

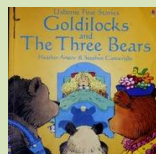
Frogwell School Curriculum Map – **Marvellous Me!**

Term 1 2026: **EYFS**

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 ☺

Topic Vocabulary:

- **Order** – size, height, weight
- **A long time ago**
- **Childhood** – baby, toddler, child
- **Past / present**
- **Memory**
- **Autumn / Seasons**
- **Body parts** (ears, eyes, chest)



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



Please remember:

- Bring your **Reading Book** to school every day (put your book bag in the box).
- **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.
- Children will need to wear a PE kit on PE days – this term please wear PE kits on Monday and Friday.



Physical Development:

Develop fine motor skills through:

- Using tools and equipment (e.g. scissors, hole punches, tweezers, cutlery – Funky Fingers activities).
- Develop tripod pencil grip.
- Begin to form recognisable letters.

Develop gross motor skills through:

- Developing core strength, stability, balance, spatial awareness, coordination and agility through outdoor play, Balance/Big Bikes, Sticky Kids and PE Hub activities.
- Develop tripod pencil grip.

Communication and Language:

- Develop good listening (eyes and ears).
- Enjoy listening to and joining in with stories and rhymes.
- Develop good concentration and be able to sit quietly during an activity.
- Responding to instructions.
- Beginning to understand questions.
- Building up vocabulary (including topic words)
- Speaking clearly to others (simple sentences).
- Makaton signing.

PSED:

- Making friends and playing together nicely (taking turns, sharing fairly).
- Learning how to make good choices, new routines and understanding the School Code: Be Safe Be Kind Aim high!
- Understanding how they are feeling (emotions).
- Developing self-help skills: use the toilet.

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Literacy:



- Listening to, enjoying and joining in with an increasing range of stories and rhymes (including non-fiction books).
- Developing vocabulary.
- Recognising familiar words (e.g. own name).
- Blending and segmenting the sounds in simple words (sound talk- Foundations for phonics activities) e.g. "What sound does a d-o-g make?"
- Mark making (using a variety of different resources).
- Beginning to link sounds to letters (Little Wandle phonics scheme - phase 2 phonemes and graphemes).
- Beginning to write own name and other things (e.g. labels, lists).
- Drawing Club – enjoying stories, developing vocabulary and beginning to write letters.



Understanding the World:

- Looking at photos of ourselves and our family (baby, toddler, child)
- Sort past and present objects / photos
- Seasons: observing the outside environment in autumn.
- Using different programs on the computer/ iPad.
- Be and my family – why am I special?

Expressive Arts and Design:

- Singing familiar songs (and signing using Makaton).



- Dancing in response to music.
- Sing Up! Music scheme.
- Using simple tools and techniques to create art work (e.g. painting self-portraits, Autumn art work).

Mathematics:



Mastering Number:

- Subitising (within 3)
- Counting skills
- Composition (3 and 4)
- Comparison (more than/fewer than)

White Rose Maths:

- Comparing and sorting amounts, size, mass and capacity.
- Beginning to explore pattern.



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.