The Very Hungry Caterpillar Class RECEPTION
Autumn B 2026

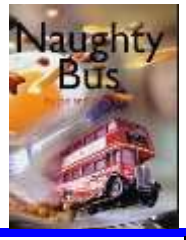


## Prime Areas

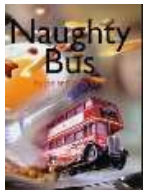
## Specific Areas

WHOLE SCHOOL TOPIC: **'Fantastic Foundations'.**

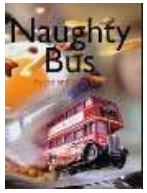
Literacy Tree Fiction Text: **'Naughty Bus'. 'How can people make the world a better place?**



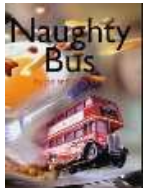


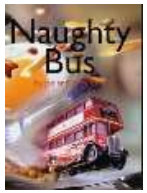

| Week / Text | PSED | Physical Development | Communication & Language | Literacy | Letters & Sounds | Mathematics | Understanding the world | Expressive Arts & Design |
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| **Week 9**<br>02/11/26-06/11/26<br><br>**Literacy Tree Story:**<br>'Naughty Bus'<br><br> | Welcome the children back into our class following the half-term holiday. Reinforce the class rules and routines. (Be Ready, Respectful and Safe.) Use of Class Reward Jar/Wow moments display board.<br><br>Jigsaw PSHE theme: Celebrating difference: accept that everyone is different, and | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation. Explore firework patterns; mark making experiences.<br><br><br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons. | WOW Story Starter Session – listening carefully to the Literacy Tree Story 'Naughty Bus'.<br><br>The children are going to talk about their experiences following the half-term holiday. Respond to questions in a sentence using a sentence starter e.g. I went to …….<br><br>Learn rhymes and songs.<br><br>Technology: Talk through the Online Safety rules whilst using technology. | Read stories by famous authors. This half-term will be Martin Waddell stories. Read the stories of 'Little Bear' from collection.<br><br><br><br>Wow story starter session 1:to introduce the Literacy Tree Story: 'Naughty Bus' Reading the text: Before reading, wrap a toy bus up in purple paper like the first picture within the book. Ask children to guess what this could be. Open the bus and tell children that this present could be the | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2:<br>Reception: Work at Little Wandle Phonics Autumn Term B Week 1: ff, ll, ss, j<br>Tricky words: put, pull, full, as<br><br>2 X Individual Reading<br><br>Share singing of action rhymes /songs and create rhythms using the musical instruments. | Mastering Number:<br>Comparison: To be able to represent a given number on their fingers without looking. Compare 2 sets of objects say which is 'more than'. To be able to compare 2 sets of objects and say which is 'more than' or 'fewer than'.<br><br>Child Initiated maths play provision activities.<br><br> | To learn about local area activities at this time of the year. These activities include Bridgwater Carnival, Guy Fawkes/Firework night<br><br><br><br>Technology: Remind children of Online Safety rules whilst using technology. (Active Bytes) Talk about Online Safety | Explore different art materials, techniques to portray 'Firework patterns' in the night sky. Use paints, coloured chalks to create patterns.<br><br><br><br>Music session: Work on singing and performing skills. Kapow Music Reception unit: |

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| | | we are all unique. I can identify something I am good at and understand everyone is good at different things.<br><br>Well-being/ Mindfulness activities.<br><br>Carnival night safety, Guy Fawkes night/ Firework safety.<br><br>Online Safety Assembly/ Class Activities<br><br>Remind children of Online-Safety rules whilst using technology. (Active Bytes) Talk about Online-Safety and how to stay safe online by not clicking on things you are unsure about and | <u>P.E Session</u>: Monday am: Explore travelling in different ways. Play movement games. Ball skills<br><br>Dance | Talk about how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is to help you. | start of an adventure. Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus?<br><br>Introduce new story vocabulary; name features within the story setting and characters.<br><br><u>Session 2</u><br>Sing 'The Wheels on the Bus' to reinforce vocabulary around buses. Set up a bus stop in the role play are with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor. Other elements could include timetables, coins, bags, umbrellas, bus driver uniforms etc<br><u>Session 3</u><br>Draw the bus. Create CVC labels for an image of a bus: these could be using any graphemes the children know to | | | and how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is<br><br>Use the light box to create firework patterns using the shapes.<br><br><u>Forest Rangers Session:</u><br>Collect autumn seasonal leaves to make a leaf crown.<br><br>Name different sources of light e.g. torches, fireworks, sunlight, moonlight, fire, light bulbs on carnival carts.. | 'Celebration Music' includes music from a range of cultural and religious celebrations, including Diwali, which has recently been celebrated.<br><br><u>Art Skills</u>: Draw a bus using basic shapes. |

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| | | understanding what a trusted adult is. | | | write e.g. door wheels windows driver Labels could also be used for the role play area: bus stop, shelter etc. | | | | | |
| Week 10<br>09/11/26-13/11/26<br>Literacy Tree Story:<br>'Naughty Bus'<br><br><br>Children in Need Day: 13/11/26<br><br>Diwali Celebration (10/11/26) | | Reinforce the class rules and routines. (Be Ready, Respectful and Safe.)<br><br>Use of Class Reward Jar/Wow moments display board.<br><br>Jigsaw PSHE theme: What am I good at? Understand that everyone is good at different things.<br><br>Well-being/ Mindfulness activities. | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br>P.E Session: Monday am: Explore travelling in different ways. Play movement games. Ball skills Dance<br><br>Use the clay and small tools/natural materials to manipulate the clay to create owl models.<br> | Speaking and Listening: Talk about our ideas about nocturnal animals including owls. What features do owls have? Name features. Name and describe features of owls; feathers, tallons, beak, eyes, wings<br><br>Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences.<br><br>Describe the events from the story of 'Naughty Bus'. Speak in a longer sentence e.g. The bus falls in the pond.<br><br>Talk about features of night-time. Describe what the children can see at night e.g. stars, moon, street lights, darkness, house lights, car lights.. nocturnal animals. | Literacy Tree Story: 'Naughty Bus' activities:<br>Share the story. Reinforce the new story vocabulary.<br><br>Session 1<br>Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit.<br>Session 2<br>Who might we see on the bus? Children to draw a passenger and write words to describe them e.g. tall, kind.<br>Session 3<br>Draw a map for the bus to follow. Label the places using initial sounds and model CVVC words- where appropriate e.g. town, street, road, tree. | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2:<br>Reception: Work at Little Wandle Phonics Autumn Term B Week 2: v, w, x, y<br>Tricky words:<br>and, has, his, her.<br><br>2 X Individual Reading<br><br>Share singing of action rhymes /songs and create rhythms using the musical instruments. | Mastering Number:<br>Counting, Ordinality and Cardinality:<br>To be able to count in a sequence to 5<br>To be able to count one to one and identify collections of 5.<br>To be able to count one to one and count 5 and 5 to make 10 altogether.<br><br>Child Initiated maths play provision activities.<br><br>. | Share and enjoy the story 'Owl Babies' by our class author 'Martin Waddell'. Learn new story language and vocabulary.<br><br><br>British Values: 'Remembrance Day' Why do we wear a poppy?<br><br>The children are going to make their own poppies. Use to create a class poppy wreath. | Poppy art<br><br>Owl modelling using the clay. Explore clay texture and clay tools.<br><br>Diwali themed Art Experiences: The Ramayana - The Diwali Dance Workshop - Tuesday 10 November 2026<br><br>Explore creating 'Rangoli' patterns, Diva lamps using the clay.<br><br><br>Music session: |

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| | | | Cut out poppy shapes for own poppy. Use the scissors safely. | Speak in longer sentences; 'I can see the stars and moon',<br><br>Listen carefully to follow instructions during P.E /Music sessions. | Read and enjoy stories by the author: Martin Waddell | | | <br><br>Find out about night-time.<br>What can we see outside at night?<br>e.g. stars, moon, street lights, darkness, car lights, house lights…<br>*Share the story picture book; 'The Owl who was afraid of the dark'.<br><u>Technology</u>:<br>Use the laptop computers to research 'owls' and other nocturnal animals. Look at photographs, listen to animal sounds and videos of nocturnal animals. | Work on singing and performing skills.<br>Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas.<br>Practising songs for the nativity performance at the end of this term.<br><br><u>Art Skills:</u><br>Draw a flower (poppy) |

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| **Week 11**<br>16/11/26-20/11/26<br><br>**Literacy Tree Story:** 'Naughty Bus'<br><br> | | Reinforce the class rules and routines. (Be Ready, Respectful and Safe.)<br><br>Use of Class Reward Jar/Wow moments display board.<br><br>Jigsaw PSHE theme: Boys and girls are similar. Both can enjoy any activity. It doesn't matter if we are male or female.<br>• I can tell you how to be a kind friend<br><br>Well-being/ Mindfulness activities. | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br>P.E Session: Monday am: Explore travelling in different ways. Play movement games. Ball skills Dance | Speaking and Listening<br>Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences.<br><br>To talk in a sentence to describe the jobs that a farmer can do e.g. drive the tractor, take care of the animals on the farm, grow seeds, plants and crops..<br>*Start a sentence with the 'The farmer can……. | **Literacy Tree Story:** 'Naughty Bus'<br>Session 1<br>Share the story up to 'When I'm full up'. Orally rehearse giving commands to Naughty Bus. Children can stand up and point their fingers as if they are telling Naughty Bus off! TA to scribe children's sentences. Children record command sentences: Slow down! Drive safely.<br>Ext: Children to create signs with CVC words/ initial sounds (if appropriate for level of class)<br>Session 2<br>Read the story and discuss the key events in the adventure story. Can children sequence 5 key events from the story and orally compose a sentence to represent the key adventures. Children can draw the 3 key events, beginning, middle and end. Shared write CVC words linked to this event.<br>Session 3<br>Recall the sequence of events. Discuss where the problem happened within his | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2:<br>Reception: Work at Little Wandle Phonics Autumn Term B Week 3: z, zz, qu, ch<br>Tricky words:<br>go, no, to, into,<br><br>2 X Individual Reading<br><br>. | Mastering Number:<br>Comparison<br>To be able to 'Subitise' amounts to 4.<br>Use 'more than' or 'fewer than'.<br>To be able to compare groups of up to 3 objects. Say when they have an equal number/too many or not enough.<br><br>Child initiated play provision activities. | Find out about farm animal families and their young e.g. cows/calf, sheep/lamb/ horse/foal/ducks /duckling…<br>Match pictures of animals and their young.<br><br>Find out about the role of a 'Farmer'. What jobs does a farmer do on the farm?<br><br>*Explore small world farm play. Construct farm machinery using a variety of different construction equipment.<br><br>Technology:<br>Take photographs of our art work based on the artist 'Jackson Pollock'. | To find out about the work of the artist 'Jackson Pollack'. Explore 'Colour Splatting' technique outside.<br><br><br><br>Music session: Work on singing and performing skills. Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.<br><br>Art Skills: Draw a farm animal (sheep) |

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| | | | | | adventure- he fell into the pond. Children to create this scene using various artwork- drawing, collage, paint. Children to create this. Children to label CVC/ initial sounds on their pond setting.<br><br>Read stories by famous authors. This half-term will be Martin Waddell stories. | | | | | |
| **Week 12**<br>**23/11/26-27/11/26**<br>**Literacy Tree Story:**<br>'Naughty Bus'<br><br> | | Reinforce the class rules and routines. (Be Ready, Respectful and Safe.)<br><br>Use of Class Reward Jar/Wow moments display board.<br>Jigsaw PSHE theme: Houses and Homes<br>Talk about how our homes are special to us. • I can tell you why I think my home is special to me'. | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br>P.E Session:<br>Monday am:<br>Explore travelling in different ways. Play movement games. Ball skills Dance | Speaking and Listening<br>Talk about the events that the 'Naughty Bus' does in the story. Speak aloud in a sentence to describe places the bus went.<br><br>Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences. | Literacy Tree Story:<br>Session 1<br>Have a range of small world toys available for children to continue re-telling the story of Naughty Bus on their own or in small groups. Encourage children to think beyond the book and into the classroom. What else could Naughty Bus have got up to in our classroom?<br>Shared write record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash.<br>Session 2<br>Children to create their own bus pass to go onto their bus adventure. Children | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2/3:<br>Reception: Work at Little Wandle Phonics Autumn Term B Week 4: sh, th, ng, nk<br>Tricky words:<br>she, push, he, of<br><br>2 X Individual Reading<br><br>. | Mastering Number:<br>Composition:<br>To be able to identify the 'whole' when shown 1 part of a familiar number<br>Identify the parts are still visible when they are assembled to make the whole.<br>To be able to Identify parts, recognise that some whole objects have parts that cannot be removed.<br>Investigate ways to compose and de-compose sets of 2 and 3. Know that 1 and 2 are parts of 3.<br><br>Child initiated play provision activities. | *Make special head dresses for our Christmas Nativity story. | Name different musical instruments. Use recycling materials to create our own musical instruments. What can we use to make sounds for the instruments? Can you make woodland sounds?<br><br>Music session:<br>Work on singing and performing skills.<br>Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, |

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| | | Well-being/ Mindfulness activities.<br><br>R.E: Special Times: 'The Nativity story | | | to have paper, string, photos, children to write their name. Children role play using their bus and express where they would like to go on their bus around the classroom.<br>Session 3<br>Imagine they go on an adventure on their bus using their bus pass but their bus does naughty things.<br><br>Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish on the bench, run in class, knock down toys. (think of places that children can write next week…e.g grass, sand, cup, log, bin, ) Children to write CVC words of where he went on his adventure as a shared write.<br><br>Read stories by famous authors. This half-term will be Martin Waddell stories. | | | | including Christmas. Practising songs for the nativity performance at the end of this term.<br><br>Art Skills: Draw a bear from the 'Little Bear' themed stories by our class author 'Martin Waddell'. |
| Week 13 30/11/26 - 04/12/26 Assessment Week | | Reinforce the class rules and routines. (Be Ready, | Fine motor control skills; finger gym activities. | Speaking and Listening<br>Talk about what the children know about celebrating | Literacy Tree Story: The children will take part in a Literacy Tree Story Writing Assessment | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2/3: | Mastering Number:<br>Composition:<br>To be able to investigate ways to compose and de-compose sets of 3. | Introduce the class advent calendar. | Music session: Work on singing and performing skills. |

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| Rehearsals for the Christmas Play.<br><br><u>Christmas Decoration Day</u>: 04/12/26 | | Respectful and Safe.)<br>Use of Class Reward Jar/Wow moments display board.<br><br><u>Jigsaw PSHE assembly</u><br>Unkindness/ Kindness<br>What do I do about unkindness?<br>Everyone has the right to be safe..<br>• I know which words to use to stand up for myself when someone says or does something unkind<br><u>R.E</u>: Special Times: Christmas<br>*Advent; Talk about how your family celebrate Advent? e.g. advent calendars<br>How do Christians celebrate advent? candles, wreaths. | Pencil control skills. Letter formation.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br><u>P.E Session</u>:<br>Monday am:<br>Explore travelling in different ways. Play movement games. Ball skills Dance | Christmas. What special activities do they take part in with their families? e.g. sending cards, buying presents, decorating the house, Christmas tree. Christmas role-play area.<br>Use vocabulary related to celebrating 'Christmas'.<br><br>The Nativity Story:<br>Talk about what we are celebrating at 'Christmas' time?<br>Use the stable, small world figures to retell the story.<br>Use key vocabulary as modelled by the adult during the sharing of the story.<br>Share our experiences of 'Christmas'. Take part in the school Christmas decoration day; decorate the class Christmas tree, make decorations to hang up, paper chains, tree decorations.. | | based on the story of 'Naughty Bus'<br><u>Session 1</u> Assessment write prep:<br>Children to work in groups to sequence 3 photos of the naughty things that the bus did in the story. Children to cut and stick photos in order.<br><u>Session 2</u><br>Assessment writing – Children to write CVC/ CVVC words linked to yesterday bus adventure – next to the 3 photos.<br>Ext to any high achievers- write caption. The bus fell.<br><br>Read stories by famous authors. This half-term will be Martin Waddell stories. | Reception: Work at Little Wandle Phonics Autumn Term B Week 5: words with s (sits, hats)<br>words ending with s (z) e.g. his<br><u>Tricky words</u>: he, me, be<br><br>2 X Individual Reading | Explore how 1 and 2 are parts of 3.<br>To be able to investigate ways to compose and de-compose 4.<br>To be able to investigate ways to compose and de-compose 4. Use spatial language to describe the shapes. Explain that different parts can make the same whole.<br><br>Child initiated play provision activities. | Decorate the classroom in preparation for celebrating 'Christmas'. (Christmas Crafting Session- Parents invited,) | Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas. Practising songs for the nativity performance at the end of this term.<br><br><u>Art Skills:</u><br>Draw star shapes |

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| **Week 14**<br>07/12/26 – 11/12/26<br><br>Nativity Play Performances:<br>07/12/26, 08/12/26, 09/12/26<br><br>West End Performance:<br>'Cinderella':<br>10/12/26: Christmas Jumper Day/Christmas Lunch | | Reinforce the class rules and routines. (Be Ready, Respectful and Safe.)Use of Class Reward Jar/Wow moments display board.<br><br>R.E: Special Times: Christmas<br><br>Focus on telling the Christmas story in different ways or in stages. How do the children celebrate Christmas? Christians may celebrate Christmas by singing special songs called carols in church. They may give presents to friends or family or to charity. For them it is a way of remembering that God sent Jesus as a special gift to the world. It | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation. Christmas themed scissor control activities.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br>P.E Session:<br>Monday am: Explore travelling in different ways. Play movement games. Ball skills Dance | Speaking and Listening<br>Special times. Nativity story small world/puppet play.<br><br>Talk about features of 'Christmas' themed stories. Use new vocabulary. | | Share 'Christmas/ Winter themed stories. | Daily Phonics sessions: blending/segmenting letters and sounds in words.<br>Phase 2/3:<br>Reception: Work at Autumn Term B Week 6 (Review Week) Phonics assessments<br><br>2 X Individual Reading | Mastering Number:<br>Counting, Ordinality and Cardinality:<br>To be able to count in sequence to 10. Use fingers to represent quantities to five (and begin to ten)<br>Match different representations of quantities to 5 with amounts shown on their fingers.<br>Remember that the 'stopping number' tells us how many we need altogether. Begin to recognise numerals to 5.<br>Develop their understanding of equal amounts.<br>Begin to recognise numerals to 5.<br>Represent quantities in more abstract ways, such as by clapping or jumping.<br>Begin to understand that when a set of objects is rearranged, its quantity remains the same.<br><br>Child initiated play provision activities.<br><br>Christmas themed activities | Christmas activities<br><br>Forest Rangers Session: Can we make Christmas hanging stars? | 'Christmas' themed art activities.<br><br>Make Christmas cards.<br><br>Make Christmas decorations.<br><br>Make a calendar for the year.<br><br>Music session:<br>Work on singing and performing skills.<br>Kapow Music Reception unit: 'Celebration Music' includes music from religious celebrations, including Christmas.<br>Practising songs for the nativity performance. |

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| | | is a way of showing God's love to others.<br><br>Well-being/ Mindfulness activities. | | | | | | | | |
| Week 15<br>14/12/26-18/12/26<br><br>Christmas themed week.<br><br>18/12/26: Christmas Fun/Party Day. | | R.E: Special Times: Christmas<br><br>Enjoy and celebrate 'Christmas' as a class and school.<br>Take part in a variety of 'Christmas' themed activities during the week. These will include Christmas party/fun day.<br><br>Well-being/ Mindfulness activities. | Fine motor control skills; finger gym activities. Pencil control skills. Letter formation. Christmas themed scissor control activities.<br><br>At lunchtimes develop confidence and skill using cutlery including knives, forks and spoons.<br><br>P.E Session:<br>Monday am: Christmas themed dance/fun games.<br>Party dancing. | Christmas role-play area.<br>Use vocabulary related to celebrating 'Christmas'. Nativity story small world/puppet play. | Share 'Christmas/ Winter themed stories. | Individual Reading | White Rose Maths<br>Pattern and Shape:<br>To know what a pattern is.<br>To predict what will come next in a two-part pattern.<br>To learn what a three pattern is. To predict what will come next in a three-part pattern.<br>To use familiar shapes and common objects to create and recreate patterns and build models.<br>Begin to use mathematical names for flat 2D shapes.<br>Begin to use mathematical terms to describe shapes.<br><br>Christmas themed activities.<br><br>Child initiated play provision activities. | Christmas activities | Music session: ' Singing Christmas songs/Dancing.<br><br>Continue 'Christmas' themed art activities. |