Wriggle and Wonder



This term as the children transition from nursery to school we will be focusing on the 'three to four' section of the framework. This inclues PSED2, CL2, PD2, L2, M2, EAD2 and UTW2.

Overall Topic Intention: Our 'Wriggle and Wonder' topic has been carefully designed to support children as they transition from Nursery into Reception, ensuring a secure, confident and positive start to school life. In the first week, the focus is on belonging, routines and relationships. Children explore who they are, who is important to them and how they are part of our school community. Through structured play, circle times and carefully planned provision, we prioritise Personal, Social and Emotional Development, building confidence, independence and a strong sense of self.

As children settle, the topic develops into an exploration of mini beasts and the natural world. Through hands-on experiences, such as observing caterpillars transform into butterflies and welcoming a mini beast specialist (Jaws n Claws) into the setting, children experience awe and wonder first-hand. These real-life encounters promote curiosity, careful observation and respect for living things, while strengthening vocabulary, questioning skills and early scientific understanding.

We also provide enriching opportunities that broaden children's life experiences. A visit to a pumpkin patch ensures all children can take part in seasonal outdoor learning, recognising that not all families are able to access these experiences. This supports our commitment to inclusion and cultural capital, giving every child shared experiences to draw upon in discussion, writing and play.

Linked to this, children learn about Harvest Festival and why it is celebrated, developing an understanding of British farming and the important work farmers do at this time of year. Through exploring where food comes from and why communities give thanks, children begin to understand their place within a wider society.

Recognising the high levels of technology use at home, our setting intentionally steps back from screen-based learning. Instead, we prioritise hands-on exploration, talk, outdoor discovery and meaningful real-world experiences. We believe this approach strengthens communication, attention, resilience and problem-solving skills, providing a secure foundation for future learning.

Throughout the topic, learning is carefully sequenced to move children towards the Early Learning Goals. Through high-quality adult interactions, purposeful provision and clear routines, we ensure children develop the independence, confidence and core skills needed to transition successfully into Year 1 and beyond.

The impact of *Wriggle and Wonder* will be seen in children who feel safe, valued and ready to learn; who show curiosity about the natural world; and who are confident, capable learners at the very beginning of their school journey

Theme of the week	Wow moment and engaging experience	Literacy	Maths	UTW	EAD	PD – Fine	PD – Gross	CLL	PSE
Week 1-	Home Visits								
Week 2- All About Me	Starting School	Recognising their name, sit in a circle and sing our names, have a puppet that pulls out their name on a card, can they recognise their name? Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. L1 Introduction to Phonics –	Sorting activity, can they sort things such as hair colour, eye colour, height etc. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. M1	Family photo, who is in their family. Can they draw a picture of their families to display on the our family display next to their family photo sent in. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. EAD1 Make connections between the features of	Using playdough make their faces with different resources, what do we have/features of face. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. EAD1	Holding a pen to write their name Explore different materials and tools. PD1	Getting dressed for PE Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed	Discuss how they are feeling about starting school Start to say how they are feeling, using words as well as actions. CL1	Transition smoothly between parents to teacher each morning. Find ways of managing transitions, for example from their parent to their key person. PSED1

		forming simple sounds. ***L2***		their family and other families. UTW1			themselves and dress or undress. PD1		
Week 3 – The Very Hungry Caterpillar	Having caterpillars and hatching them into butterflies investigation station. Have magnifying glasses and images of a life cycle.	Write initial sounds to match the food that the caterpillar ate. Learn the song, Tiny Caterpillar on a leaf. *Enjoy songs and rhymes, tuning in and paying attention.* *Use some of their print and letter knowledge in their early writing. For example: writing a pretend*	Match, sort and compare. *Compare quantities using language: 'more than', 'fewer than'.* ***M2***	Creating their own caterpillar from playdoh and materials *Explore different materials freely, in order to develop their ideas about how to use them and what to make.* ***EAD2***	Life cycle of a Butterfly. *Understand the key features of the life cycle of a plant and an animal.* ***UTW2***	Threading – Caterpillar through a leaf. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.* ***PD2***	Body Management – Unit 1 Lesson 2	My Favourite Animal. *Use a wider range of vocabulary.* ***CL2***	Develop their sense of responsibility and membership of a community. PSED2

		shopping list that starts at the top of the page; write 'm' for mummy. ***L2***							
Week 4 – What the Ladybird Heard	Jaw n Claws visit	Listening game – match the sound the animal makes to a picture. Write initial sounds to match the animals. *Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".* ***CL2*** *Use some of their print*	Match, sort and compare. *Compare quantities using language: 'more than', 'fewer than'.* ***M2***	Paint a ladybird – Printing. *Develop their own ideas and then decide which materials to use to express them.* ***EAD2***	*Bug hunt and make bug hotels.* *Use all their senses in hands-on exploration of natural materials.* ***UTW2***	Rescue the ladybirds – Use tweezers to save them. *Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.* ***PD2***	Body Management – Unit 1 Lesson 3	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" CL2	Playing Together *Play with one or more other children, extending and elaborating play ideas.* ***PSED2***

		and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.							
Week 5- Bumblebear	Children arrive to find: • Yellow and black streamers hanging from the ceiling • Large honeycomb shapes around the room • Paw prints leading to a cosy corner • A teddy bear wearing bee wings • A jar of "honey" and a letter	Honeypots with CVC words to read. *We read English text from left to right and from top to bottom.* *Develop their phonological awareness,*	Talk about measure. *Make comparisons between objects relating to size, length, weight and capacity.* ***M2***	Take part in a bee dance. *Listen with increased attention to sounds.* *Explore and engage in music making and dance, performing solo or in groups.* ***EAD2***	Change the colour of cotton wool pads to make it look like a bumble bee - Talk about what they see. *Develop their own ideas and then decide which materials to use to*	Using the peg boards to make a yellow and black pattern to match a bumblebee. *Develop their small motor skills so that they can use a range of tools*	Body Management – Unit 1 Lesson 4	Enjoy listening to longer stories and can remember much of what happens. CL2	Dough Animals *Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested*

	asking for help to fit in Ask: *"Does this look like a bear… or a bee?"* Children investigate what makes something belong to a group. This leads naturally into discussions about identity, being different, kindness and inclusion.	*so that they can:* *- spot and suggest rhymes.* ***L2***			*express them.* ***UTW2***	*competently, safely, and confidently.* ***PD2***			*to them.* ***PSED2***
Week 6- Betsy Buglove and the Butterfly	Set up a "Butterfly Investigation Station": • Live caterpillars in a viewing habitat • Magnifying glasses • Non-fiction books • Close-up photos of butterfly wings • A large life cycle display with missing stages	Writing initial sounds – Can the children hear and write the initial sounds? *Use some of their print and letter knowledge in their early writing.* *Write some letters*	Talk about patterns. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. **M2**	Symmetrical butterflies. *Explore different materials freely, in order to develop their ideas about how to use them and what to make.* ***EAD2***	Same and different matching butterfly wings. *Talk about what they see, using a wide vocabulary.* ***UTW2***	Cut and stick your own butterfly bouquet. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.* ***PD2***	Body Management – Unit 1 Lesson 5	Use a wider range of vocabulary. CL2	Playing Together *Play with one or more other children, extending and elaborating play ideas.* PSED2

	Ask: *"What do you think will happen next?"*	*accurately.* ***L2***							
Week 7- Harvest Festival FLOORBOOK	Before children arrive, create a harvest display: • A basket of vegetables (some whole, some chopped) • Wheat stalks or flour • A loaf of bread • Soil-covered carrots • A shopping bag from a supermarket Ask: *"How did this bread get to our table?"* Children explore where food comes from and compare farm-to-table with supermarket shopping. You could even hide vegetables in soil trays for children to "harvest" themselves.	Read the instructions to make bread – order the widget symbols and discuss it. QR Code in floorbook. *We read English text from left to right and from top to bottom.* ***L2***	Consolidation week.	Make a scarecrow and learn the song 'I'm a Dingle Dangle Scarecrow'. *Explore different materials freely, in order to develop their ideas about how to use them and what to make.* ***EAD2***	Make up care packages and talk about our community. *Continue to develop positive attitudes about the differences between people.* ***UTW3***	Peeling vegetables. *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.* ***PD2***	Body Management – Unit 1 Lesson 6	Use longer sentences of four to six words. CL2	Playing Together *Play with one or more other children, extending and elaborating play ideas.* *PSED2*

Week 8-Room on the Broom	Transform the classroom (or outdoor area) into a magical woodland! Children could discover clues around the room (sparkly footprints, feathers, fur, a ribbon from the witch's hat) leading them to story-themed challenges—mixing potions in the water tray, building broomsticks from sticks and string, or creating spells with natural materials. This creates a sense of awe and curiosity, drawing children into the story world before you even read the book together	Writing a Witch's Spell. *Use some of their print and letter knowledge in their early writing.* *Write some letters accurately.* ***L2***	It's me 1,2,3. *Fast recognition of up to 3 objects, without having to count them individually ('subitising').* *Say one number for each item in order: 1,2,3,4,5.* *Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').* *Show 'finger numbers' up to 5.* *Link numerals and amounts: for example, showing the right number of objects to*	Making potions – mixing, colour mixing, etc. *Explore different materials freely, in order to develop their ideas about how to use them and what to make.* Explore colour and colour-mixing. ***EAD2***	Pumpkin Carving *Explore different materials freely, in order to develop their ideas about how to use them and what to make.* ***UTW2***	Wrap the Mummy – Wool/String around a doll *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.* ***PD2***	Manipulation and Coordination – Unit 1 Lesson 1 **PD2**	Enjoy listening to longer stories and can remember much of what happens. **CL2**	Playing Together *Play with one or more other children, extending and elaborating play ideas.* ***PSED2***

			match the numeral, up to 5. *Experiment with their own symbols and marks as well as numerals.* **M2**						