

Frogwell School Curriculum Map – Jack and all those Giants! Term 5 2026: **Murphy Class**

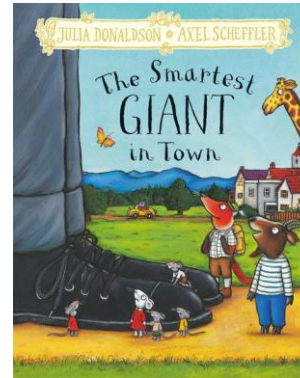
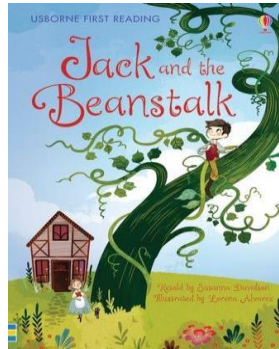
Topic (key) Vocabulary:

- bird fish mammal
- king queen
- monarch
- castle
- throne
- royal family
- giant



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 topics, where possible. We will also aim to incorporate children's interests when planning their learning☺



Please remember:

- Bring your **Reading Book** to school every day.
- **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** in school every day. In the summer a sun hat also.
- **PE** is on **Tuesday** and **Friday**– children will need to wear PE kit to school on those days.



Physical Development:

Develop fine motor skills:

- Using tools and equipment (e.g. scissors, hole punches, tweezers, cutlery, draw simple pictures – Funky Fingers activities).
- Hold pencil/pen correctly and form recognisable letters.

Develop gross motor skills:

- Developing fundamentals (key skills) in PE using our outside area.
- Develop balance, movement and control through cooperation and problem solving

Communication and Language:

- Enjoy listening in a range of situations and asking relevant questions.
- Following instructions involving several ideas or actions.
- Children will be able to express themselves clearly showing awareness of listeners' needs.
- Continue to develop vocabulary (and Makaton signing).
- Using language to tell a story during role play activities.
- Speaking in full sentences (using connectives).

PSED:

- Continue to understand how they are feeling (emotions)-using 'Zones of Regulation' chart.
- Developing a growth mindset (I can do it!).
- Understanding how to be healthy (sleep, eating, healthy teeth).

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Literacy:



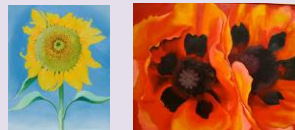
- Listening to and joining in with an increasing range of stories and rhymes.
- Use language from a story when discussing it.
- **Little Wandle Phonics:** Reading and writing tricky words (phase 2 and 3), adding some phase 4 words (Summer 1).
- Reading print from left to right, blending and segmenting sounds.
- Say a sound for all phase 2 and phase 3 phonemes. Begin to add phase 4 (adjacent consonants) frog went crack
- Write all letters with correct formation.
- Write phase 2, phase 3 and some phase 4 words.
- Recognise rhyming words e.g. cat fat
- Develop writing skills – writing sentences that can be read by themselves and others.
- Write for a range of purposes e.g. messages & lists (role play), labels (animals), Drawing Club.

Understanding the World:



- Learning about King Charles III and the job that a King or Queen does.
- Learning about castles.
- Naming and grouping different animals.
- Thinking about how we can care for animals.
- Learning different Bible stories from different religions (Christian and Muslim stories)

Expressive Arts and Design:



- Singing familiar songs (and signing using Makaton).
- Sing Up music scheme
- Explore animals and flowers using different media: clay, collage, paint
- Artwork of Georgia O'Keefe
- Observational drawings (flowers and animals)

Mathematics:



Mastering Number:

- Counting – larger sets and things that cannot be seen.
- Subitising – to 6, including in structured arrangements.
- Composition – '5 and a bit' 5 and 1 make 6, 5 and 2 make 5, 5 and 3 make 8
- Now 1 more and 1 less using numbers to 10
- Counting past 10, counting up to 20 and beyond.



- Developing spatial reasoning (WRM).

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.