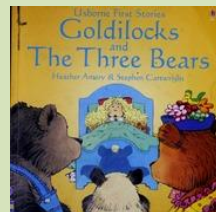
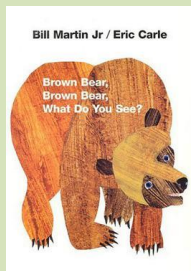


Frogwell School Curriculum Map – Goldilocks and the Three Bears

Term 1 2025: Murphy Class (EYFS)

Topic Vocabulary:

- Order – size, height, weight
- A long time ago
- Old / new
- Past / present
- Historian
- Autumn / seasons



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 Wednesday (Forest School), Thursday and Friday.



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 ☺

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.
- Understanding how they are feeling (emotions).
- Developing self-help skills: use the toilet.

Frogwell School Curriculum Map – Goldilocks and the Three Bears

Term 1 2025: Murphy Class (EYFS)

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 our school (now and in the past).
- Past and present objects (found in schools).
- Seasons: observing the outside environment in autumn.
- Using different programs on the computer/Ipad.
- Being kind (linked to Christianity).

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.