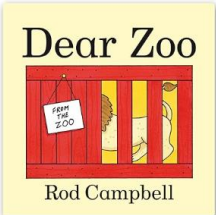
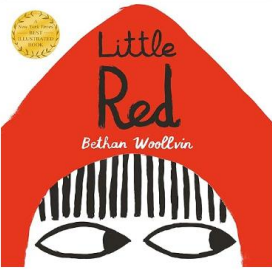






CURRICULUM MAP

Van Gogh

What a Wonderful World: Animal Safari and Creep Crawl and Wriggle Summer A 2026





<p>Communication and Language</p>	<p>Listening, Understanding and Speaking</p> <p>We will continue to support the children’s developing vocabulary by introducing new words through our topics and through the Phonics, Literacy and Maths curriculum. We explain the meaning of new words in each of these areas and model these in our conversations in the classroom.</p> <p>Stories, rhymes and non-fiction books are used to help learning in many areas of the curriculum and the children are invited to talk about the characters, settings and key events and ideas in our reading sessions.</p>																		
<p>Literacy</p>  	<p>Phonics</p> <p>Reception Summer 1</p> <table border="1" data-bbox="443 757 1449 1041"> <thead> <tr> <th></th> <th>Phase 4</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>short vowels CVCC</td> <td>said so have like</td> </tr> <tr> <td>Week 2</td> <td>short vowels CVCC CCVC</td> <td>some come love do</td> </tr> <tr> <td>Week 3</td> <td>short vowels CCVCC CCCVC CCCVCC longer words</td> <td>were here little says</td> </tr> <tr> <td>Week 4</td> <td>longer words compound words</td> <td>there when what one</td> </tr> <tr> <td>Week 5</td> <td>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</td> <td>out today</td> </tr> </tbody> </table> <p>Handwriting</p> <p>We will use the Little Wandle letter formation sheets to consolidate the formation of letters. We learn letters in groups. The children will be reminded to check their pencil grip: the tripod grip. The children will also be focussing on keeping their letters a similar size, and writing them on the line. We check our pencil, posture and pressure!!</p> <p>Spelling</p> <p>We learn to segment words into sounds and count each sound to help spell words in our daily phonics lessons. Spelling also includes the spelling of tricky words. The Phonic lesson on a Friday, has a dictated sentence to support spelling.</p> <p>Writing</p> <p>We will be writing labels and captions for story maps, pictures and diagrams, and will begin to write longer sentences using the strategies we learn in phonics, based on the key texts we read and our topic focus. The children are encouraged to be independent when writing words, and are supported to orally rehearse the sentences they are going to write.</p>		Phase 4	New tricky words	Week 1	short vowels CVCC	said so have like	Week 2	short vowels CVCC CCVC	some come love do	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	Week 4	longer words compound words	there when what one	Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today
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<p>Maths</p>  	<p>Number</p> <p>We will continue to engage with activities that draw attention to the purpose of counting – Children will become more familiar with numbers beyond 10 and the pattern (stable order) of numbers to 20 and beyond. Children will be familiar with larger numbers from daily routines such as counting children or the days in the month. This small step focuses on numbers beyond 10. First, ensure that children can say the numbers 11, 12 and 13 and support them to use one-to-one correspondence to count items beyond 1.</p> <p>Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair. Once children have explored the method of sharing and will now move on to the method of grouping. When exploring grouping in this small step, children will use their knowledge of equal and unequal groups to support them.</p>																		



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	<p>Geometry</p> <p>We will select shapes for a purpose, and have opportunities to select and rotate shapes to fill a given space, using jigsaws, number shape baseboards and pattern block templates to support this. We will use positional vocabulary to explain shape arrangements.</p>
<p>Understanding the World</p> 	<p>Animal Safari: This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. We are hoping to meet the chicks that hatched before Easter, and also hope to have a visit from some piglets.</p> <p>Creep Crawl and Wriggle: This mini project teaches children about invertebrates that live in their gardens and local environment. We hope to see many of these in our outside area. We will create Bug hotels, and wormeries, to try and encourage invertebrates into our garden.</p> <p>To support learning at home you could:</p> <ul style="list-style-type: none"> • Go on safari to look for minibeasts that live in your garden or park. • Make a bug hotel from plant pots, small rocks, stones, bark and leaves and see if minibeasts visit. • Research some fantastic facts about minibeasts from around the world.
<p>RE</p> 	<p>Creation Focus: Why is the word 'God' so important to Christians?</p> <p>This unit supports understanding of the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. 'God' is therefore an important and significant name for believers, not an interjection or swear-word. We have already started to think about how things can be special and important in different ways to different people by creating our own treasure boxes.</p>
<p>Expressive Arts and Design</p> 	<p>In music we will learn some nursery rhymes and songs with an 'animal' theme, and we will continue to develop our understanding of rhythm and beat through clapping games and songs, linked to a beach theme. We will listen to the songs 'One Love' and 'Three Little Birds' by Bob Marley, and learn a little about reggae music and the country it originated from.</p> <p>There will be opportunity to play with lots of small world resources linked to the theme of pets and jungle animals, so we can develop our story telling skills, and our inside role play area is a Vets.</p> <p>We will also use different media to create collages of birds and animals, and a 3d minibeast.</p>
<p>PD</p> 	<p>We are now on Level 3 of the Fizzy programme which supports development of coordination, balance and ball skills. This takes place weekly, and the activities are repeated throughout the week.</p> <p>PE lessons on a Monday will be focus on fundamental skills; throwing and catching a ball, playing team games and using apparatus such as hoops, quoits and beanbags.</p> <p>Our outside area will be used to support gross motor skills as we play and explore and as we climb, swing, ride and carry heavy objects.</p>




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<p>PSHE</p> 	<p>We will continue having a class daily helper. Their jobs include organising the snack for our rolling snack time, taking the register to the office and other general jobs in the classroom.</p> <p>As we think about the children's transition into Year 1, the children will be encouraged to be as independent as possible; to put their shoes away when they change into wellies, hook up their coats after play and independently change their books. Some children will also be encouraged to write the title of their shared book in their diary.</p> <p>Our PSHE lessons will develop understanding of what it means to belong to a community by exploring the roles of people who work in the local neighbourhood and what role they play in contributing to community life, including helping and supporting others. They will develop a sense of responsibility for caring for environments including homes, school and local neighbourhoods, and will develop responsible and caring attitudes towards animals and plants.</p>
<p>Please remember</p>	<ul style="list-style-type: none">• Water bottles need to be in school on Monday and will be returned home on Friday• PE kit on a Monday for Fundamental Skills• To send in a sun hat, and apply sunscreen before school, as we are unable to apply it in school.• To regularly practice the phase 2 and 3 sounds and tricky words for Phases 2, 3 and 4• To read the eBook set each week on a Friday. Little Wandle suggest reading the book three times following reading in class to support fluency• To encourage your child to change their shared reading book every day. We have a selection of both fiction and non-fiction books for the children to choose from.