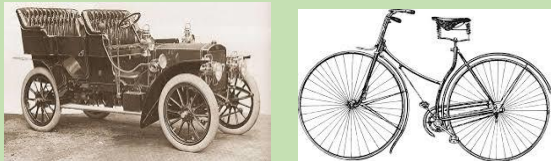


Frogwell School Curriculum Map – **THE ENORMOUS TURNIP!** Term 3 2026: **Murphy Class (EYFS)**

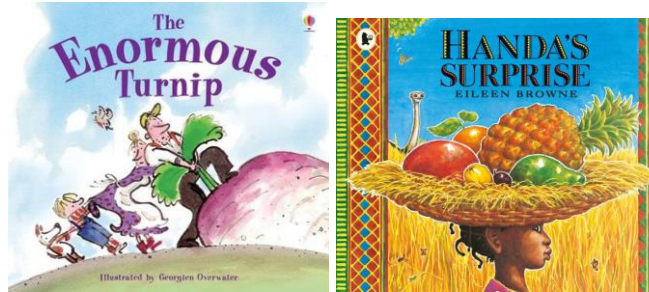
Topic (key) Vocabulary:

- Living / not living
- Parts of a flower: flower, stem, leaf, roots
- Parts of a tree: leaves, branches, trunk, roots
- Timeline
- Transport
- Flight
- A long time ago then today
- Past present



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☺



Please remember:

- Bring your **Reading Book** to school every day (put your book bag in your drawer).
- **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 **Tuesdays, Wednesdays (Forest School) and Fridays**– 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).
- Improve tripod pencil grip.
- Continue to practise letter formation & write own name.

Develop gross motor skills:

- Developing fundamentals (key skills) in PE using our outside area and PE Hub (PE HUB: Manipulation and Co-ordination Unit 1)
- Improve confidence in balance and control (PE Hub: Body Management unit 1).

Communication and Language:

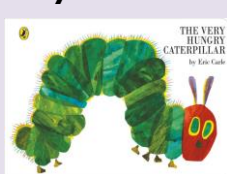
- Show attentive listening skills
- Enjoy listening to and joining in with stories and rhymes, asking questions about new vocabulary.
- Continue to follow simple instructions.
- Beginning to ask 'why' questions.
- Building up, and using, new vocabulary (including topic words) e.g. from stories etc.
-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

PSED:

- Continue to understand how they are feeling (emotions)-using 'Zones of Regulation' chart.
- Staying safe (including online).
- Looking after our special people, including our friends.
- Caring for our world.

Frogwell School Curriculum Map – **THE ENORMOUS TURNIP!** Term 3 2026: **Murphy Class (EYFS)**

Literacy:



- Listening to and joining in with an increasing range of stories and rhymes.
- Recognising familiar words (eg. own name and tricky words – Little Wandle Autumn 1&2 and beginning Spring 1 words).
- Reading print from left to right, blending and segmenting sounds (VC/CVC words – phase 2 and phase 3) to read simple words and captions.
- Say a sound for all phase 2 and phase 3 phonemes (Little Wandle Autumn 1&2, Spring 1)
- Write own name with correct formation.
- Begin to write phase 2 words (VC/CVC), then phase 3 words (including long vowel digraphs e.g. ai)
- Use some clearly identifiable letters in writing, with some sounds used correctly (list of fruit / vegetables, rhyming words, sentences to describe old / new transport, label parts of a plant
- Drawing Club – develop adventurous vocabulary and writing skills through the joy of story!

Understanding the World:

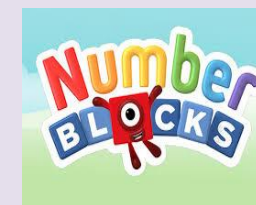


- Seasons: observing the outside environment in winter, changing into Spring
- Observing the natural world (e.g. ice) and recording observations through photos and drawings e.g. a flower, a tree
- Comparing transport now and in the past e.g. old and new planes
- Beebots – controlling moving robots
- Learning about Chinese New Year.

Expressive Arts and Design:

- Singing familiar songs (and signing using Makaton).
- Sing Up! music scheme- understanding pulse (steady beat) and learning new songs.
- Retell familiar stories through puppets/role play.
- Observational drawings (flower / tree / fruit / vegetables).
- Design and make moving car / plane

Mathematics:

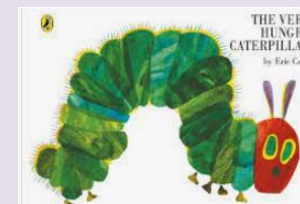


Mastering Number:

- Subitise (dice patterns)
- Match numerals/quantities (5)
- Counting (staircase pattern)
- 1 more
- Focus on 5
- Focus on 6 and 7 as '5 and a bit'
- Compare sets

WRM: Shape, Space and Measure:

- Comparing capacity and mass.
- Measuring height and length.
- Learning the days of the week.



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.