

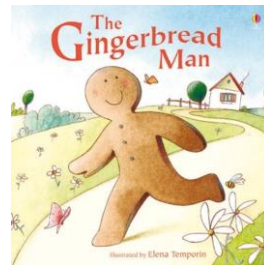
# Frogwell School Curriculum Map – Run, run as fast as you can! Term 2: **Murphy Class (EYFS)**

## Topic (key) Vocabulary:

- Globe
- Map
- Country – United Kingdom
- Materials (brick, wood, glass, plastic, metal, soft, hard, rough, smooth)
- Bakery shop
- Bonfire Night
- Poppy Day – Remembrance Sunday
- Celebrate
- Christmas
- Jesus

*Developing vocabulary is at the heart of our curriculum – children will be learning new vocabulary through all areas of learning. Each week, in Drawing Club, 6 new words are taught linked to the book. These are also practised in our continuous provision throughout the day and week.*

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 ☺



## Please remember:

- **Library and Reading books** are changed every **FRIDAY**.
- **Water bottles** MUST be returned to school EVERY DAY, cleaned and refilled with fresh water.
- Children need a **rain coat** in school every day (or warm coat if the weather is cold).
- **PE** is on **Monday and Friday** – children will need to **wear PE kit to school** on these days – black jogging bottoms / leggings, a plain white T-shirt and a plain black hoodie or school jumper. Please can children wear trainers. Note Forest School is on **Wednesday** and PE kit is also required on this day.



## Physical Development:

### Develop fine motor skills through:

- using tools and equipment (e.g. scissors, hole punches, tweezers, cutlery, draw simple pictures – Funky Fingers activities).
- Develop tripod pencil grip.
- Write letters of own name.
- Begin to form other recognisable letters.

### Develop gross motor skills through:

- Developing fundamentals (key skills) in PE, using our outside area and Big Bikes.
- Improve confidence in ways of moving, balance and coordination through games and dance.

## Communication and Language:

- Develop active listening skills
- Enjoy listening to and joining in with stories and rhymes.
- Follow simple instructions.
- Beginning to ask and understand 'how' questions.
- Building up, and using, new vocabulary (including topic words) e.g. from stories etc.
- Speaking clearly to others (simple sentences), using connectives (and, but)
- Makaton signing.

## PSED:

- Develop an understanding how they are feeling (emotions)
- Develop resilience.
- Developing self-help skills: dressing/toileting
- Join in with others, taking turns, playing games involving winning and losing.

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## Literacy:



- Listening to and joining in with an increasing range of stories and rhymes.
- Identify characters and settings of a familiar book.
- Use language from a story when discussing it.
- Recognising familiar words (e.g. own name and tricky words – Little Wandle Autumn 2 tricky words).
- Reading print from left to right, blending and segmenting sounds (VC/CVC words – LW Autumn 2 sounds) to read simple words and captions.
- Say a sound for all phase 2 phonemes (LW Autumn 2 sounds), including words ending in -s (hats).
- Write own name with correct formation.
- Use some clearly identifiable letters in writing, with some sounds used correctly (labels, lists, simple sentences)
- Drawing Club – developing vocabulary, writing, maths and the joy of stories!

## Understanding the World:

- Learning about our world using maps and a globe, learning that some places are cold and some places are hot.
- Seasons: observing the outside environment as it changes from Autumn-Winter.
- Materials: naming and describing different materials (brick, glass, wood, plastic etc...) and finding out how they can change e.g. dough to bread, twisting paper
- Observing the natural world (e.g. ice) and drawing natural objects.
- Learn about the Christmas story.

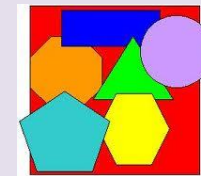
## Expressive Arts and Design:

- Singing familiar songs (and signing using Makaton).
- Using a variety of media independently to create pictures and models.
- Moving in time to music - dance
- Design and make bridges to help the Gingerbread Man cross the river.
- Participate in collaborative creative activities (Christmas show).
- Retell familiar stories through puppets/role play e.g. The Gingerbread Man

## Mathematics:



- Focus on 5 (hand and dice pattern)
- Using language of more than, fewer than, an equal number.
- Explore the concept of 'whole' and 'part'.
- Focus on the composition of 3, 4 and 5.
- Practise object counting skills.
- Match numerals to quantities within 10.
- Verbally count beyond 20.
- 2D shapes (identify, describe and use to make pictures).
- Time – days of week/time vocab (yesterday, today, tomorrow)
- Spatial awareness (positional vocabulary).



## 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.