooters, bicycles.	'Antarctica and icy environments. Predict and explain ideas during ice investigations.	Where is the story set? Explain how we will be focussing on another character from the story. Focussed drawing element: Teach children how to draw a tiger and children to then draw independently. Children to focus on the tiger (t-taught in phonics lessons). Can they identify any other initial sounds for this character's appearance. Can they describe him. As a group compose a short sentence character description. ' The tiger is stripy and fast. Children to write their name on their drawing. <u>Session 2</u> Retell the story using story narrative language, applying key sentences taught. Question what is a character? Focussed drawing element: drawing a hare. Teach art skill and children to draw this	Share singing of action Nursery rhymes /songs.	Five little speckled frog, Five little ducks, Five currant buns, Five little space people, Five little monkeys, 12345 once I caught a fish alive, 5 peas in a peapod...	different techniques and art materials e.g. wax crayons/paints.. Birthday balloons bubble painting. Design a birthday hat! *Birthdays: Role-play a birthday celebration. (R.E Link)
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				independently. Can they identify initial sounds for the hare? Can they describe the hare? As a group compose a short sentence character description. The hare has long ears and soft fur. Children to write their name on their drawing. <u>Session 3</u> Focussed drawing element: drawing a hyena. Teach art skill and children to draw this independently. Can they identify initial sounds for the hyena? Can they describe the hyena? As a group compose a short sentence character description. Children to write their name on their drawing. *Children to create their own animal character.				
<u>Week 8</u> 19/10/26- 23/10/26	<u>PSHE</u>: Jigsaw: Piece 1: Being in My World:	Fine motor control skills; Dough Disco: Finger push	<u>Speaking and Listening</u> <u>Engage in non-fiction books.</u>	Theme week activities	<u>Daily Phonics Session.</u> (Little Wandle) Read tricky words (Assessments)	<u>Mastering Number:</u> Subitising/ Comparison: To be able to:	Theme week activities	Theme week activities

<u>Theme</u> <u>Week:</u> 'Fantastic Foundations'	Our Responsibilities: I understand my rights and responsibilities within our learning charter. I understand my choices by following the learning charter. Celebrate the children's achievements from the first half term.	ups, individual finger taps, rolling long thin snakes, cutting dough with scissors. P.E session: Safely use a range of large and small apparatus indoors/ outdoors At lunchtimes use cutlery including knives, forks and spoons. Gross Motor Skills: Use of scooters, bicycles.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary. What changes can you see outside? Talk about 'Autumn' seasonal changes. Name features of the 'Autumn' season. Learn new vocabulary.		Individual Reading/Reading Practice sessions Share singing of action Nursery rhymes /songs.	Subitise arrangements of 2 and 3. Practice making 2s and 3s with their fingers. Subitise auditory patterns up to 3. Identify when a small collection is rearranged or the quantity changed. Show small quantities using fingers. Use positional language to describe patterns of 4. Make patterns using 4. Child initiated play provision activities. Share 'Number Rhymes'.		
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HALF-TERM HOLIDAY: 26/10/26-30/10/26