



From Wiggles to Wonders – Term 5

Southville Primary School

Reception

Local Anchor Point	Visit/ Visitor	Key Texts	
School pond	Caterpillar kit!	The Very Hungry Caterpillar. Non-fiction Caterpillar Book. Tad, the Teeny Weeny Tadpole. Tadpole's Promise Life cycle series, incl Tadpole to Frog Tadpole Life cycle	Up in the Garden and Down in the Dirt Tad Herbert's Garden The Enormous Turnip The Extraordinary Gardener
Diversity, Equity and Inclusion		Linked Learning	
We promote an inclusive classroom where all children explore and celebrate diverse families, cultures, and experiences through stories, play, art, and discussion—encouraging kindness, fairness, and respect for all.		Easter Minibeast hunt at Forest School Pond dipping	

	Week 1	Week 2	Week 3	Week 4	Week 5
Key Learning Focus / Events	<p>Fiction: The Very Hungry Caterpillar.</p> <p>Focus: Welcoming the new caterpillars.</p> <p>PSHE: Piece 1 - My family and me.</p> <p>Writing - Writing each week adding bits to their caterpillar journal.</p> <p>Caterpillars arrive!</p> <p>Forest School - Starfish</p>	<p>Fiction: The Very Hungry Caterpillar & Non fiction life cycle books.</p> <p>Focus: Caterpillar observations.</p> <p>PSHE: Piece 2 - Make friends, make friends, never ever break friends Part 1.</p> <p>Writing - Writing each week adding bits to their caterpillar journal.</p> <p>Forest School - Jellyfish</p>	<p>Non-fiction - <i>Growing Frogs</i> by Vivian French</p> <p>Focus: Healthy Eating Week.</p> <p>PSHE: Piece 3 - Make friends, make friends, never ever break friends Part 2.</p> <p>Writing - Writing each week adding bits to their caterpillar journal.</p> <p>Start making artwork for Art Evening.</p> <p>Forest School - Octopus</p>	<p>Fiction - <i>Tad</i> by Benji Davies <i>Tadpole's Promise</i> by Jeanne Willis</p> <p>Focus: Caterpillar observations</p> <p>PSHE: Piece 4 - Falling Out and Bullying Part 1.</p> <p>Writing - Writing each week adding bits to their caterpillar journal.</p> <p>Forest School - Starfish</p>	<p>Non-Fiction - Human life cycle</p> <p>Focus: Humans Teeth brushing</p> <p>PSHE: Piece 5 - Falling Out and Bullying Part 2.</p> <p>Writing - Writing each week adding bits to their caterpillar journal.</p> <p>Art parent evening this week.</p> <p>Forest School - Jellyfish</p>

Termly Overview: Learning Focus

Area	Activities	Learning Objectives
Communication and Language	<ul style="list-style-type: none"> Attention Autism Bucket Time 	<ul style="list-style-type: none"> Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments, and actions during whole-class discussions and small-group interactions. Speaking: Express ideas and feelings using full sentences, including past, present, and future tenses with conjunctions, with teacher support.
Physical Development	<ul style="list-style-type: none"> Real PE: Physical Nip, flip and grip - tripod grip. Fine motor skills - threading beads, pasta. Dough disco/squiggle while you wiggle interventions. 	<ul style="list-style-type: none"> Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing; use a range of small tools, including scissors, paintbrushes, and cutlery; begin to show accuracy and care when drawing.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Jigsaw - (Relationships) Building positive, healthy relationships. <ul style="list-style-type: none"> My family and me. Make friends, make friends, never ever break friends Part 1. Make friends, make friends, never ever break friends Part 2. Falling Out and Bullying Part 1. Falling Out and Bullying Part 2. Being the best friends we can be. Zones of Regulation RE - Easter 	<ul style="list-style-type: none"> Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Managing Self: Set and work towards simple goals; understand the importance of healthy food choices. Building Relationships: Form positive attachments and friendships; show sensitivity to their own and others' needs.
Literacy	<ul style="list-style-type: none"> Little Wandle Summer 2 Reading Practice Sessions continue 3x a week Key texts: <i>The Very Hungry Caterpillar</i>, <i>Tad</i>, <i>Tadpole's Promise</i> Character study and description Story mapping - sequencing Oral rehearsal of narrative Labelling Descriptive language Writing CVC words Explaining the stories they have listened to or have read themselves: Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. 	<ul style="list-style-type: none"> Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Word Reading: Read words consistent with their phonic knowledge by sound-blending. Writing: Write recognisable letters, most of which are correctly formed; spell words by identifying sounds; write simple phrases and sentences.
Mathematics – Number Sense	<ul style="list-style-type: none"> Number Sense - pattern, subitising 6-10, counting out 10 items from a collection Numberblocks and linked NCETM resources Time/ sequencing events. Measuring tools to measure capacity, length, height, weight 	<ul style="list-style-type: none"> Number: Have a deep understanding of numbers to 10, including the composition of each number. Numerical Patterns: Verbally count beyond 20; explore and represent patterns within numbers up to 10, including evens and odds, and double facts.

Understanding the World	<ul style="list-style-type: none"> ● Planting seeds/beans. ● Life cycles ● Growing up ● Changes over time: <ul style="list-style-type: none"> - toys we had when we were younger - things we can do now that we couldn't do when we were younger - things we look forward to being able to do when we are older - toys/activities our parents or grandparents had in the past 	<ul style="list-style-type: none"> ● Past and Present: Talk about the lives of people around them and their roles in society; know some similarities and differences between things in the past and now. ● People, Culture and Communities: Describe their immediate environment and recognise similarities/differences between life in this country and others. ● The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; understand some important processes and changes.
Expressive Arts & Design	<ul style="list-style-type: none"> ● Music, dance and role play ● Prop, decoration and costume making. ● Symmetrical butterflies. ● Life drawings/paintings - butterflies, frogs, plants. ● Group projects - large scale butterfly, caterpillar, frog. 	<ul style="list-style-type: none"> ● Creating with Materials: Safely use and explore a variety of materials, tools, and techniques; experiment with colour, design, texture, form, and function. ● Being Imaginative and Expressive: Invent, adapt and recount narratives and stories; sing a range of well-known nursery rhymes and songs; perform with others.