

The Very Hungry Caterpillar Class  
 Reception  
 Autumn A  
 2025:  
 Mrs Williams

Prime Areas

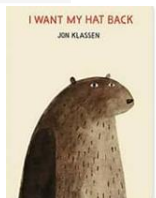
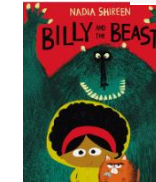
Specific Areas




**WHOLE SCHOOL THEME:** 'Celebrating Differences'.

**PSED:** 'Jigsaw' theme: 'Being in My World'.

**Literacy Tree Texts:** 'Billy and the Beast'  
 'I want my hat back'

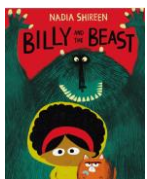
**Story and Topic Question:** 'Who lives in a house like this?'



Week / Big Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p><b>Week 1</b>            02/09/25:            Inset Day</p> <p>03/09/25-            05/09/25            'The Very Hungry Caterpillar'            Settling into our new class week.</p>  <p>Introduce our class bear: 'Butterfly Bear'.</p>	<p>Welcome the children into our new class. 'Stay and Play' with Parents sessions: Wednesday 03/09/25.</p> <p>Meet new friends and adults who will work with us. Meet our class bear: 'Butterfly Bear'. Build new relationships. Establish class rules and routines.</p>	<p>Fine motor control skills; finger gym activities. Threading beads/buttons to create caterpillars. Cut out circle shapes. Practise scissor control skills. At lunchtimes use cutlery including knives, forks and spoons.</p>	<p><b>Speaking and Listening:</b> Talk about our news and experiences from the summer holiday. Talk about how we are feeling about starting school. Share what we enjoy doing.</p> <p>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 and one to one discussion, offering their own</p>	<p>Share stories related to starting school. Relate to the children's experiences.</p> <p>Share the story of 'The Very Hungry Caterpillar'. (This is our new class name!)</p> <p>Sequencing pictures for the story.</p>  <p>Introduce the class 'Reading</p>	<p>Share singing of action Nursery rhymes /songs and create rhythms using the musical instruments.</p>	<p><b>Maths:</b> Number: counting/sorting/shapes Independent Learning play provision activities.</p>	<p>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.</p>	<p>Drawing, painting, printing, and collage of caterpillars/ butterflies. (Use for our class welcome to school display.)</p>  <p>Draw pictures of ourselves. Look in the mirrors and draw our faces. Recognise that we are all different and special.</p>

	<p>Talk about our feelings about starting school. Share stories. Find out where we play and where resources belong in the new classroom.</p>		<p>ideas using new vocabulary.</p> <p>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.</p>	<p>Garden'. Share and read stories.</p> <p>Writing our names. Letter formation. (Use our new Little Wandle name cards)</p>				<p>(Use for a classroom display) Reception Children: Starting school photographs/handprints. Decorate butterflies for class registration.</p> <p>Reception children to paint their handprints for first day at school record sheet. Take photographs of the children for photo frames.</p>
<p><u>Week 2</u> 08/09/25-12/09/25</p> <p><u>Whole school themed week:</u> 'Celebrating Differences'</p>	<p>Build new relationships Establish class rules and routines. Help others to feel welcome. <u>PSHE:</u> Introduce the '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?</p>	<p>Daily finger gym/fine motor control skills activities. 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, forks and spoons. Gross Motor Skills: Use of scooters, bicycles.</p>	<p><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. Talk about our favourite stories</p>	<p>Introduce the theme week about 'Diversity'. 'What's the same between us all? What is different?</p> <p>Share stories related to being special and different. 'Elmer', 'Smeds and Smoos' 'Colour Monster' 'Giraffes can't dance'.</p> <p>Writing our names. Letter formation.</p> <p>Share stories written by the</p>	<p>Share singing of action Nursery rhymes /songs.</p> <p><u>Daily Phonics Sessions.</u> Introduce Little Wandle Phonics. s a t p</p>	<p><u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities.</p> <p>Child Initiated maths play provision activities.</p> <p>*Baseline Maths activities</p>	<p><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)</p> <p><u>Our World:</u> Explain that families live all around the world. Look at a map of the world on the</p>	<p>Music session: Kapow Music Unit: <u>Vocal sounds</u> To explore using voices to make a variety of sounds.</p> <p>*Listen to music from around the world.</p> <p>Draw self-portraits. Use the mirrors. What colour are your eyes? What colour is your hair? What does your hair look like? What's special about your smile?</p> <p>Make a collage of their faces using</p>

	<p>Why am I special? How am I different and special than others?</p> <p><b>E-Safety session:</b> Active Bytes. Stay safe when online using computing devices.</p> <p><u>Building Habits when I use Technology:</u> I am kind and responsible, I am safe and secure,</p>		<p>that we like to read/share. Describe story characters and events.</p> <p>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.</p> <p>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..</p> <p>Listen carefully to follow instructions during P.E /Music sessions.</p>	<p>class focus author 'Eric Carle'.</p>			<p>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..</p>	<p>different materials e.g. yarn, buttons for hair ...</p> <p><u>Family Trees:</u> Explain what a family tree is and adult to model how to draw a family tree using drawings of members of family. Children are to paint the trunk of their tree. Allow this to dry. Children are to draw pictures of different members of their class to stick on to the family tree. This may include pets too! Collage the leaves to stick on the tree.</p> <p><b>Christmas card project by 24<sup>th</sup> September 2025</b></p>
<p><u>Week 3</u> 15/09/25-19/09/25 <u>Literacy</u> <u>Tree:</u> Fiction text: 'Billy and the Beast'</p>	<p>Build new relationships. Establish class rules and routines. Know that I belong to my new class.</p>	<p>Daily finger gym/fine motor control skills activities. Scissor control skills: create pig puppets. Letter formation</p>	<p><u>Speaking and Listening</u> Understand how to listen carefully and why listening is important. Learn new vocabulary through</p>	<p>Introduce the story; 'Billy and the Beast'. <b>Wow starter day activities.</b> Start the day with the children arriving in the classroom to find</p>	<p><u>Daily Phonics Sessions.</u> (Little Wandle) s a t p i n m d Read tricky words is, I, the</p>	<p><u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities.</p> <p>Child initiated play provision activities.</p>	<p><u>Forest School Session.</u> Introduce the 'Forest School Rules'. <u>Outdoor activity:</u> What kind of</p>	<p>Music session: Kapow Music Unit: Vocal sounds: <u>Body sounds</u> Exploring using body parts to make a variety of sounds.</p>



**PSHE:**

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.

(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.

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.

footprints and clues that a creature has visited our classroom!! The children will listen to an eyewitness account of what the creature may look like. Adult to draw a picture of what the creature/ beast may look like e.g. it is tall, green and furry with sharp teeth.. \*Work in small groups to draw a group picture of the beast.

Go on a hunt around the forest school area to hunt for the creature/ beast. Share the story and learn new story language and vocabulary. Who are the characters in the story? Name the story characters. Describe features of the characters. \*Use the cauldron pots/mixing spoons to make a 'Terrible soup' in the mud kitchen!

Individual Reading/Reading Practice sessions

Share singing of action Nursery rhymes /songs.

**\*Baseline Maths activities**

home would a hedgehog like? Use natural materials to construct a hedgehog home.

Name and describe different forest/ woodland animals e.g. fox, mice, hedgehog and rabbits.

Draw and paint pictures of forest/woodland animals e.g. fox, mice, hedgehog and rabbits.

Christmas card project by 24<sup>th</sup> September 2025

Use new story language and vocabulary to retell the story using signs and actions. Describe story events in some detail.

Session 2

Children to look at the front cover of the book. Who is the beast? What might he be like? Children to draw and label a drawing of the beast. Who is he? How might he describe him? How might he behave?

Session 3

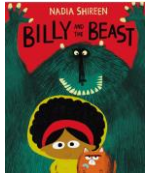
Who is the main character in the story? Discuss Billy. Who is he? What does he look like?

Children to use the pictures as clues. Don't read the story at this point.

Children to draw a picture of Billy. They should write labels/captions to describe Billy.

Share stories written by the author 'Eric Carle'.

Week 4  
22/09/25-  
26/09/25  
Literacy  
Tree: Fiction  
text: 'Billy  
and the  
Beast'



\*Bridgwater  
Fair Welly  
Walk/Picnic:  
24/09/25

\*Rosh  
Hashanah  
Festival:  
23/09/25

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?  
Wednesday  
24/09/25:  
Local fair walk  
and picnic  
lunch. (Whole  
school event)  
\*Take class  
'Butterfly  
Bear' on welly  
walk.  
PSHE: Jigsaw:  
Piece 1: Being  
in My World:  
Being at  
School: I can  
work together  
and consider  
other people's  
feelings.

Daily finger  
gym/fine motor  
control skills  
activities.  
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

'Billy and the  
Beast'. Use new  
story language and  
vocabulary to  
retell the story  
using signs and  
actions. Describe  
story events in  
some detail.

Draw a map as a  
group to show the  
journey through  
the forest from  
the story. Make a  
3D story map to  
show the journey  
using small world  
toys.

Session 1  
Look at the front  
cover once more.  
Who is the last  
character we can  
see? Discuss the  
cat on the front  
cover. How does  
he look? Does he  
look happy or sad?  
Why might he feel  
like that? Children  
to draw and label  
a picture of the  
cat. Children to  
think about what  
the cat might do  
in the story.  
Session 2  
Children to think  
about where the  
beast might live.  
Where would a

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.

Child initiated play provision  
activities.

\*Baseline Maths activities

Houses and homes.  
Share the story  
of 'The three  
little pigs'.  
Look at the  
features of houses  
and homes. Name  
the different  
parts; windows,  
doors, bricks,  
roof, tiles,  
chimney.

Explore different  
building materials.  
Name and  
describe the  
properties of  
different types of  
materials. Use  
descriptive  
vocabulary to  
describe texture/  
properties.

Technology:  
Technology in our  
lives:  
Use the Beebots  
to program to  
travel on a map of  
Billy's journey in  
the story of 'Billy  
and the Beast'.



Music session:  
Kapow Music  
Unit: Vocal  
sounds:  
Instrumental  
sounds  
Exploring using  
instruments to  
make a variety  
of sounds.



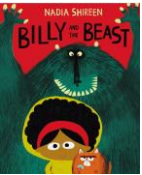
Draw/paint  
pictures of our  
own  
homes/houses.




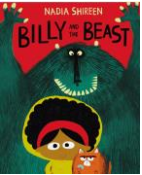
Who lives in your  
home with you?  
Draw pictures of  
our own families.  
(Practise drawing  
people.) What  
detail do we  
need to add to  
our drawings?

Make a clay tile  
of our own home.  
Use different  
textures and 2D  
shapes.

Small world farm  
play.

	<p>(Sharing and Kindness) Well-being/ Mindfulness activities.</p>		<p>used. Use new vocabulary in different contexts</p> <p>Talk about how to be kind to others? Have you made friends in your new class? Why are friends special?</p> 	<p>beast live? What might he do in his home? Children to draw and label and picture of the beast's home.</p> <p><u>Session 3</u> Children to write a sentence to predict what might happen in the story. For example - The cat will help. The beast will be mean. Billy will like the beast.</p> <p>Share stories written by the author 'Eric Carle'.</p>			<p>Forest School Session. 'Bridgwater Fair' walk/scavenger hunt.</p>	<p>Can I create a tile of a house?</p> 
<p><u>Week 5</u> 29/09/25-03/10/25 <u>Literacy</u> <u>Tree</u>: Fiction text: 'Billy the Beast'/'I want my hat back'</p> 	<p><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) Key Belief: (Salvation) Talk about how Christians believe that there is a</p>	<p>Daily finger gym/fine motor control skills activities. 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</p>	<p><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.  Retell the story, once they have developed a familiarity with the</p>	<p>'Billy and the Beast'. Use new story language and vocabulary to retell the story using signs and actions. Describe story events in some detail.</p> <p><u>Session 1</u> Look at session 1 from the Literacy Tree unit mixed age planning. Children to draw a picture of a monster of their choice and label it with a word, caption or</p>	<p><u>Daily Phonics Sessions</u>. (Little Wandle) s a t p i n m d g o c k c k e u r Read tricky words is, I, the</p> <p>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p>	<p><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.</p> <p>Child initiated play provision activities.</p> <p>*Baseline Maths activities</p>	<p><u>Technology: Technology in our lives:</u> Make a film of 'Billy's journey' from the story of 'Billy and the Beast'. Use the camera/I Pads to capture our learning. What is a film?  <u>Houses and homes</u> Find out about different types of homes e.g. flat, terrace, semi-detached, detached houses, cottage, caravan,</p>	<p><u>Music session:</u> Kapow Music Unit: <u>Vocal sounds:</u> Environmental sounds Exploring sounds within the environment.</p> <p>Draw pictures of our friends. (Practice drawing people)</p> <p>Explore different art materials e.g. charcoal to draw houses/castles to</p>

	<p>special book called the Bible which has special stories about a special person called Jesus.</p>	<p>scooters, bicycles.</p>	<p>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.</p>	<p>sentence to describe the monster. For example - Big monster on the loose. Scary monster runs away.</p> <p><u>Session 2</u> Look at session 2 from the Literacy Tree unit mixed age planning. Ideally working with an adult, show children the front cover of the book and ask them to 'say what they see'. Give them sentence starters and encourage them to use 'and' to join ideas, e.g. The girl looks... The cat seems... The monster is...Adult to scribe the sentences onto a sentence strip and cut it into words/punctuation. Children to reorder and copy out their sentence</p> <p><u>Session 3</u> Look at session 3 from the Literacy Tree unit mixed age planning.</p>			<p>bungalow, canal boat, castle.. Look at photographs/ pictures of different types of homes.</p> <p>Our Class 'Butterfly Bear' visits a castle. What does he see inside a castle?</p> <p>Look at pictures of real-life castles on the IWB Castle small world play.</p> <p>Forest School Session. Looking after our garden week.</p>	<p>create a past picture. (Homes from the past) Look at pictures of homes from the past/old homes e.g. castles.</p>  <p>Castle small world play. Construct models of castles.</p>
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				<p>Read to 'It was a perfectly lovely day' (page 4). What would your perfect day look like? What would make it perfect? What might you do? Who might you see? Adult to scribe ideas and then model putting ideas into a sentence. Children to verbally explain their perfect day. Children to write words, captions or a sentence to describe their perfect day e.g. We would play in the sun. I will go to the park and play.</p>				
<p><b>Week 6</b> 06/10/25-10/10/25 <u>Literacy</u> <u>Tree</u>: Fiction text: 'Billy the Beast'.</p>  <p>Harvest Festival Church</p>	<p><b>PSHE</b>: 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.</p> <p>World Mental Health Day: 10/10/24</p>	<p>Daily finger gym/fine motor control skills activities. P.E session: Safely use a range of large and small apparatus indoors/outdoors</p> <p>At lunchtimes use cutlery including knives, forks and spoons.</p>	<p><b>Speaking and Listening</b></p> <p>Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</p> <p>Talk about cold environments and homes. Talk about 'Antarctica and icy environments. Predict and explain</p>	<p>'Billy and the Beast'</p> <p><u>Session 1</u> Re-read the text from the beginning up to page 5. How did Billy help Fat cat? Read on to the page where all of the animals have gone (page 6). What do the children think has happened to them? Then read up to where Billy and</p>	<p><u>Daily Phonics Sessions</u>. (Little Wandle) s a t p I n m d g o c k c k e u r <b>h b f l</b> Read tricky words is, I, the</p> <p>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p>	<p><b>Mastering Number: Composition:</b> 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.</p> <p>Child initiated play provision activities.</p>	<p><u>Houses and Homes</u> Explore creating an icehouse (igloo)</p> <p>Find out about cold environments and homes. Look at Antarctica and icy environments. Talk about ice features and the changes states of matter. Ice experiments linked to igloos.</p>	<p>Music session: Kapow Music Unit: <u>Vocal sounds</u>: Nature sounds Listening to sounds in nature and recreating them</p> <p>Birthday balloons bubble painting. Design a birthday hat!</p> <p>*Birthdays: Role-play a</p>

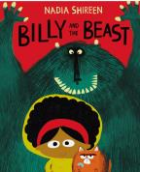
<p>Service 08/10/25 Wear 'Autumn' colours. Raise funds for Food bank. World Mental Health Day: 10/10/25</p>	<p>Well-being/ Mindfulness activities.</p> <p><u>R.E:</u> 'Special Me': Birthdays: How we celebrate. Find out our birth dates and make a class birthday chart.</p>  <p>(Recap on the key belief that Christians believe that Jesus is a special person that we can learn from.)</p>	<p>Gross Motor Skills: Use of scooters, bicycles.</p>	<p>ideas during ice investigations.</p>	<p>Fat cat come face to face with The Terrible Beast (page 10 - red page). Discuss Billy's reaction (both what she says and what we can infer from the illustration) and support the children to infer that Billy doesn't seem frightened by the beast. How could we describe Billy's character? Give children some adjectives and ask them to place the words onto the dot if they describe Billy and leave them outside the dot if they do not. Prompt children to justify their responses using 'because' by asking them 'why?'</p> <p><u>Session 2</u> Read to the end of the story. Read the first parts of each sentence to the children and ask them to complete it, prompting them to use either and, but or because. Billy and Fatcat couldn't see the animals</p>			<p>(Can the penguins escape from the ice?)</p>	<p>birthday celebration. (R.E Link)</p>
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because..e.g  
because they were  
taken.

Session 3

Reread the story.  
Discuss the  
events. What has  
happened? How  
have the  
characters  
changed  
throughout the  
story? What do  
the children think  
might happen  
next?

Give children  
access to small  
world toys and ask  
them to retell the  
story in small  
groups using the  
props. Take photos  
of the children.  
Adults to sequence  
the images taken  
in order.

<p><u>Week 7</u> 13/10/25- 17/10/25</p> <p><u>Literacy</u> <u>Tree</u>: Fiction text: 'Billy the Beast'.</p>  <p>(PARENTS DAY 17/10/25)</p>	<p><u>PSHE</u>: Jigsaw: Piece 1: Being in My World: Our Responsibilities: I understand my rights and responsibilities within our learning charter. I understand my choices by following the learning charter.</p>	<p>Daily finger gym/fine motor control skills activities. P.E session: Safely use a range of large and small apparatus indoors/ outdoors</p> <p>At lunchtimes use cutlery including knives, forks and spoons.</p> <p>Gross Motor Skills: Use of scooters, bicycles.</p>	<p><u>Speaking and Listening</u> <u>Engage in non-fiction books.</u> <u>Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.</u> <u>Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</u> What changes can you see outside? Talk about 'Autumn' seasonal changes. Name features of the 'Autumn season. Learn new vocabulary.</p>	<p>'Billy and the Beast' <u>Session 1</u> Look at session 10 from the Literacy Tree unit mixed age planning. Children are going to create instructions for a meal that a monster might make. Have a feely bag containing some ingredients. Ask children to pick an object from the bag and segment the word to the others in the group who have to guess what it is, e.g. In my bag, I have a b-u-g. (bug). In my bag, I have a j-a-m. (jam). Model writing these up as ingredients. Look at session 12 from the Literacy Tree unit mixed age planning. Have a big mixing bowl (or bucket) and ask children to add each item to the bowl. Model creating a sentence for what's happening, e.g. Stir in the</p>	<p><u>Daily Phonics Session.</u> (Little Wandle) Read tricky words (Assessments)</p> <p>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p>	<p><u>Mastering Number:</u> <u>Subitising/ Comparison:</u> To be able to: 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.</p> <p>Child initiated play provision activities.</p>	<p>Explore the 'Autumn' season in the outdoor environment. Make collections of natural items, coloured leaves, conkers, sycamore seeds, twigs, berries Make blackberry and apple crumble. Make collections of autumn natural items. Use to create a leaf crown/picture</p> <p><u>Forest School Session.</u> Design and construct a 'Scarecrow' in preparation for 'Scarecrow' trail day on Parents day.</p>	<p>Autumn' seasonal art experiences.</p> <p>Leaf printing, painting autumnal trees using natural materials, clay hedgehogs, create a leaf character make a leaf crown.</p>
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<p><u>Week 8</u> 20/10/25- 23/10/25 (INSET DAY: 24/10/25) Assessment Week</p>	<p>Celebrate the children's achievements from the first half term.</p>	<p>Daily finger gym/fine motor control skills activities. P.E session: Safely use a range of large and small apparatus indoors/ outdoors</p>		<p>jam. Mix in the bug. <u>Session 2</u> Look at session 13 from the Literacy Tree unit mixed age planning. Children to begin writing their instructions. They should write 1-2 instructions today. Assessment writing - Stir the mud. Put in bugs and milk. <u>Session 3</u> Look at session 13 from the Literacy Tree unit mixed age planning. Children to finish writing their instructions. They should write 1-2 instructions today. Assessment writing - Mix in the jam. Put in crab shell.</p>	<p><u>Daily Phonics Session.</u> (Little Wandle) Read tricky words (Assessments)  Individual Reading/Reading Practice sessions  Share singing of action Nursery rhymes /songs.</p>	<p><u>Mastering Number:</u> (Assessments) Child initiated play provision activities.</p>	<p>'Autumn' season activities continued from the previous week.</p>	<p>Autumn' seasonal art experiences continued from the previous week.</p>
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At lunchtimes  
use cutlery  
including  
knives, forks  
and spoons.

Gross Motor  
Skills: Use of  
scooters,  
bicycles.

HALF-TERM HOLIDAY: 27/10/25-31/10/25