

Frogwell School Curriculum Map – **TERRIFIC TRANSPORT** Term 4 2024: **Donaldson Class (EYFS)**

Topic (key) Vocabulary:

- **Old and New**
- **Past and Present**
- **Transport**
- **Vehicles**
- **Journey**
- **Travel**
- **Design**
- **Same and Different**
- **Amelia Earhart**
- **Aviator**



Developing vocabulary is at the heart of our curriculum – children will be learning new vocabulary through all areas of learning☺.

These learning objectives will be achieved through activities linked to our topic, where possible. We will also aim to incorporate children's interests when planning their learning and environment ☺



Please remember:

- Bring your **Reading Book** to school every day (put your book bag in your drawer). Reading Books will be changed every Friday. (We will have to charge for lost or damaged books).
- **Library books** will be changed every Monday. (We will have to charge for lost or damaged books).
- **Water bottles** MUST be returned to school EVERY DAY, cleaned and refilled with fresh **WATER**.
- Every child should leave a **change of clothes** at school (in case of little accidents!)
- Children need a **rain coat or warm winter coat** in school every day.
- **PE** is on **Mondays and Fridays**– children will need to wear PE kit to school on those days.



Physical Development:

Develop fine motor skills:

- Using tools and equipment (eg. scissors, hole punches, tweezers, cutlery, draw simple pictures – Funky Fingers activities).
- Improve tripod pencil grip.
- Write own name and other words/sentences.
- Continue to practise letter formation.

Develop gross motor skills:

- Developing fundamentals (key skills) in PE in continuous provision (outside area).
- Using PE Hub – dance and manipulation & coordination skills.

Communication and Language:

- Show attentive listening skills
- Enjoy listening to and joining in with stories and rhymes, asking questions about new vocabulary.
- Continue to follow simple instructions.
- Asking questions.
- Building up, and using, new vocabulary (including topic words) eg from stories etc.
- Speaking clearly to others (simple sentences), using connectives (and, but, because, so)
- Makaton signing.

PSED:

- Continue to understand how they are feeling (emotions)-using 'Zones of Regulation' chart.
- Developing Resilience.
- Rights and Respect (Scarf learning).

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Literacy:



- Listening to and joining in with an increasing range of stories and rhymes.
- Use language from a story when discussing it.
- Recognising familiar words (eg. own name and tricky words – Autumn 2 and Spring 1 revision)
- Little Wandle Phonics - Blending and segmenting sounds (VC/CVC words – phase 2 and phase 3) to read and write simple words, captions and sentences.
- Say a sound for all phase 2 (Autumn 1 and 2) and phase 3 (Spring 1) graphemes.
- Write letters with correct formation.
- Use some clearly identifiable letters in writing, with some sounds used correctly (transport list, comparing old/new transport, labelling transport, Mother's/Special person Day poem).
- Drawing Club – developing writing skills.

Understanding the World:

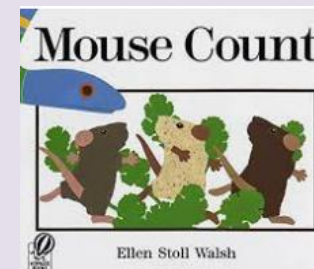
- Seasons: observing the outside environment in Spring.
- Looking at past and present (transport).
- Comparing old and new.
- An introduction to significant figures from the past (Amelia Earhart)
- Celebrating Mother's (special person) Day.
- Easter time (Jigsaw RE)



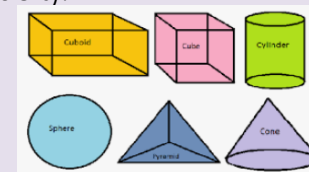
Expressive Arts and Design:

- Singing familiar songs (and signing using Makaton).
- Charanga music scheme- understanding pulse (steady beat), tempo and pitch and learning new songs.
- Observational drawings (signs of spring).
- Junk Modelling (vehicles).

Mathematics:



- Recognising small amounts without counting (subitising up to 5).
- Recognising numerals to 20.
- Say numbers to 20 confidently.
- Composition of numbers (eg different ways to make 9, 10).
- Comparing numbers to 10.
- Ordering numbers (to 10 and beyond).
- Recall number facts for pairs of numbers that make 10 (number bonds of 10)
- Looking at pattern.
- Revision of 2D shapes.
- Exploring 3D shapes.
- Introducing Maths Passports (key instant recall facts).



Characteristics of Effective Learning: **Playing and Exploring**

Children investigate and experience things and 'have a go'.

Characteristics of Effective Learning: **Active Learning**

Children concentrate and keep on trying if they encounter difficulties, they enjoy achievements.

Characteristics of Effective Learning: **Creating and Thinking Critically**

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.