

The Very Hungry Caterpillar Class
 Reception
 Autumn A
 2024:
 Mrs Williams

Prime Areas

Specific Areas




WHOLE SCHOOL THEME: 'Reading for Pleasure'.

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

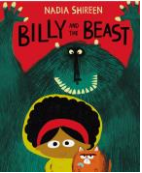
Literacy Tree Texts: 'Billy and the Beast'
 'I want my hat back'

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><u>Week 1</u> 04/09/24- 06/09/24 '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 04/09/24.</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. Talk about our feelings about starting</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><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.</p> <p><u>Understand how to listen carefully and why listening is important.</u> (Remember to use our listening ears) Describe events in some detail. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</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 Garden'. Share and read stories.</p> | <p>Share singing of action Nursery rhymes /songs and create rhythms using the musical instruments.</p> | <p><u>Maths:</u> 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>Talk about the life cycle of a caterpillar to butterfly. Describe each stage of the life cycle. Look at</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. (Use for a classroom display)</p> |

| | | | | | | | | |
|--|---|--|---|---|--|--|--|---|
| | school. Share stories. | | Learn rhymes and songs, paying attention to how they sound. | Writing our names. Letter formation. | | | pictures/photographs. What do the children know about minibeasts? What creatures have they observed in the garden/outside during the Summer holiday? | Reception Children: Starting school photographs/handprints. Decorate butterflies for class registration. |
| <p><u>Week 2</u> 09/09/24-13/09/24 Settling into our new class week. <u>Whole school themed week:</u> 'Reading for Pleasure'.</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? Why am I special? How am I different and special than others? E-Safety session: Active Bytes. Stay</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>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. Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</p> <p>Talk about our favourite stories that we like to read/share. Describe story characters and events.</p> | <p>Introduce the theme: 'Reading for Pleasure'. Share stories with visual props, role-play, dressing up experiences, small world play.</p> <p>Make 'Hungry Caterpillar' book marks.</p> <p>Make a class book. Make a story sack.</p> <p>Writing our names. Letter formation.</p> <p>Share stories written by the class focus author 'Eric Carle'.</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>Music session: Kapow Music Unit: Vocal sounds To explore using voices to make a variety of sounds.</p> |

| | | | | | | | | |
|---|--|--|--|--|--|--|---|---|
| | <p>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>Listen carefully to follow instructions during P.E /Music sessions.</p> | | | | | |
| <p><u>Week 3</u> 16/09/24- 20/09/24 <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><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.</p> | <p>Daily finger gym/fine motor control skills activities. Scissor control skills: create pig puppets. 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.</p> <p>At lunchtimes use cutlery including knives,</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.</p> <p>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</p> | <p>Introduce the story; 'Billy and the Beast'. Wow starter day activities. Start the day with the children arriving in the classroom to find 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.</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>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p> | <p><u>Maths:</u> Number: counting/sorting/shapes Independent Learning play provision activities.</p> <p>Child initiated play provision activities.</p> <p>*Baseline Maths activities</p> | <p><u>Forest School Session.</u> What kind of home would a hedgehog like?</p> <p>Name and describe different forest/ woodland animals e.g. fox, mice, hedgehog and rabbits.</p> | <p>Music session: Kapow Music Unit: Vocal sounds: Body sounds Exploring using body parts to make a variety of sounds.</p> <p>Draw and paint pictures of forest/woodland animals e.g. fox, mice, hedgehog and rabbits.</p> |

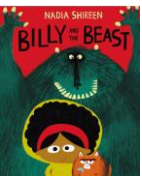
forks and spoons.




characters. Connect ideas and describe events in some detail.


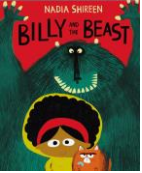
Go on a hunt around the forest school area to hunt for the creature/ beast. Share the story and learn new story language and vocabulary. Who are the characters in the story? Name the story characters. Describe features of the characters. *Use the cauldron pots/mixing spoons to make a 'Terrible soup'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




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

The children are to make their own 'Wanted' poster where they can draw a picture of a monster and describe with support from an adult to scribe their ideas.

| | | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| | | | | <p>Look at the front cover of the story book; ask the children to say what they can see. Give them some sentence starters; e.g. 'The girl looks...' 'The cat seems..' 'The monster is....'</p> <p>Adults to scribe their sentence ideas.</p> <p><u>Story characters.</u> Describe how the characters are feeling in the story? When do you feel this way? Use emotions vocabulary (STC)</p> <p>Share stories written by the author 'Eric Carle'.</p> | | | | |
| <p><u>Week 4</u> 23/09/24- 27/09/24 <u>Literacy</u> <u>Tree:</u> Fiction text: 'Billy and the Beast'</p>  <p>*Bridgwater</p> | <p>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.</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</p> <p>At lunchtimes use cutlery including knives,</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.</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>Draw a map as a group to show the journey through the forest from the story. Make a 3D story map to</p> | <p><u>Daily Phonics Sessions.</u> (Little Wandle) s a t p i n m d g o c k 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:</u> <u>Subitising:</u> 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.</p> <p>Child initiated play provision activities.</p> <p>*Baseline Maths activities</p> | <p><u>Houses and homes.</u> 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.</p> <p>Explore different building materials.</p> | <p><u>Music session:</u> Kapow Music Unit: Vocal sounds: Instrumental sounds Exploring using instruments to make a variety of sounds.</p> |

| | | | | | | | | |
|---|---|--|---|---|--|--|--|---|
| <p>Fair Welly Walk/Picnic: 25/09/24</p> | <p>Well-being/ Mindfulness activities.</p> <p><u>R.E Session:</u> Special Me: Who are the special people in my life? <u>Wednesday 25/09/24:</u> Local fair walk and picnic lunch. (Whole school event) *Take class 'Butterfly Bear' on welly walk. <u>PSHE:</u> 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.</p> | <p>forks and spoons.</p> <p>Gross Motor Skills: Use of scooters, bicycles.</p> | <p>Retell the story, once they have developed a familiarity with the text, repetition and use of their own words.</p> <p>Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</p> <p>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 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>show the journey using small world toys.</p> <p>Use CVC objects that can be hidden under a cloth on a tray e.g. a peg, a cup, jam, a tin, and a mop. Play the tray game/Kim's game for the children to segment the words for objects that are missing.</p> <p><u>Feely Bag activity:</u> Use a feely bag containing some ingredients. Ask the 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 j-a-m (jam)</p> <p><u>Mixing bowl activity:</u> Ask children to add each item to the bowl. Model creating a sentence for what's happening e.g. stir in the</p> | | | <p>Name and describe the properties of different types of materials. Use descriptive vocabulary to describe texture/ properties.</p> <p><u>Technology:</u> <u>Technology in our lives:</u> Use the Beebots to program to travel on a map of the pigs journey in the story.</p>  <p><u>Forest School Session.</u> Can I create a tile of a house?</p>  <p>Families: Talk about different families and children to understand that</p> | <p>Draw/paint pictures of our own homes/houses.</p>  <p>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?</p> <p>Make a clay tile of our own home. Use different textures and 2D shapes.</p> <p>Small world farm play.</p> |
|---|---|--|---|---|--|--|--|---|

| | | | | | | | | |
|--|--|--|---|--|---|---|---|---|
| | | |  | <p>jam. Mix in the bug.</p> <p>Share stories written by the author 'Eric Carle'.</p> | | | all types are special. | |
| <p>Week 5 30/09/24-04/10/24</p> <p>Literacy <u>Tree</u>: Fiction text: 'Billy the Beast'/'I want my hat back'</p>  <p>*Rosh Hashanah Festival: 02/10/24</p> <p>Harvest Festival Church Service 02/10/24 Wear 'Autumn' colours.</p> | <p>PSHE: 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.</p> <p>R.E (Families and Friends) 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.</p> | <p>Daily finger gym/fine motor control skills activities.</p> <p>Practice getting dressed for P.E.</p> <p>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>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.</p> <p>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</p> | <p>Plan a story As a group, children are to plan the story out using a story mountain. Choose a new story character together and decide what will happen e.g. what will the monster look like and what will they cook?</p> <p>Work together to plan a beginning, middle and ending for a story. Use key story vocabulary and scaffolds (e.g. sentence openers)</p> <p>*Role-play the different version of the story using new vocabulary.</p> | <p>Daily Phonics Sessions. (Little Wandle) s a t p i n m d g o c k ck e u r</p> <p>Read tricky words is, I, the</p> <p>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p> | <p>Mastering Number: Counting, Cardinality and Subitising. 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>Houses and homes Find out about different types of homes e.g. flat, terrace, semi-detached, detached houses, cottage, caravan, bungalow, canal boat, castle..</p> <p>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>Music session: Kapow Music Unit: Vocal sounds: 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 create a past picture. (Homes from the past) Look at pictures of homes from the past/old homes e.g. castles.</p> |

| | | | | | | | | |
|--|--|--|--|---|--|---|--|--|
| | | | <p>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>Forest School Session. Den building. Work in groups to construct dens.</p> |  <p>Castle small world play. Construct models of castles.</p> |
| <p>Week 6 07/10/24-11/10/24 <u>Literacy</u> <u>Tree</u>: Fiction text: 'I want my hat back'</p>  <p>10/10/24: World Mental Health Day.</p> | <p>PSHE: 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>Well-being/ Mindfulness activities.</p> <p>R.E: 'Special Me': Birthdays: How we</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></p> <p>Participate in small group, class and one to one discussion, offering their own ideas using new vocabulary.</p> | <p>Introduce the story 'I want my hat back'.</p>  <p>Look at a variety of different hats. Display an assortment of hats. Choose 3 hats and model questions such as What colour is your hat? What shape is your hat? How big is your hat? Where do you use your hat? .. (Create a hat shop' dress up area)</p> | <p>Daily Phonics Sessions. (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</p> <p>Individual Reading/Reading Practice sessions</p> <p>Share singing of action Nursery rhymes /songs.</p> | <p><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.</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. (Can the penguins escape from the ice?) Forest School Session. Can you make a trail for others to follow?</p> | <p>Music session: Kapow Music Unit: Vocal sounds: 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 birthday celebration. (R.E Link)</p> |

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.)

Children to arrive
in the class to
discover that hats
have disappeared!
Use a photograph
of a hat from the
previous session on
the IWB. Ask the
children questions
about the hats
e.g. what colour is
the missing hat?
Model how to
respond in a
sentence e.g. The
missing hat is
green..

Share the text 'I
want my hat back'.
Emphasise the
different
characters from
the story and
responses using
different voices.

Collect words to
describe the bear
character and
some words to
describe how the
bear might feel.

Share stories
written by the
author 'Eric Carle'.

| | | | | | | | | |
|---|---|---|---|---|---|--|--|--|
| <p><u>Week 7</u> 14/10/24- 18/10/24</p> <p><u>Literacy</u> <u>Tree</u>: Fiction text: 'I want my hat back'</p>  <p>(PARENTS DAY 18/10/24)</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>Children to practice role-play of the conversation between the two characters.</p> <p>Practice and perform the first part of the rap in small groups from the story.</p> <p>Children to rehearse using 'and' 'but' and 'because' to complete sentences related to the story events.</p> <p>Sequence images from the story book and order to retell the story. In small groups with an adult, children to create sentences orally to retell the story.</p> <p>Change the story characters. Provide the children with some new characters thaty might appear</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>Daily Phonics Session.</u> (Little Wandle) Read tricky words (Assessments)</p> | <p><u>Mastering Number:</u> Subitising/ Comparison: 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><u>Mastering Number:</u> (Assessments) 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. <u>Forest School Session.</u> Make collections of autumn natural items. Use to create a leaf crown/picture</p> <p>'Autumn' season activities continued from the previous week.</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> <p>Autumn' seasonal art experiences continued from the previous week.</p> |
| <p><u>Week 8</u> 21/10/24- 25/10/24</p> | <p>Celebrate the children's achievements from the first half term.</p> | <p>Daily finger gym/fine motor control skills activities.</p> | | | | | | |

(INSET
DAY:
25/10/24)
Assessment
Week

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.

in their new
versions of the
story. Have
puppets, small
world props. Work
in small groups to
decide what will
happen in a
different version
of the story.

Work in small
groups to create
the first part of
their group story
to be scribed by
the adult.

Individual
Reading/Reading
Practice sessions

Share singing of action
Nursery rhymes
/songs.

HALF-TERM HOLIDAY: 28/10/24-03/11/24