

Frogwell School Curriculum Map – THE THREE LITTLE PIGS Term 4 2026: **Murphy Class (EYFS)**

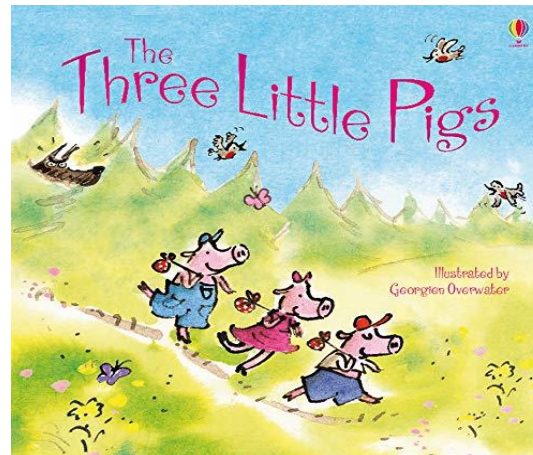
Topic (key) Vocabulary:

- **Continents and Countries**
- **Season - Spring**
- **Easter**
- **Habitat (animal home)**
- **Names of minibeasts e.g. woodlouse, snail, slug, beetle, spider, worm, bee, fly, ant etc...**
- **Materials – brick, stick, straw**
- **Strong - durable**
- **Hot and cold (countries)**



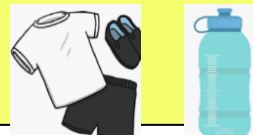
Developing vocabulary is at the heart of our curriculum – children will be learning new vocabulary through all areas of learning☺.

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 and environment ☺



Please remember:

- Bring your **Reading Book** to school every day. Reading Books will be changed every Friday. (We will have to charge for lost or damaged books).
- **Library books** will be changed every Friday. (We will have to charge for lost or damaged books).
- **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 **Mondays 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.
- Write own name and other words/sentences.
- Continue to practise letter formation.

Develop gross motor skills:

- Developing fundamentals (key skills) in PE in continuous provision (outside area).
- Using PE Hub – Body Management and Cooperating and solving problems skills.

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.
- Asking questions.
- Building up, and using, new vocabulary (including topic words) from stories etc.
- Speaking clearly to others (simple sentences), using connectives (and, but, because, so)
- Makaton signing.

PSED:

- Continue to understand how they are feeling (emotions)-using 'Zones of Regulation' chart.
- Developing Resilience.
- Rights and Respect (Scarf learning).

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Literacy:



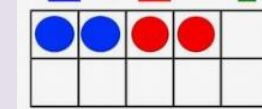
- Listening to and joining in with an increasing range of stories and rhymes.
- Use language from a story when discussing it.
- Recognising familiar words (eg. own name and tricky words – Autumn 2 and Spring 1 revision)
- Little Wandle Phonics - Blending and segmenting sounds (VC/CVC words – phase 2 and phase 3) to read and write simple words, captions and sentences.
- Say a sound for all phase 2 (Autumn 1 and 2) and phase 3 (Spring 1) graphemes.
- Write letters with correct formation.
- Use some clearly identifiable letters in writing, with some sounds used correctly (lists, labelling animals, Mother's/Special person Day poem).
- Drawing Club – developing writing skills.

Understanding the World:

- Seasons: observing the outside environment in Spring.
- Looking at amazing places in our world
- Grouping animals and discussing where they live – their habitat (hot, cold places)
- Minibeast habitats
- Celebrating Mother's (special person) Day.
- Easter time – the Easter Story



Mathematics:

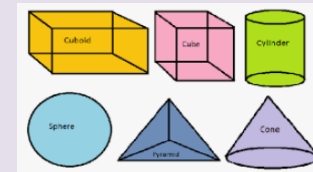


Mastering Number:

- Focus on the 'staircase' pattern and ordering numbers
- Focus on ordering of numbers to 8
- Use language of less than
- Focus on 7
- Doubles – explore how some numbers can be made with 2 equal parts
- Sorting numbers according to attributes - odd and even numbers

Shape, Space and Measures (WRM):

- Revision of 2D shapes.
- Exploring 3D shapes.
- Looking at pattern.



Expressive Arts and Design:

- Singing familiar songs (and signing using Makaton).
- Singing a wide range of nursery rhymes and Sing up: Five fine bumble bees
- Observational drawings (signs of spring, animals and houses)
- Junk Modelling (houses).

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