

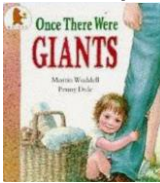
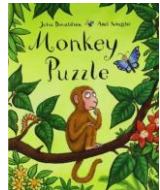


# CURRICULUM MAP

Van Gogh

## Marvellous Me! AUTUMN A 2026



| <b>Communication and Language</b>                                                                                        | <b>Speaking</b><br>We will be talking about our experiences in small groups and class times and will share ideas and responses to stories in story times.<br><b>Listening:</b><br>We will listen to others in story and circle times and learn to follow instructions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
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| <b>Literacy</b><br>                     | <b>Phonics:</b> We begin Phonics in the second full week of term. Our first unit of phonics covers: <table border="1" data-bbox="375 586 1120 743"><thead><tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr></thead><tbody><tr><td>Week 1</td><td>s a t p</td><td></td></tr><tr><td>Week 2</td><td>i n m d</td><td></td></tr><tr><td>Week 3</td><td>g o c k</td><td>is</td></tr><tr><td>Week 4</td><td>ck e u r</td><td>I</td></tr><tr><td>Week 5</td><td>h b f l</td><td>the</td></tr></tbody></table><br>We will focus on language development in our 'Rhyme Time' sessions each week. Resources for these sessions can be found on the Little Wandle website <a href="#">Rhyme Time Videos</a> .<br><b>Focused texts:</b> 'The Lion and the Mouse', 'When we were giants', 'Five Minutes Peace', 'Lost and Found'<br><b>Writing:</b> Mark making with a variety of different tools, introducing the triangular pencil grip and creating patterns to support early letter formation.<br>We would like to invite all parents to a <b>phonic workshop</b> to learn about how we teach phonics and how you can support at home. This will be on Thursday 17 <sup>th</sup> September at 9am.<br>Our Maths work will be linked to stories, which will help support the understanding of basic concepts. This half term, we will be matching and sorting, comparing sizes and weights, and making patterns.<br>Some of our learning will be based on the stories 'A Squash and a Squeeze', 'Mr Big', 'Dear Zoo', 'A Duck in a Truck' and 'Monkey Puzzle'. |                  | Phase 2 graphemes | New tricky words | Week 1 | s a t p |  | Week 2 | i n m d |  | Week 3 | g o c k | is | Week 4 | ck e u r | I | Week 5 | h b f l | the |
|                                                                                                                          | Phase 2 graphemes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | New tricky words |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| Week 1                                                                                                                   | s a t p                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| Week 2                                                                                                                   | i n m d                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| Week 3                                                                                                                   | g o c k                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | is               |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| Week 4                                                                                                                   | ck e u r                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I                |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| Week 5                                                                                                                   | h b f l                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | the              |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| <b>Maths</b><br>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| <b>Understanding the World</b><br>    | <p>The project <b>Marvellous Me</b> supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p><b>Exploring Autumn</b> teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| <b>RE</b>                                                                                                                | <b>What makes every single person unique and precious?</b><br>This unit lays the foundations for understanding the Christian belief that all humans are made in the image of God, each an 'incarnation', a physical being known and loved by him. It introduces the word 'precious' and we consider how we are all unique and precious, and need to treat everyone respectfully because of this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |
| <b>Expressive Arts and Design</b><br> | We will be able to use the home corner and mud kitchen as well as have access to a variety of small world toys linking to everyday life; cars, trains and homes.<br>We will use a variety of different media to create sunflowers and self-portraits and will explore those painted by Van Gogh to support us in this. We will join in with familiar songs and rhymes, learning to follow and then play, a rhythm.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                   |                  |        |         |  |        |         |  |        |         |    |        |          |   |        |         |     |



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Van Gogh



## Marvellous Me! AUTUMN A 2026

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| PD               | <p>We will develop our fine motor skills through handwriting practise, dough disco and finger gym activities. Our 'Fizzy' skills focus on balance, coordination and ball skills. The children have one guided session on a Monday, and the resources are left for the children to use in continuous provision. We use the outdoor area as much as we can!</p> <p>We hope to use the Wild Wood later on in the term when the children have settled in. If anyone would like to volunteer to help support our sessions then please contact the school office.</p>                                                                                                                                                                                                                                                                                                                                                                   |
| PSHE             | <p>Our topic this half term is Beginning and Belonging - 'What is special about me and how I am different from my friends?' This includes getting to know the adults and routines in school, and thinking about the people that help us. We will also spend some time exploring different emotions through stories and parachute games.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Please remember: | <ul style="list-style-type: none"><li>• Water bottles need to be in school on Monday and will be returned home on <b>Friday</b></li><li>• As the weather changes, please make sure your child has a pair of wellies in school</li><li>• We hope to visit the Wild Wood at the end of the half term</li><li>• Mrs Oakins will be teaching the class on a Thursday whilst Mrs Wilcock has PPA and Management time</li><li>• Please wear PE kit on a Monday from week beginning 14<sup>th</sup> September</li><li>• To encourage your child to change their library (Shared Reading) book every day. I will check the Reading Diaries daily so these can also be used to pass on any messages to me if necessary.</li><li>• To upload any pictures to <b>Class Dojo</b> that celebrate achievements and celebrations. Last year for example I had a video of a child riding a bike without stabilisers for the first time.</li></ul> |