

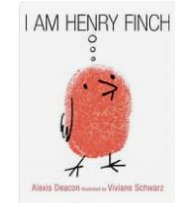
**Prime Areas**




The Very Hungry Caterpillar  
Class  
Spring B MTP 2025



**Specific Areas**

**WHOLE SCHOOL TOPIC: 'Being Resilient'**  
**Literacy Tree Text: 'I am Henry Finch'**  
*'Where do we live?'*



Week / Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world (Science, History, Geography)	Expressive Arts & Design
<p><b>Week 7:</b> 24/02/25-28/02/25 Literacy Tree text: 'I am Henry Finch'</p>  <p><b>St. David's Day</b> 01/03/25</p> 	<p>Welcome back the children following the half-term holiday. Recap on the classroom rules/routines. Well-being/ Mindfulness activities. 'Birds' themed yoga session.</p> <p><b>PSHE:</b> Jigsaw Session: Healthy Me: Piece 1: Everybody's Body. I understand that I need exercise to keep my body healthy.</p>	<p><b>P.E Session</b> taught by (P.E Coach) Ball skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children e.g.</p>  <p><b>Speaking and Listening:</b> Share the children's news and experiences from the half-term school holiday. <b>To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day.</b></p>	<p><b>Wow story session</b> to introduce the Literacy Tree story: 'I am Henry Finch'. <b>Session 1:</b> The children will arrive in the class to find Henry Finch perched on a branch with a 'Thought Bubble' containing the statement 'I am Henry Finch'. Bubbles of thought: The children will make their own fingerprint bird. Add features for eyes, beaks and wings. Use to create a tree of birds. Provide the children with their own thought bubble in which to write their finch name e.g. I am Pippa Finch.</p> <p>Find out about 'Who is Henry Finch? Is he a boy? Is he a person? Is he a different animal? Is he a bird? Children to use their imagination to draw this and label. Write own captions using</p>	<p><b>Little Wandle Phonics: Daily sessions.</b> Revise previously taught phonemes/graphemes daily. Phase 3: Reception phonemes/graphemes. <b>ai ee igh oa oo ar or ur oo ow oi ear Review all tricky words taught so far: is as his has the I put pull full.</b></p> <p>*Daily keep up sessions targeted to support individual children.</p> <p><b>Individual reading/Reading practice sessions</b></p>	<p><b>Mastering Number: Counting, Ordinality, Cardinality</b> Count and order set of objects. Sequence numbers</p> <p>Child Initiated maths play provision activities.</p>	<p><b>Technology:</b> Online Safety session: Active Bytes. How can we be safe online when using different types of technology? Reinforce the children's awareness of how to be safe online.</p> <p><b>Geography:</b> Where do we live? Describe where we live, making observations and looking at maps. Talk about what can be observed in the local area e.g. fields, town, shops, supermarkets, parks, hills (The Quantock hills), canal, bridges, rivers in Bridgwater. Explain that 'Bridgwater' is a town. What features do we find in a town? Draw a group map of our local area. Add physical and human features to the map. Look at google maps on the IWB. Can we find where we live? Our school?</p>	<p><b>Music Session: Spring B</b> <b>Kapow unit: Exploring transport</b> Exploring the sounds of different types of vehicles.</p>

	<p><b>R.E:</b>  <b>Christianity</b>  <b>Special</b>  <b>Times/Bible</b>  <b>stories:</b>  <b>Share stories</b>  <b>of Jesus</b>  <b>growing up</b>  <b>from the Bible</b>  <b>'Jesus feeds</b>  <b>the 5000'.</b>  <b>Questions:</b>  <b>What happens</b>  <b>in the story?</b>  <b>What special</b>  <b>action did</b>  <b>Jesus do in the</b>  <b>story? Why</b>  <b>was that</b>  <b>special?</b>  <b>Why is Jesus</b>  <b>special? What</b>  <b>special things</b>  <b>can you do for</b>  <b>others? How</b>  <b>does it make</b>  <b>you feel when</b>  <b>you do</b>  <b>something</b>  <b>special for</b>  <b>others? How</b>  <b>can you make a</b>  <b>difference?</b>  <b>Why does he</b>  <b>tell the crowds</b>  <b>of people</b>  <b>stories?</b>  <b>Online Safety</b>  <b>update session</b>  <b>Active Bytes.</b>  <b>How to be safe</b>  <b>when using the</b>  <b>internet.</b></p>			<p>phonic knowledge and tricky words.</p> <p>Look at picture of different types of birds. Name and describe features. Draw and label a bird. Extend to write a sentence.</p> <p>Focus author for this half-term: Roger Hargreaves</p>				
<p><b>Week 8:</b>  <b>03/03/25-</b>  <b>07/03/25</b></p> <p><b>Literacy Tree</b>  <b>text: 'I am</b>  <b>Henry Finch'</b></p>	<p><b>PSHE:</b> Jigsaw Session:  <b>Healthy Me:</b>  <b>Piece 2: We like to move it, move it.</b></p>	<p><b>P.E Session</b> taught by (P.E Coach)  <b>Balls skills/team games</b></p>	<p><b>Speaking and Listening:</b>  <b>To understand how to listen carefully and why listening is important. Maintain eye contact, look at</b></p>	<p><b>Literacy Tree Story:</b> 'I am Henry Finch'.  <b>Where do birds live? Can children draw a birds house for their bird? Show children different pictures of bird houses.</b></p>	<p><b>Little Wandle Phonics:</b>  <b>Daily sessions.</b>  <b>Revise previously taught phonemes/graphemes daily.</b></p>	<p><b>Mastering Number:</b>  <b>Comparison.</b> Compare numbers up to 8. Use the vocabulary more than, less than and equal to.</p>	<p><b>Forest School:</b>  <b>Can we follow an arrow trail and make a simple map of the route?</b>   <b>Use position and direction vocabulary;</b></p>	<p><b>Music Session:</b>  <b>Spring B</b>  <b>Kapow unit: Trains</b>  <b>Exploring and mimicking the sounds of a train.</b></p>

I AM HENRY FINCH



Illustration by Viviane Schwarz

**World Book Day:** Thursday  
6<sup>th</sup> March 2025

I understand how moving and resting are good for my body. Well-being/ Mindfulness activities.

**St. Davids**

**Day:** Find out about this special day which is celebrated in Wales on the 1<sup>st</sup> day of March.

Share stories of Jesus from the Bible. 'The Good Samaritan' Questions to be asked:

How did Jesus help the injured man?  
How can we help our friends if they are hurt?  
Have you been a good friend and helped others? How have you helped others?

Finger gym/fine motor control activities. Daily handwriting skills

the person who is talking.  
Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts. Describe some events in more detail.  
Articulate their ideas and thoughts in well-formed sentences.  
Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.

What do they look like? Can they describe this? Children to draw a bird house for Henry Finch and label this. Children to write a sentence. It is tall. It is dark. Where do we find bird houses? Talk about trees. What are the features of a tree? Use their body parts to form different parts of a tree. Can children draw a tree and label this using scientific words. Can children describe these? Children to write a sentence. A tree has a trunk. The roots are long. Use your imagination. Where is your tree? Is it at the park? Is it in a garden? Is it in a forest school area? Children to draw their picture of where their tree belongs. Can they label this.

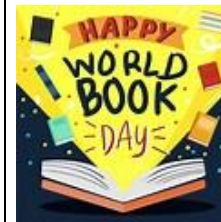
Focus author for this half-term: Roger Hargreaves

Review Phase 3: er air words/ with double letters and longer words  
Tricky words: full push and go no of

\*Daily keep up sessions targeted to support individual children.

Writing simple captions/sentences during Phonics.

Individual reading/Reading practice sessions  
**World Book Day activities: Thursday 6<sup>th</sup> March 2025** Come to school wearing our pyjamas! Share our favourite stories and characters. Share non-fiction books. Talk about why we enjoy reading. Share places where we enjoy reading.  
Reading buddies: Join up with another class to share stories.  
Crafting afternoon based on stories.  
Parents invited.



Child Initiated maths play provision activities.

forwards, backwards, turn left, turn right.

**Geography:**

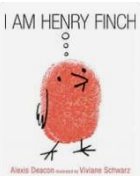
Look at features in the town of 'Bridgwater'. Look at photographs/pictures of bridges in the town. Do the children know about any famous bridges e.g. London bridge, Suspension bridge in Bristol. Drawings of bridges.

**Art:** Observational drawings of daffodil flowers for St David's day in Wales.



**World Book Day:** 06/03/25  
Share our favourite stories/non-fiction books. Construct reading dens. Design and make bookmarks.  
Share favourite stories. Draw our favourite story characters. Children to come to school wearing pyjamas.

**Week 9:**  
10/03/25-  
14/03/25  
**Literacy Tree**  
text: 'I am  
Henry Finch'



**PSHE Jigsaw:**  
Jigsaw  
Session:  
Healthy Me:  
Piece 3: Food,  
Glorious Food.  
I know which  
foods are  
healthy and not  
so healthy and  
can make  
healthy eating  
choices.

Well-being/  
Mindfulness  
activities.

**P.E Session** taught  
by (P.E Coach)  
Ball skills/team  
games

Finger gym/fine  
motor control  
activities.  
Daily handwriting  
skills

**Speaking and Listening:**

To understand how to  
listen carefully and  
why listening is  
important. Maintain  
eye contact, look at  
the person who is  
talking.  
Learn new vocabulary  
through the day,  
related to new Fiction  
and Non-Fiction texts  
and topics.  
Describe some events  
in more detail.  
Articulate their ideas  
and thoughts in well-  
formed sentences.  
Adults to encourage  
the children to listen  
carefully to questions  
and model how to  
respond in a sentence  
aloud.  
Uses talk to connect  
ideas, explain what is  
happening and  
anticipate what might  
happen next, recall and  
relive past  
experiences.

\*Each day the children  
will learn a 'sign' to  
communicate. This will  
be displayed in the  
classroom and modelled  
by the adults each day  
with the children

**Literacy Tree Story: 'I  
am Henry Finch'.**

Read text up to page  
where it says, He had a  
thought  
and he heard it. What is  
thinking? What has just  
happened to Henry  
Finch? What are you  
thinking? In small groups,  
Play circle game where  
each child says I am  
thinking about...

Re-read the story so far  
reading up to This was  
the way  
it always was. Note that  
you are reading a little  
less than you did in  
session 1. Display the  
following words on cards:  
morning, afternoon,  
evening and night. Put in  
time-order. Talk about  
what it says that the  
Finches did at each time  
of day. What else might  
they do? Relate to the  
children's own routines.  
Write a timetable for  
Henry Finch. Children  
could use pictures and  
labels to create a visual  
timetable. As you work  
with the children, talk  
about the fact that the  
finches did the same  
thing at the same time  
every day.

Display the grapheme 'j'  
and rehearse saying and  
writing this on mini  
white-boards. Shared  
reading: Shared-read the  
following words, placing  
sound buttons under  
each: jam, jog, job, jet,  
jump. Orally model use in

**Little Wandle Phonics:  
Daily sessions.**

Revise previously taught  
phonemes/graphemes  
daily. Tricky words:  
Teach  
Phase 3: Reception  
phonemes/graphemes.  
**Learn words with two  
or more digraphs.**  
Tricky words:  
Review all taught to  
date.

\*Daily keep up sessions  
targeted to support  
individual children.

**Individual  
reading/Reading  
practice sessions**

Writing simple  
captions/sentences  
during Phonics.

**Mastering Number:**

**Composition:** Compose and  
decompose numbers within  
10.

Child Initiated maths play  
provision activities.

**Forest School:**

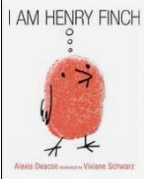

**Can we build a bridge  
to save the  
Gingerbread Man?**  
Use natural materials to  
build bridges.

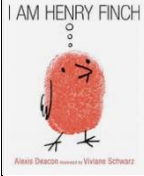
**Geography/Science:**  
Barnaby Bear goes on a  
journey. Use vocabulary  
for physical and human  
features in the  
environment that he  
sees. He needs to cross  
over a river, like the  
gingerbread man in the  
story. How can he cross  
over the river without  
getting wet?  
The children are to  
investigate what they  
could build to help him  
cross the river. e.g.,  
build a bridge, raft,  
boat. Explore using a  
range of construction  
equipment.

**Music Session:**

**Spring B**  
**Kapow unit: Boats**  
Exploring sounds heard  
on and around boats.

**Art and D.T:** Explore  
building boats using  
different materials.  
Work together, sharing  
ideas and skills.  
Invent a journey for  
your boat to go on.  
(Where is the boat going  
to travel? What can you  
see on the journey?)  
Create a story idea.

				<p>sentences about what Henry might do in a day and place these under the time headings: Go for a jog. Eat some jam. Fly in a jet. Do some jobs. Jump out of the Beast's way</p> <p>Focus author for this half-term: Roger Hargreaves</p>				
<p><b>Week 10:</b> 17/03/25- 21/03/25</p> <p><b>Literacy Tree text: 'I am Henry Finch'</b></p> 	<p><b>PSHE Jigsaw:</b> Healthy Me: Piece 4: 'Sweet Dreams'. I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>Well-being/ Mindfulness activities.</p> <p><b>R_E:</b> 29/03/25: Ramadan themed day. Islam/Muslim belief. To understand that this special time is for Muslims when they do fasting and at the end they have a special celebration called 'Eid' which is celebrated with special gifts, food and cards.</p>	<p>P.E Session taught by (P.E Coach) _Ball skills/team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p><b>Speaking and Listening:</b> To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud.</p> <p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children</p>	<p><b>Literacy Tree Story: 'I am Henry Finch'.</b> Continue reading the story, reading up to It was the time for greatness. Stop here to predict what might happen next before reading on to I WILL LISTEN TO MY THOUGHTS, Henry Finch said. I will listen to my thoughts. Finish reading the book - How did Henry use his thoughts to save himself and the others? Talk about what makes the children unique- how and what they think is part of this. How can we help ourselves to think? How can we help others to think? What does it mean to be thoughtful? Create motivational signs.</p> <p>Focus author for this half-term: Roger Hargreaves</p>	<p><b>Little Wandle Phonics: Daily sessions.</b> Revise previously taught phonemes/graphemes daily. <b>Teach longer words ending in -ing compound words.</b> Tricky words: Review all taught to date.</p> <p>*Daily keep up sessions targeted to support individual children.</p> <p>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p>	<p><b>Mastering Number: Composition:</b> Explore the composition of numbers within 10 Find equal/not equal sets of objects. Explore double facts up to 10.</p> <p>Child Initiated maths play provision activities.</p>	<p><b>Forest School:</b> Can we make stick puppets? Make a stick character using natural materials.</p> <p><b>History:</b> Look at photographs of bridges in the past in Bridgwater and compare. How have the bridges changed? Barnaby Bear visits a bridge.</p> <p><b>Technology:</b> Program the beebots /coda pillars to travel over a bridge.</p> 	<p><b>Music Session: Spring B</b> <b>Kapow unit: Cars</b> Interpreting symbols to reflect a car's journey.</p>

<p><b>Week 11:</b> 24/03/25-28/03/25</p> <p>Literacy Tree text: 'I am Henry Finch'</p> 	<p><b>PSHE Jigsaw:</b> Healthy Me: Piece 5: Keeping Clean: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. <b>R.E:</b> Special Times: <b>Mothering Sunday:</b> 30/03/25 Talk about how special our Mums, Nans, Auntie's are in our lives. <b>What special things do they do for us?</b></p> <p>Well-being/ Mindfulness activities.</p>	<p>P.E Session taught by (P.E Coach) Balls skills/team games Ball skills/team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p><b>Speaking and Listening:</b> To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction and Non-Fiction texts and topics. Describe some events in more detail. Articulate their ideas and thoughts in well-formed sentences. Adults to encourage the children to listen carefully to questions and model how to respond in a sentence aloud. *Each day the children will learn a 'sign' to communicate. This will be displayed in the classroom and modelled by the adults each day with the children</p>	<p><b>Literacy Tree Story:</b> 'I am Henry Finch'. A Finch from Henry's Flock- Harry Finch- is found sitting in the Thinking Zone, wearing a large luggage tag around his neck that says: My thoughts are all muddled. Some bad, some sad. Help! He is having trouble dealing with his thoughts! Can we help him? Share ideas about what could help this poor finch. Children speak to the finch directly. Children write little notes to Harry Finch to help him stay calm: Don't worry - we'll help you! We will think about how to help.</p> <p>Focus author for this half-term: Roger Hargreaves</p>	<p><b>Little Wandle Phonics:</b> Daily sessions. Revise previously taught phonemes/graphemes daily. <b>Teach longer words, words with s in the middle /z/ s words ending -s words with -es at end /z</b> Tricky words: Review all taught to date. <b>Little Wandle Phonics:</b> . *Daily keep up sessions targeted to support individual children.</p> <p>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p>	<p><b>Mastering Number:</b> <b>Composition:</b> Find equal/not equal sets of objects. Explore double facts up to 10.</p> <p>Child Initiated maths play provision activities.</p>	<p><b>Geography:</b> Go on a walk around the local area. The children are going to make observations of the physical and human features that they can see. Recount the walk. Take Barnaby Bear on our walk.</p> <p><b>Science:</b> Explore floating and sinking. Find out which materials float or sink? Investigate. Name everyday materials. Identify everyday materials including wood, plastic, glass, metal, water, and rock. Children to talk about what objects are made of. Discuss what makes these materials similar and different. Discuss the properties of these materials learning new vocabulary.</p> <p><b>Recycling:</b> How can we take care of our local environment? Explore sorting junk materials into boxes for recycling.</p>	<p><b>Music Session:</b> <b>Spring B</b> <b>Kapow unit: Transport journey</b> Demonstrating simple rhythms on an instrument</p> <p><b>ART:</b> Practice drawing people. Make Mother's Day cards. Draw pictures of our Mums/Nans.</p>
<p><b>Week 12:</b> 31/03/25-04/04/25</p> <p><b>Assessment Week</b></p>	<p><b>PSHE Jigsaw:</b> Healthy Me: Piece 6: Stranger Danger: I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Well-being/</p>	<p>P.E Session taught by (P.E Coach) Balls skills/team games Ball skills/team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p><b>Speaking and Listening:</b> To understand how to listen carefully and why listening is important. Maintain eye contact, look at the person who is talking. Learn new vocabulary through the day, related to new Fiction</p>	<p><b>Writing Assessment</b> Assessment writing- Children to use knowledge and skills to write a list of things that can help Henry Finch. Sit still. Use thinking to fix things. Time to relax. Listen to soft music. Close your eyes.</p>	<p><b>Little Wandle Phonics:</b> <b>Individual Phonics Assessments</b></p> <p>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p>	<p>Use 2D shapes to make Easter pictures.</p> <p>Child Initiated maths play provision activities.</p>	<p><b>Forest School:</b> <b>Can we follow the instructions?</b> Easter themed scavenger hunt.</p> <p>Signs of the 'Spring' season. Go outside to observe features in the environment. What changes can we see?</p>	<p><b>Art/D. T:</b> The children are going to decorate Easter egg patterns.</p> <p>Colour mixing using paints What colours can you make?</p> <p>Draw/paint pictures of 'Spring' trees/flowers</p>



Easter craft  
afternoon/  
parade.

Mindfulness  
activities.

**R.E:** Special  
Times: The  
'Easter' story  
also known as  
the Salvation  
story. Revisit

**Why do  
Christians  
celebrate the  
special time of  
'Easter'? What  
do we  
remember at  
Easter time?**

**How do you  
and your family  
celebrate  
Easter? What  
do Christians  
do at Easter  
time to  
remember  
Jesus?**

**Why do we eat  
hot cross buns  
and have  
Easter eggs?**

Talk about the  
special meaning  
behind these  
symbols: new  
life.

Order events  
from the  
Easter story.

**P.E:** Easter  
obstacle trail/bunny  
hops/egg and spoon  
race.

**and Non-Fiction texts  
and topics.**

**Describe some events  
in more detail.**

**Articulate their ideas  
and thoughts in well-  
formed sentences.**

**Adults to encourage  
the children to listen  
carefully to questions  
and model how to  
respond in a sentence  
aloud.**

\*Each day the children  
will learn a 'sign' to  
communicate. This will  
be displayed in the  
classroom and modelled  
by the adults each day  
with the children.

Share 'Spring' 'Easter'  
themed poems.

Focus author for this  
half-term: Roger  
Hargreaves

e.g. blossom, daffodils,  
tulips, hear birds  
singing, baby animals are  
born.

Name farm animals and  
their young. Match  
pictures. Learn about  
the life cycle of a chick.  
Sequence pictures using  
STC pictures.