

Prime Areas
The Very Hungry Caterpillar
Class
Summer A: MTP 2025






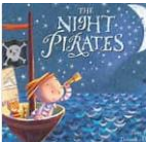

Specific Areas




WHOLE SCHOOL TOPIC: 'Food and Farming'

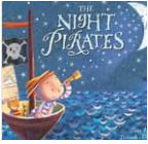




**Literacy Tree Story: 'Night Pirates/'Lost and Found'.
 Focus: 'What is under the sea?'**






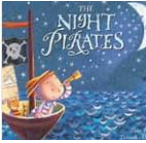
Week / Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world (Science, History, Geography)	Expressive Arts & Design
<p>Week 1: 22/04/25- 25/04/25 Theme Week: 'Food and Farming'</p> 	<p>Welcome back the children following the Easter school holiday. Recap on the classroom rules/ routines.</p> <p>Online-Safety: Talk about keeping safe when using technology and discuss the importance of taking part in non-screen time activities. Reinforce the children's awareness from previous term.</p> <p>Well-being/ Mindfulness activities.</p>	<p>P.E Session taught by Coach. Ball skills/ team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Share the children's news and experiences from the Easter school holiday. Listens to others one to one or in small groups, Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Model an explanation of what can be seen at a farm and how to be safe at the farm, using key vocabulary, naming features; animals, animal homes, machinery used at the farm, farmers jobs.</p>	<p>The children will practice spelling words using the phase 2/3 phonemes. Write a simple sentence. Use phonemes/graphemes to write labels.</p> <p>Focus author for this half-term: Shirley Hughes</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 3/4: Teach short vowels: CVCC words Tricky words: said, so, have, like</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>Farm animals sorting and doubling.</p> <p>Make fruit and vegetable repeat patterns.</p> <p>Child Initiated maths play provision activities.</p>	<p>Introduce the 'Food and Farming' theme week. Talk about the children's experiences of visiting a farm. What can you see at the farm? Name and describe features of a farm e.g. animals: cows, sheep, pigs, chickens, ducks.) machinery e.g. tractors, combine harvester, milking machine, buildings: barns, stables, cow shed, pig sty, chicken house, fields, pond. During the week, the children will have the opportunity to meet farmers who will be visiting the school with animals from their farms. There will be a tractor for the children to see too.</p> <p>Find out what foods come from a dairy farm? e.g. milk, cheese, butter and yoghurt. What other foods are grown at farms? e.g. fruits and vegetables.</p>	<p>Share 'Farm' themed stories and rhymes during the week. Farmer Duck - Martin Waddell The pig in the pond- Martin Waddell A squash and a squeeze - Julia Donaldson Farmyard Hullabaloo - Giles Andreae</p> <p>Old Mcdonald had a farm The farmers in his den Baa Baa black sheep B I N G O - There was a farmer who had a dog and Bingo was his name.... The Big Red Tractor</p> <p>Create 'Farm' themed collage pictures using natural textured materials and objects to create effects e.g. Make a farm field using forks, and paint. Print tractor wheel patterns</p>

			<p>Online Safety Lesson: To reinforce and explain the importance of using technology online safely.</p>				<p>Plant fruit/vegetable seeds in our outdoor garden.</p> <p>There will also be an opportunity to help prepare a 'Fruit salad' for a healthy snack with the whole school.</p> <p>Name adult and baby farm animals.</p> <p>Find out about lifecycles of farm animals e.g. chicken</p> <p>History: Visit from Somerset Museum Service: Dinosaur and fossils themed' activity morning session. Thursday 24th April: 9.00- 10.30</p>	 <p>Observational drawings of farm animals, tractor.</p>  <p>Music session (Use of Kapow Music Scheme) Unit: Music and Movement: Action songs Learning why songs can have actions and some simple Makaton signs to accompany a song</p>
<p>Week 2: 28/04/25- 02/05/25</p> <p>Literacy Tree Story: 'Night Pirates'</p> 	<p>Reinforce the importance of positive behaviour. Relate to the story 'Sharing a Shell.' How can we share and be kind to our friends?</p> <p>PSHE: Jigsaw Session: 1 Relationships: My Family and Me: I know how to make friends. I can identify some of the jobs I do in my family and how I feel I belong.</p>	<p>PE: P.E Session taught by coach. Ball skills/team games</p> <p>Finger gym/fine motor control activities.</p> <p>Daily handwriting skills.</p> <p>P.E Session: Maypole dancing.</p> 	<p>Speaking and Listening Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Introduce the theme of 'The Seaside'. What are the children's experiences of going to the seaside? What can you find by the sea? e.g. beach, sand, sea, sea creatures, rocks, shells, pebbles etc.</p>	<p>Literacy Tree Story Session 1: WOW story session to introduce the story.; Night Pirates'. Children arrive to class to find a treasure map rolled up as a scroll and tied with some string! (Use colour-copy of the map from the back of The Night Pirates). Tied to the map is a message: Have pictures of some of the pirates (girl ones and adult ones) from text dotted around classroom and in the outdoor/any other areas you have. Let the children find the pirates and then report back to the others about where they were found.</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Teach short vowels CVCC and CCVC words Tricky words: some, come, love, do</p> <p>*Daily keep up sessions targeted to support individual children.</p> <p>Writing simple captions/sentences during Phonics.</p> <p>Individual reading/Reading Practice sessions.</p>	<p>Mastering Number Sessions Cardinality, ordinality and counting. A key area of focus this week will be to develop confidence in counting strategies, including counting on from different starting numbers. The children will also consider strategies for counting larger numbers of objects, including those that cannot be moved. Practical activities - such as using counting wands and helping a puppet to develop their counting skills - will help to embed these key areas of understanding. During classroom routines, the children should also be given further opportunities to hear, and join in with, counts beyond 20. Adults should</p>	<p>Introduce the theme of 'The Seaside'. What are the children's experiences of going to the seaside? What can you find by the sea? e.g. beach, sand, sea, sea creatures, rocks, shells, pebbles etc.</p> <p>Have the children been on holiday at the seaside or go for a day out?</p> <p>Find out about what activities you can do on a seaside holiday/day out. The children will take part in a 'Seaside' themed activity afternoon. Small world play: at the seaside; buckets and spades, building sandcastles, set up a</p>	<p>Music session (Use of Kapow Music Scheme) Unit: Music and Movement: Finding the beat Children explore a music beat through body movement.</p> <p>Learn rhymes, poems and songs relating to under the sea creatures. (Commotion in the Ocean) Share dinosaur rhymes from 'Dinosaur Roars'.</p> <p>Create a rock pool habitat using small world toys and equipment in the tuff tray.</p>

	<p>R.E: Christian Key Belief: God and Creation. The children will think and reflect on a story that is special to them e.g. The world around them and how it might have begun. Share the Christian Creation story through the Godly Play story telling: To understand that it is the first special story in the Bible, and it tells how God made the world in six days, resting on the seventh.</p> <p>Questions: How does the story make you feel? What is special about the Creation story? Why is the story special to Christians? What special book has the Creation story? Why did God create human people last?</p> <p>Well-being/ Mindfulness activities.</p>	<p>Have the children been on holiday at the seaside or go for a day out? Answer how and why questions about their experiences and in response to stories/non-fiction about the seaside. Adults to encourage the children to listen carefully to questions and model how to ask questions and respond in a sentence aloud. Teach question openers e.g., Who has been to visit the seaside? What did you see at the seaside?</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where?</p> <p>Adult to model an explanation of a seaside place and the activities that you can do their using key vocabulary.</p> <p>Adult to model the explanation of what is a pirate? Explain that our new Literacy Tree Story is 'Night Pirates'. We are going to be going on a hunt around the outdoor play area to search for pirates using our treasure map.</p> <p>*Each day the children will learn a 'sign' to communicate. This will be displayed in the</p>	<p>Session 2: Hide the pirate: Suggest to the children that maybe if we hide the pirates again then we might be able to work out why they're here and what they might have been doing. Provide children with the following instructions on strips: Put the pirate in the sand. Put the pirate on the shelf. Put the pirate inside a box. Put the pirate beside the pens. Shared -read using sound buttons for sand, shelf, box and pens (the graphemes for all of these words will already have been taught). What might the pirates have been doing in these places? Digging for treasure, on the lookout, hiding, writing a note. Follow the instructions to hide the pirates.</p> <p>Session 3 Children to draw their own treasure map. They can label it with words such as 'box', 'sand', 'sea', 'tree'. The words should be phonetically plausible.</p> <p>The children will practice spelling words using the phase 2/3/4 phonemes and tricky words. Write a simple sentence. Focus author for this half-term: Shirley Hughes</p>	<p>continue to draw attention to the pattern of the counting numbers beyond 20, e.g. by pausing and giving children time to anticipate the repeating pattern by saying, 'twenty, twenty... ONE, twenty-two...'</p> <p>Child Initiated maths play provision activities.</p>	<p>rock pool using shells and pebbles and crabs, fish, starfish in a tuff tray. Explore sand, seaweed, pebbles, shells and sea creatures Look at a selection of different shaped shells. Describe what they can see.</p>  <p>May Day Bank Holiday traditions. Find out about past culture/tradition of the may day celebrations. (The children are to explore may pole dancing.)</p> 	<p>Observational drawings of real sea/ocean objects collected e.g. seaweed, pebbles, shells, driftwood.</p> <p>Create under the sea art. Use wax resist painting.</p> 	
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			classroom and modelled by the adults each day with the children					
<p>Week 3: 05/05/25-09/05/25</p> <p>*Bank Holiday Monday: 05/05/25</p> <p>Literacy Tree Story: 'Night Pirates'</p> 	<p>PSHE: Jigsaw Session: Relationships: 2: Make friends, never ever break friends. Try to solve friendship problems when they occur. I know how to make friends and to stop myself from feeling lonely. Well-being/ Mindfulness activities.</p> <p>R.E: Key Belief: Judaism: God and Covenant. What do Jewish people believe about God and the covenant? (Talk about the Special Jewish Scripture: The Torah' Scroll) Share the Jewish creation story told in a different way from Godly Play and talk about how it is the</p>	<p>P.E Session taught by coach. Ball skills/ team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p> <p>P.E Session: Maypole dancing. Listen to instructions to practice safe use of ribbons for maypole dancing.</p> 	<p>Speaking and Listening Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Teach the children to ask questions about how we can be a good friend? Why is it important to share, be kind and helpful towards our friends? Model an explanation for how to be a good friend.</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Ask questions to find out more about 'Seaside' holidays in the past and present times. Model explanations for activities that we can do when we visit a seaside place.</p>	<p>Literacy Tree Story 'Night Pirates' Session 1 What would a pirate look like? Draw a pirate and label the picture. What might he wear? How would we describe him? Session 2 Listen to the sounds of the ocean. Describe using senses. Draw the sea and one creature you might find there and label it. What else might you find in the ocean? Session 3 What would a pirate ship look like? Where might it be travelling? Children to draw and label a pirate ship.</p> <p>The children will practice spelling words using the phase 2/3/4 phonemes and tricky words. Write a simple sentence.</p> <p>Focus author for this half-term: Shirley Hughes</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Teach short vowels: <i>CCVCC</i> <i>CCVC</i> and <i>CCVC</i> longer words. Tricky words: were, here, little, says</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>Mastering Number Sessions Subitising This week, the children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Some arrangements are easier to subitise than others - e.g. a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this week is to use the children's developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. This week's sessions will also continue to encourage the children to consider when they can subitise and when they might need to use counting as a strategy.</p> <p>Child Initiated maths play provision activities.</p>	<p>Seaside Holidays in the past. The children are going to explore the past to find out about going on a seaside holiday in the past (100 years ago) What activities did people do? What clothes did they wear? What games did children play? Compare features from the past to the present day.</p> <p>Forest School: What is a fossil? Explain, we have been digging & we dug up a dinosaur fossil. Show real fossil. Children look at fossil. What do you notice? Why do you think...? Move to log tables. Explain children are going to make their own fossil. Demonstrate working clay & then making a 'bowl' shape with a thick bottom. Press a small dinosaur skeleton toy into bottom of bowl to create a fossil. Give children own clay to work. When soft children make a bowl shape & make own fossil by pressing in a dinosaur skeleton & then removing it. Ask</p>	<p>Music session (Use of Kapow Music Scheme) Unit: Music and Movement: Exploring tempo Children learn to recognise and react to different tempos in music</p> <p>Dinosaurs: The children are going to draw dinosaurs and learn names. Add features.</p> <p>Explore fossils. Use clay to make dinosaur imprints.</p>   <p>Explore colour mixing. Paint pictures of dinosaurs.</p> 

	<p>same as the Christian version.</p> <p>Questions: What is the star of David? (The Star of David reminds Jews of the six days of creation.) What is a synagogue? (A place for Jewish people to go to worship) Why do Jewish people visit a Synagogue?</p>		<p>Model an explanation for what is a fossil.</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>children: What is a fossil? How is a real one created?</p>	
<p>Week 4: 12/05/25- 16/05/25 Literacy Tree Story: 'Night Pirates'</p> 	<p>PSHE Jigsaw: Jigsaw Session: Relationships: 3: Make friends, never ever break friends. I can think of ways to solve problems to stay friends.</p> <p>Water/Seaside Safety: Talk about how we can stay safe in the Summer/sun safety and when we visit the seaside.</p> <p>Well-being/ Mindfulness activities.</p>	<p>P. E Session taught by coach. Ball skills/ team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p>Speaking and Listening Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question. Adult is to model the explanation of what creatures live under the sea. Name and describe features of creatures that live under the sea using key descriptive vocabulary. Compare sea creatures that live in a contrasting country (Australia) The Great Barrier Reef. Find out about Ocean</p>	<p>Literacy Tree Story 'Night Pirates' Session 1 Look at session 2 from the Literacy Tree unit. Children to think about what a pirate might say and act this out. Children to role play. Children to create a speech bubble e.g. sit down, stand, stop, dig. Session 2 Re-read the story so far. What might happen next in the story? Pirate sentences: Support the children through oral rehearsal to write some sentences about the story so far to include words containing the grapheme /ow/: The pirates went down. Pirates frown. Clever pirates bow. Children to create a collage for the house</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Teach Phase 4: Longer words and compound words. Tricky Words: there, when, what, one *Daily keep up sessions targeted to support individual children.</p> <p>Individual reading/Reading practice sessions Writing simple captions/sentences during Phonics.</p>	<p>Mastering Number Sessions Composition This week, the children will consolidate their understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible. A key representation of the composition of 5 will be the fingers of 1 hand, and the children's attention will be focused on both the fingers that are 'up' and those 'folded down', connecting this to a rhyme about 5 kittens jumping 'down' from the bed. They will also be encouraged to subitise when an arrangement does show 5, and when it does not. In addition, the children will have an opportunity to build on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'. A range of</p>	<p>Name and describe features of creatures that live under the sea.</p>  <p>Small world play using the under the sea creatures. Film under the sea small world play experiences.</p> <p>Compare sea creatures that live in a contrasting country (Australia) The Great Barrier Reef. Find out about Ocean habitats. What creatures live there? Barnaby Bear visits Australia Technology: Draw sea creatures using 'paint'.</p> <p>Forest School: Can I make a sand sculpture? (Prior to the</p>	<p>Music session (Use of Kapow Music Scheme) Unit: Music and Movement: Exploring tempo and pitch through dance Children learn to express different pitch and tempo in music through dance</p> <p>Rainbow Fish story. Explore colour mixing to create the different colour shades for the fish scales.</p> 

			<p>habitats. What creatures live there? Barnaby Bear visits Australia. Adult to model an explanation of sea creatures that live in the Great Barrier Reef using key vocabulary.</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>that the children think they will see.</p> <p>Session 3 Sing the song, tap out the music. Perform the song. Were the Night Pirates good pirates or were they baddies too? Is there such thing as a good pirate? Why? Why not?</p> <p>The children will practice spelling words using the phase 2/3/4 phonemes and tricky words. Write a simple sentence.</p> <p>Focus author for this half-term: Shirley Hughes</p>		<p>representations in which 5 is visible as a clear part will be used, including fingers, the double dice frame and the 10-frame. Discussing and comparing these representations will enable children to generalise that each of the numbers 6 to 9 can have 5 as a part.</p> <p>Child Initiated maths play provision activities.</p>	<p>lesson outside, the children will look at some photographs of real sand sculptures.) Explain children are going to make a sculpture. Discuss what a sculpture is & tell children they will be using sand as a medium. Demonstrate making a shell shape with sand, adding just enough water to make the sand mould into a shell/ spiral shape. Children have sand and water on tables. They make their own shell or fish shaped sculpture. Children look at other children's sculptures. Ask: How did you create your sculpture? Why did you decide to make that shape? Children make positive comments about each other's work saying what they like about them.</p>	
<p>Week 5: 19/05/25- 23/05/25 Literacy Tree Story: 'Night Pirates'</p>  <p>Assessment Week</p>	<p>PSHE Jigsaw: Relationships 4:Falling out and bullying. I am starting to understand the impact of unkind words Well-being/ Mindfulness activities. R.E: Key Belief: Judaism: God and Covenant. What do Jewish people believe about</p>	<p>P. E Session taught by coach. Ball skills/ team games</p> <p>Finger gym/fine motor control activities. Daily handwriting skills</p>	<p>Speaking and Listening: Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question. Model how to ask questions. Use different question openings e.g.</p>	<p>Literacy Tree Story 'Night Pirates' Session 1 Sorting 'oi' words. Children to write simple sentences back to the pirates using 'oi' words to explain why they would make good pirates e.g. I will dig in the soil, I will find coins. Session 2 Verbally following instructions, taking on the role of the pirate. Label the picture of the ship. Sessions 3/4</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Teach Phase 4: root words ending in -ing, -ed, /t/ -ed, /id/ed/-est</p> <p>Tricky words: out, today</p> <p>*Daily keep up sessions targeted to support individual children.</p>	<p>Mastering Number Sessions Composition/Comparison This week, the children will review the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then begin to explore how 10 can be composed. They will also develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.</p> <p>This week's activities will provide experiences that help the children to develop an understanding of the magnitude of numbers.</p>	<p>Talk about protecting our ocean habitats. Discuss and reinforce the importance of 'Recycling' to stop pollution. Talk about the features of the seasons including the change from the 'Spring' to the 'Summer' season e.g. weather changes, features of the outdoor natural environment e.g. trees. Compare the differences between different environments</p>	<p>Music session (Use of Kapow Music Scheme) Unit: Music and Movement: Music and movement performance Children perform two movement and movement songs</p> <p>Create a seaside collage pictures using different natural/textured materials.</p>

	<p>God and the covenant? Find out about rules that Jewish people follow. Talk about class rules. Explain that Jews have a special agreement that they follow in their lives. A covenant with God.</p> <p>Questions: What rules do we follow in our daily lives? What is a covenant?</p> <p>Well-being/ Mindfulness activities.</p>		<p>What, Why, When, How, Where? Model an explanation of how to build a sand sculpture.</p> <p>Model an explanation of what is a pirate e.g. what do they look like? What clothing do they wear? Where do they live? What do they say? What jobs can they do? What do they sail?</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>Assessment writing - things you'll need e.g. ship, map, coin. What to wear e.g. hat, patch, boots What to do e.g. scrub the deck, find coins Focus author for this half-term: Shirley Hughes</p>	<p>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p> <p>Phonics assessments.</p>	<p>Previously, the children have reasoned about the size of numbers through comparing sets of objects and identifying which set has more or fewer. This week, they will focus on ordinality: considering where numbers to 10 are in relation to each other. Through practical activities and games, the children will reason about numbers and think carefully about which is more or less. They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)</p> <p>Child Initiated maths play provision activities.</p>	<p>e.g. town and seaside place.</p>	

HALF-TERM HOLIDAY: 26/05/25 - 30/05/25