

Prime Areas

The Very Hungry Caterpillar
Class

Summer B MTP 2025





Specific Areas

WHOLE SCHOOL TOPIC: 'Food and Farming'

Literacy Tree Text: Naughty Bus by Jan and Jerry Oke
'How do plants grow?'



Week / Book	PSED	Physical Development	Communication & Language	Literacy	Letters & Sounds	Mathematics	Understanding the world (Science, History, Geography)	Expressive Arts & Design
<p>Week :1 02/06/25-06/06/25</p> <p><u>Literacy Tree text:</u> 'Naughty Bus'.</p> <p>Focus: Journeys and Exploration. Adventure story.</p>	<p>Welcome back the children following the half-term school holiday. Recap on the classroom rules/ routines. Reinforce the importance of using kind words to our friends and adults.</p> <p>PSHE: Jigsaw Session: 1 Changing Me'. Puzzle piece: 1: Understand that everyone is unique and special. My Body: I can name parts of my body.</p> <p>Well-being/ Mindfulness activities.</p>	<p>P.E P.E Session (P.E Coach) Multi 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 style="text-align: center;">: </p> <p>Share the children's news and experiences from the half-term school holiday. Speaking and Listening: Answer how and why questions about their experiences and in response to stories/non-fiction</p> <p>Model how to ask questions. Teach question openers Use different question openings e.g. What, why, When, How, Where, Who? (Link</p>	<p>Wow Story Starter Day: To introduce the Literacy Tree text: 'Naughty Bus.</p> <p>Learn new story language/ vocabulary. Sign new actions to support retelling of the story.</p> <p>The children will take part in different activities during the 'Wow' day: This will involve an introduction for a 'Bus adventure'.</p> <p>Bus activities. Look at pictures of different types of buses. Discussion on the children's experiences of going on a bus journey. Go outside and construct a bus using seats/chairs/crates to make a class bus! Imagine that we are going on our own magical bus journey. Where are</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Reception phonemes/graphemes. CVCC/CCVC Words with long vowel sounds. Tricky words: we, he, she, me, be, of, says, there, when, what, one.</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>White Rose Maths. Reception: SHAPES Recap on what 2D shapes the children can name and describe. Use 2D shapes to create patterns. Indoor/Outdoor experiences. 3D shapes: Recognise and name 3D shapes. In this small step, children will learn to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. They will recognise that whereas a 2-D shape is completely flat, 3-D shapes are solid objects. Find 2D shapes within 3D shapes. Comparison: Subitising using Rekenrek</p>  <p>A new focus this week will be on subitising beads on a Rekenrek.</p>	<p>Forest School: Can I grow a mini lawn in my garden? Make a small world garden including growing grass, making shed, vegetable patch, bench, stepping stones.. Gardening skills: Dig up weeds, rake soil. Discuss the role of a gardener? Name and use gardening tools</p> <p>Technology: Online Safety session: Active Bytes. Building Healthy Habits. How can we be safe online when using different types of technology? Reinforce the children's awareness from previous term Geography: Barnaby Bear goes on a bus journey in London. Find out what he sees on</p>	<p>Kapow Music Scheme: Unit: Big Band What makes an instrument? Learning about different musical instruments, children then use recyclable materials to create and play their own instruments</p> <p>Art: Observational drawings/paintings of buses.</p>

Online Safety update session

Active Bytes.
Building Healthy Habits.
How to be safe when using the internet.

with our Literacy Tree story: 'Naughty Bus'.
Take responses from questions such as **Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would you like to go on a bus? Where do you like to sit on a bus?**
To talk about experiences.
To answer simple questions. I can speak clearly about an experience I have had.

we going? What are we going to see? Make a bus stop sign.
Take responses from questions such as - Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would like to go on a bus? Where do you like to sit on a bus?
Sing 'The Wheels on the Bus' to reinforce vocabulary around buses.
Set up a bus stop in the role play area with a bus stop sign, seats under a shelter (if possible), 'bus stop' signage on the floor. Other elements could include timetables, coins, bags, umbrellas, bus driver uniforms etc
Draw the bus. Create labels for an image of a bus: these could be using any graphemes the children know to write e.g. door wheels windows driver

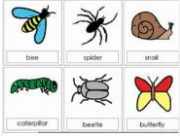
The children will practice spelling words using the phase 2/3/4/ phonemes.
Write a simple sentence
Use phonemes/graphemes to write labels.

Focus author for this half-term: Shirley Hughes



Indoor/Outdoor play experiences.


his time in London?
(Share Paddington Bear in London adventure stories)

<p><u>Week 2:</u> 09/06/25- 13/06/25</p> <p><u>Literacy Tree text:</u> 'Naughty Bus'.</p> <p><u>Focus:</u> Journeys and Exploration. Adventure story.</p>	<p>PSHE: Jigsaw Session: 'Changing Me'. Puzzle piece: 2: To express how they feel when change happens. Respecting my body: I can tell you some things I can do and foods I can eat to be healthy.</p> <p>Well-being/ Mindfulness activities.</p> <p>R.E: Key Belief: Judaism Questions: Recap on What is the star of David? What is a Synagogue? What is the name of the special scripture read by Jews? What do the Jewish people believe? This week the children are going to learn about the Jewish festival of 'Sukkot'.</p>	<p>PE: P.E Session taught by P.E Coach Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Teach the children to ask questions about how do we grow? What can we eat to help us grow? Model to the children how to respond to questions in sentences using conjunction e.g. 'and' to join words in sentences. Model an explanation of how humans grow Use new 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>Literacy Tree Story 'Naughty Bus' Activities:</p> <p>Session 1 Children to think about somewhere the bus might stop. What might they see? Where might they visit? Draw and label the place they visit.</p> <p>Session 2 Who might we see on the bus? Children to draw a passenger and write words to describe them using nouns and adjectives e.g. tall, kind.</p> <p>Session 3 Draw a map for the bus to follow. Label the places e.g. town, street, road, tree.</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.</p> <p>Phase 4: Reception phonemes/graphemes. CVCC/CCCVC/CCV Words. Tricky words: are, pure, sure, when, what, one, was, do, were, little, here, 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: Counting up to and beyond 20. Count 20 objects Practice saying the teen numbers. Join in with counting sequences. Share strategies for counting larger amounts that can't be moved.</p> <p>Indoor/Outdoor Maths experiences.</p>	<p>Forest School: How do we plant seeds and transplant plants?</p> <p>Plant sunflower seeds. How do we take care of seeds? What do seeds and plants need to help them grow? Talk about what weather is needed for helping plants and to grow?</p> <p>Sequence a set of pictures to show the growth of humans, baby to adult. Plant sunflower seeds. (Share the story 'The Tiny Seed' by Eric Carle)</p> <p>Sequence the life cycle pictures for a seed to a plant/flower.</p> <p>Technology (Computing): Use the chromebooks to research different types of buses.</p> <p>History/UTW: Look at past and present photographs/pictures of vehicles, including 'Buses'. Compare and look at the differences.</p>	<p>Kapow Music Scheme: Unit: Big Band Introduction to orchestra Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor</p> <p>Art/DT: Make observational drawings of pond creatures. Practice pencil control skills.</p> <p>Create a pond habitat using small world toys and equipment in the tuff tray outside. (Link to the story: 'Naughty Bus'.</p> <p>Make cards for special men in our lives (Father's Day) 15/06/25.</p> <p>Explore role-play area (Garden Centre). Use the till/money. Role-play shopping outside.</p>

	<p>This festival is a reminder to the Jewish people of the shelters that were made by their ancestors and the way in which God provided when they were wandering in the desert.</p> <p>The children are going to explore construction of their own 'Sukkot' shelters outside, working together as a team.</p> <p>Why do Jewish people find Sukkot a special time?</p>							
<p>Week 3: 16/06/25-20/06/25</p> <p><u>Literacy Tree text:</u> 'Naughty Bus'.</p> <p>Focus: Journeys and Exploration. Adventure story.</p>	<p>PSHE Jigsaw: Jigsaw Session: 'Changing Me'. Puzzle piece: 3: To understand and respect the changes that they see in themselves. Growing up: I understand that we all grow from babies to adults.</p>	<p>P.E P.E Session (P.E Coach) Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening:</p> <p>Model how to ask questions. Use different question openings e.g. What, why, When, How, Where?</p> <p>Ask questions to find out more about where can you find minibeasts hiding in the outdoor environment? e.g. under the stones, on the tree trunk, on top of the leaf, under the soil.</p>	<p>Literacy Tree Story <u>'Naughty Bus' Activities:</u></p> <p>Session 1 Talk about buses and tell the children they will write one piece of information about buses for a class book. Provide each child with an image of a bus to create simple captions for. These could be scribed onto a sentence strip and then chopped up for children to reorder e.g. the bus has four big wheels.</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Reception Words ending in 's' -es Longer words. Tricky words: put, pull, full, push, here, little, says, my, by, like, some, come, love, do.</p> <p>*Daily keep up sessions targeted to support individual children.</p>	<p>Mastering Number: Focus: Subitising. Use spatial language to describe their arrangements. Visualise and describe double patterns up to 5 and 5.</p> <p>Indoor/Outdoor Maths experiences.</p>	<p>Forest School: Minibeast hunt Explore minibeasts hiding under a leaf/ground. Where are the minibeasts hiding in the outdoor environment. Name and describe different types of minibeasts.</p> 	<p>Kapow Music Scheme: Unit: Big Band Follow the beat Children follow a beat using an untuned instrument and play their instruments together to match the beat</p> <p>ART: Self-Portraits: Discuss what a self-portrait is and make a self-portrait appropriately placing simple face features.</p>

	<p>Well-being/ Mindfulness activities.</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 to then write one thing about the bus e.g. a bus has four wheels. It is red and big. <u>Session 2</u> Re-read the story so far. Share the story up to 'When I'm full up'. Orally rehearse giving commands to Naughty Bus. Children can stand up and point their fingers as if they are telling Naughty Bus off! TA to scribe children's sentences. Children record command sentences: Slow down! Drive safely. <u>Session 3</u> Read to the end of the story. Children to use a phoneme frame to record the words that fall out of the book, using graphemes that are familiar to them. Allow phonically plausible attempts where these are appropriate, e.g. play, wait, again, This will phonetically plausible.</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>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p>		<p>*Watch the life cycle of a caterpillar to butterfly. Introduce caterpillars this week.</p> <p><u>Technology (Computing):</u> Take photographs of minibeasts that the children find. Use Ipad.</p> <p><u>History/UTW:</u> Look at past and present photographs/pictures of vehicles, including 'Buses'. Compare and look at the differences. Make a simple time line of 'Buses'.</p>	
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<p>Week 4: 23/06/25- 27/06/25</p> <p>Literacy Tree text: 'Naughty Bus'.</p> <p>Focus: Journeys and Exploration. Adventure story.</p>	<p>PSHE Jigsaw: 'Changing Me'. Puzzle piece: 4: To understand and respect the changes that they see in other people.</p> <p>Fun and Fears: Part 1: I can express how I feel about moving to Year 1</p> <p>Well-being/ Mindfulness activities.</p> <p>R_E: Key Belief: Judaism: Judaism: God and Covenant. Share the story of 'Moses'. (The important Jewish Prophet) Questions: Who is Moses? What did God give to Moses? What are the ten commandments ? What was the name of the sea that the Jews crossed over?</p>	<p>P.E P.E Session (P.E Coach) Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Children to ask and respond to questions linked to story ideas based on 'Naughty Bus'.</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>Literacy Tree Story 'Naughty Bus' Activities:</p> <p>Session 1 Sequence six key images from the text and place on a washing line. Let children tell the story orally and practise using words with 'ay' phonemes from the previous lesson. Session 2 Have a range of small world toys available for children to continue retelling the story of Naughty Bus on their own or in small groups. Encourage children to think beyond the book and into the classroom. What else could Naughty Bus have got up to in our classroom. Children to record key words and phrases for where the bus visited e.g. he went to space, he went to bed, he went for a wash. Session 3 Adult to take the bus around the school and take photos of the bus doing naughty things e.g. rubbish on the bench, run in class, knock down toys. Children to write a sentence to say one thing the bus did. The children will practice spelling words using the phase 2/3/4 phonemes and tricky words. Write a simple sentence.</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Reception Root words; ing/ed endings. Tricky words: some, come, love, do, the, I, go, no, you, 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>Mastering Number: Focus: Subitising. Explore and represent the composition of 5 on rekenreks. Use fingers and dice frames to explore and represent '5 and a bit' numbers to 10. Use their fingers to represent '1 more than/1 less than' a given number. Use tens frames to explore '5 and a bit' numbers to 10. Work out missing numbers to 10 on a number sequence.</p> <p>Indoor/Outdoor Maths experiences.</p>	<p>Forest School: Can I print with fruit and vegetables? Explore printing on to fabrics.</p> <p>UTW/Geography: Explore the origins of food across different countries.</p>	<p>Kapow Music Scheme: Unit: Big Band Tuned and untuned instruments Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time</p> <p>Art: Vegetable printing using potatoes, carrots... Create repeat patterns.</p>  <p>VEGETABLE PRINTS</p> <p>Use real fruit and vegetables to make faces. Look at the work of the artist: 'Guiseppe Arcimboldo'. Explore vegetable printing faces.</p> 
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				<p>Suffixes: To understand that ing and ed are added to root words.</p> <p>Practice writing capital letters. (Names/Days of the week)</p> <p>Focus author for this half-term: Shirley Hughes</p>				
<p>Week :5 30/06/25-04/07/25</p> <p>*Assessments</p> <p>Parents Day: 04/07/25</p>	<p>PSHE Jigsaw: Changing Me'. Puzzle piece: 5: To know who to ask for help if they are worried about change. Fun and Fears Part 2: I can talk about my worries/the things I am looking forward to about being in Year 1.</p> <p>Well-being/ Mindfulness activities</p> <p>R.E Session: Key Belief: Christianity/ Judaism: Questions: The children are going to think about special places that Christian and Jews like to go to worship (Church/ Synagogue)</p>	<p>P.E P.E Session (P.E Coach) Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where?</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>Literacy Tree Story 'Naughty Bus' Activities: Session 1 Children to work in groups to sequence four photos of the naughty things that the bus did in the story. Children to cut and stick photos in order. This will be used for their writing tomorrow to help them to sequence their sentences. Session 2 Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the previous day e.g. Naughty bus splashed water. Books fell on the carpet. Session 3 Assessment writing - Children to write 1-2 sentences using their sequenced pictures from the first session this week e.g. Naughty bus made a mess. He went to sleep. Encourage the children to use their phonic knowledge and tricky words in own writing.</p> <p>The children will practice spelling words</p>	<p>Little Wandle Phonics: Daily sessions. Revise previously taught phonemes/graphemes daily. Phase 4: Reception Root words; -er, -est endings. Tricky words: to, into, all, are, like, they, one, out, today</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: Focus: Number Pattern. Make and describe doubles arrangements on their fingers. Use their fingers/objects to make matching double amounts. Use a rekenrek to make doubles patterns. Recognise an odd and an even number when arranged in a 'doubles' pattern. Sort odd and even number of cubes.</p> <p>Indoor/Outdoor Maths experiences.</p>	<p>Forest School: Can I make a print on a tile using clay and natural materials?</p> <p>Weaving natural materials.</p>	<p>Kapow Music Scheme: Unit: Big Band Big band performance Children select appropriate instruments to represent different parts of a song before performing a practised song to a small audience</p> <p>Art and D.T: Make a clay tile using natural items to make prints in the clay.</p> 

What special books do Christians and Jews learn from?


Can the children name the different objects/ artefacts that are found in the places of worship?

What stories have we read this year from the Bible?

using the phase 2/3/4 phonemes and tricky words. Write a simple sentence.

*Share stories from all of our authors this year.

<p>Week 6: 07/07/25- 11/07/25</p> <p><u>Sports themed Week</u></p> <p><u>Meet new teacher parents evening:</u> 09/07/25</p> <p><u>Class Transition day:</u> 11/07/25</p> <p>Celebrating our achievements from this school year.</p>	<p>PSHE Jigsaw: Changing Me'. Puzzle piece: 6: To look forward to change. Celebration: I can share my memories of the best bits of this year in Reception. Well-being/ Mindfulness activities.</p>	<p>PE: P.E Session (P.E Coach) Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Talk about our special memories of school this year.</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>Write sentences with facts. (Non-Fiction) Encourage the children to use their phonic knowledge and tricky words in own writing.</p> <p>Share stories from all authors we have read stories from this year.</p> <p>What are the children's favourite stories?</p>	<p>Little Wandle Phonics: Review Week Individual assessments.</p> <p>Individual reading/Reading practice sessions</p> <p>Writing simple captions/sentences during Phonics.</p>	<p>Mastering Number: Focus: Comparison: This week's focus is on assessing and deepening the children's understanding of how to compare quantities, comparing groups of the same object with a big difference in number, and then a small difference, comparing by looking, then by matching 1-to-1 understanding when groups have an equal amount, comparing groups of objects that are of different sizes, colours or attributes, beginning to generalise about '1 more/1 less' within 10 developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p>	<p>Science/PSHE: Summer season: Discuss Sun safety/Water safety.</p>	<p>Music Session supported by Music Teacher (HJ) (Kapow Scheme: Big Band)</p> <p>Summer art activities Make a moving picture</p>
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<p>Week 7: 14/07/25- 18/07/25 Celebration Week</p> <p>Celebrating our achievements from this school year.</p> <p>Whole school Summer Picnic 17/07/25</p>	<p>Celebrate the children's achievements from the school year.</p> <p>Well-being/ Mindfulness activities.</p>	<p>PE: P.E Session taught by Mr Phillips (P.E Coach) Multi skills</p> <p>Finger gym/fine motor control activities. Daily handwriting skills.</p>	<p>Speaking and Listening: Talk about our special memories of school this year.</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>Draw/write about our memories of this school year.</p> <p>Share stories from all authors we have read stories from this year.</p> <p>What are the children's favourite stories?</p>	<p>Revisit Phonics taught. Activities to encourage the children's learning and writing captions/sentences.</p> <p>Individual reading/Reading practice sessions</p>	<p>Maths games/activities_</p>	<p>Summer safety activities. Water Safety. Road Safety..</p> 	<p>Music / Dance activities Party games Summer art activities</p>
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