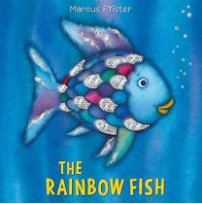
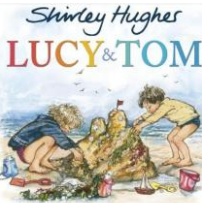
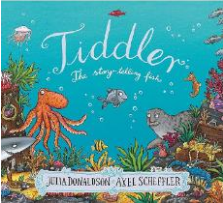






CURRICULUM MAP

Van Gogh

What a Wonderful World: On the Beach and Summer B 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 areas. 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 curriculum areas and the children are invited to talk about the characters, settings and key events and ideas in our reading sessions.</p> <p>We encourage children to share in our discussion times either with the whole group or with talking partners.</p>														
<p>Literacy</p>   <p style="text-align: center;">At the Seaside</p> 	<p>Phonics</p> <p>Reception Summer 2</p> <table border="1" data-bbox="405 846 1500 1279"> <thead> <tr> <th></th> <th>Phase 4 graphemes</th> <th>No new tri</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>long vowel sounds CVCC CCVC</td> <td rowspan="5">Review all tau Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>long vowel sounds CCVC CCCVC CCV CCVCC</td> </tr> <tr> <td>Week 3</td> <td>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</td> </tr> <tr> <td>Week 4</td> <td>root word ending in: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/</td> </tr> <tr> <td>Week 5</td> <td>Phase 4 words ending in: –s /s/, –s /z/, –es longer words</td> </tr> </tbody> </table> <p>Handwriting</p> <p>We will continue to use the Little Wandle letter formation sheets to consolidate the formation of letters and the children will be reminded to check their pencil grip: the tripod grip, and their posture. The children will also be focussing on keeping their letters a similar size, and writing them on the line.</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.</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 will be encouraged to leave spaces between their words and to begin their sentence with a capital letter and end it with a full stop. The children will also be authors to two books over the half term and the first is linked to our wonderful planet. Our phonics lessons have a dictated sentence in our review lessons on a Friday.</p>		Phase 4 graphemes	No new tri	Week 1	long vowel sounds CVCC CCVC	Review all tau Secure spelling	Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	Week 4	root word ending in: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/	Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words
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<p>Maths</p> 	<p>Number- Children will build on their understanding as they explore the change structure of addition (augmentation) by adding more. Children will use real objects to see that the quantity of a group can be changed by adding more. We use the ‘first, then, now’ structure as a way to help build their understanding by creating mathematical stories in meaningful contexts.</p> <p>Sharing and Grouping</p> 														



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	<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. They will share practically for a purpose by having a number of objects to share between various people or groups. They will then develop their knowledge of equal and unequal groups to support them. They will group for a purpose and divide a set of objects by placing a certain number of them in each group and investigate how many groups they need in order to give out all their objects.</p> <p>We will also spend time reviewing and consolidating our learning.</p>
<p>Understanding the World</p> 	<p>On the Beach</p> <p>This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sun. Our trip to Hunstanton will provide us with some real life experience of sea creatures as we visit the aquarium there and their 'aqua habitats'.</p> 
<p>RE</p> 	<p>'How can we care for our wonderful world?' lays foundations for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share. In school we will create a WOW wall of all the things we find amazing about the natural world, how we can look after our environment, and how people across the world come together to do this, by learning about a Rwandan community of people. We are also privileged to have Miss Ann who supports us with our flower beds and gives us opportunity to help with the allotments.</p>
<p>Expressive Arts and Design</p> 	<p>Our classroom now has a 'deconstructed role play area' which enables the children to choose from lots of different resources to enable them to follow their own interests. This week already, they have created their own gallery of artwork complete with price tags!! We will continue to use a variety of different media, and will use Monet's beach pictures to create our own beach paintings, as well as natural beach objects to create transient art pieces. Our songs will have a seaside theme!</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>PE lessons on a Thursday will cover the topic 'Move it!' This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.</p> 
<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. 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. Please continue to encourage independence at home especially around packing their school bag as they often struggle with this in school.</p>



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Our two units this half term are ' **Keeping Safe**' which includes being able to say 'No!' if they feel unsafe or unsure about something, being able to tell people who care for them if they feel worried or upset, understanding some reasons why people use medicines and being able to give some safety rules relating to medicines; and '**Our bodies and growing up**' which includes being able to talk positively about some of their body's capabilities and being able to name a sex specific body part using scientific vocabulary.

Moving On

We will celebrate the children's successes throughout their Reception year. We will explore how they have grown and changed and will support them with the changes to come as they move into Year 1.

The children will have opportunity to work with their new classroom adults and will have opportunity, as the term comes to an end, to be in their new learning spaces.



Please remember

- Water bottles need to be in school on **Monday** and will be returned home on **Friday**
- PE kit on a **Monday for fundamental skills, and Thursday**
- As the days get warmer, please remember to send in a sun hat, and apply sunscreen before school, as we are unable to apply it in school.
- To use the **White Rose** App supports the skills of subitising and number bonds within 10.
- 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. This term I will encourage them to write their own book title into the Reading Diary.**