

Caterpillar Room – Summer – 2026

Important Information



Make sure you follow Cass Dojo for useful information and key dates.

PE for all children is on a Monday. Please dress your child in their PE kit. Some children also have PE with their year group if it is appropriate for them.

Water bottles in school **every day**.

Warm, waterproof coat (we are outside in all weathers)

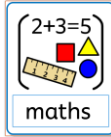
Spare clothes (including socks/tights) and wellington boots left in school. As the weather gets warmer, we will be doing more water-based activities.

Suncream and hats – we will put it on the children before they go out at lunchtime. Please send a bottle of suncream in to leave at school.

Homework to be handed in on **Thursday** and given out on a Friday.



Our topic is:
Weather and Seasons



Measure & 3D shapes

All children have individual maths targets and receive support for up to 15 mins per day.

Describes & compares length and height

Measures and begins to record lengths and heights

Uses the terms: long/short, longer/shorter, tall/short, double/half

Measures the perimeter of a simple 2D shape

Sorts objects according to a stated characteristic, e.g. group all the triangles together

Finds out which 3D shapes roll

Finds shapes from description, e.g. with a straight edge

Joins the dots to draw a square

Joins the dots to draw a triangle

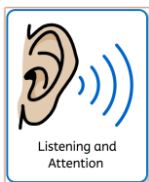
Finds shapes on the face of objects

Sorts 3D objects, e.g. all the cylindrical containers

Identifies the 2D shapes

Identifies the 3D shapes

Sorts and compares common 2D and 3D shapes



One of the main focuses in our classroom is Communication and Language.

We're committed to creating a communication-friendly classroom where every child feels heard, understood, and confident to express themselves. This environment not only supports learning but also builds the social and emotional skills children need for life. With your support at home—through conversations, reading, and listening—we can work together to give your child the best foundation for success.

We will be continuing our journey with using **Makaton, Communication Boards, Objects of Reference and Photographs / Visuals**.

Please support us in giving your child a voice by doing the same at home. We will be recapping the words taught previously - *want, yes, no, I/me/my, like, help, more/again, finish, stop, go, wait, turn*.



Non-fiction and Traditional Tales

Names familiar objects

Identifies familiar people, animals or objects

Shows curiosity about objects, events and people

Looks at books with adult support

Responds to what they see and hear

Pays attention to and responds to print in the environment

Identifies familiar objects in books or the environment

Joins in with naming or identifying familiar objects or actions in pictures

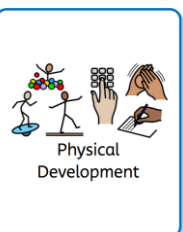
Knows that information can be relayed in the form of print

Uses a range of vocabulary related to knowledge and experience

Listens and responds to familiar stories

Recognises and responds to familiar words and signs such as name and logos

In addition to phonics and early literacy skills, our English lessons consist of a **Core word programme**. For learners who are not yet speaking or who are gestalt language processors, phonics is not developmentally appropriate. We follow a structured Core Word Programme based on the DLM First 40 Core Words. It gives consistent access to functional, high-frequency vocabulary, supports aided language modelling, and is developmentally appropriate for learners working at a 0-4-year stage. This can be used alongside phase 1 phonics if required and suitable. This programme covers communication, reading, writing, receptive skills for each word over a full academic year.



Gross Motor Skills

During PE and outdoor learning, the children will be improving their gross motor skills. This includes balancing and climbing, hopping, jumping, rolling and skipping. They will be learning to negotiate space and move safely and will practise throwing, catching, and kicking a ball.

Fine Motor Skills

The children will be learning to handle tools safely, carefully and skilfully. They will be refining their finer movements by using scissors, pencils, and other fine motor resources, including knives and forks at lunch time.



Personal, Social,
Emotional
Development

Personal, Social and Emotional Development (self-regulation, managing self, building relationships)

The children will be learning to manage their feelings and behaviour to keep themselves safe. They will be developing their independence and confidence, with our support, in the classroom environment and following routines. The children will be developing their relationships with other and learn to share. During snack and lunch time the children will learn which foods keep them healthy and why. They will learn throughout the school day about the importance of hand washing and how to do this properly to protect themselves and others. They will learn to manage themselves in the bathroom. The children will learn how to dress and undress themselves through putting on their coat and being able to do it up, putting on their shoes, socks and wellington boots.

As part of our curriculum, the children will be learning to **recognise and understand emotions within themselves**. This is an important step in their personal development, helping them to build resilience, empathy, and confidence.

What the children will be doing:

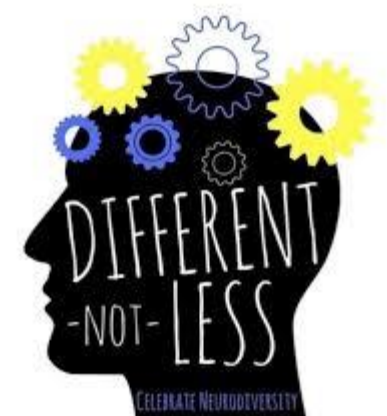
- Identifying emotions such as happiness, sadness, worry, excitement, and anger.
- Naming and expressing feelings in safe and appropriate ways.
- Practising regulation strategies like breathing exercises, taking breaks, or talking to a trusted adult.
- Learning to ask for support when emotions feel overwhelming.
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How you can support at home:

- Encourage conversations about feelings during everyday activities.
- Model healthy regulation by showing how you manage your own emotions.
- Offer reassurance that all emotions are normal and safe to share.
- Create a calm space where your child feels comfortable expressing themselves.
- Children will practise sharing resources and play spaces with friends.
- They will learn about taking turns and understanding fairness.
- We will encourage kindness and generosity, helping them see how sharing strengthens friendships.

How You Can Support at Home

- Praise kindness and sharing when your child shows generosity.
- Use stories, play, or family routines to highlight how emotions and sharing build strong connections.



Science

Weather and Plants

Explores features of materials, e.g. wet, dry, rough, smooth
 Sorts materials by how they feel (e.g. wet or dry)
 Identifies objects used in washing or hygiene routines
 Describes types of weather including rain and sun
 Talks about where water can be found, e.g. tap, bath, sea
 Knows when to wear wellies or a coat for rainy weather
 Matches weather symbols to real conditions
 Talks about what happens when things get wet
 Sorts pictures into wet and dry environments
 Explores outdoor environments and natural features with support
 Notices plants or leaves during a walk outside
 Sorts natural materials, e.g. stones, leaves, twigs
 Communicates interest in an outdoor activity
 Sorts a selection of plants or leaves based on shape or colour
 Uses vocabulary such as leaf, flower, tree when exploring outdoors
 Communicates a preference for places in the outdoor environment
 Comments on what plants need to grow (with support)
 Identifies key features of common plants
 Describes differences between different types of plants
 Explains what plants need to grow and stay healthy

