



CURRICULUM MAP

Van Gogh

Ready Steady Grow!

Spring B 2026



Communication and Language

Listening, Understanding and Speaking

We will listen and comment on stories and others' conversations, and begin to follow instructions with more components to them. We will consider the meaning of words in the stories we read, and will be encouraged to use technical vocabulary we have learnt in all areas of the curriculum. Our Maths lessons incorporate the use of stem sentences to help us explain our understanding, and in our Phonics lessons, we have daily explanations of some of the words we read, to support understanding.

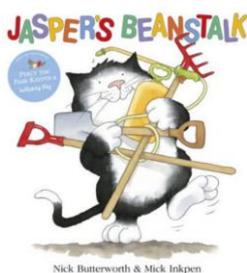
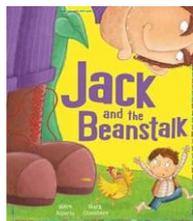
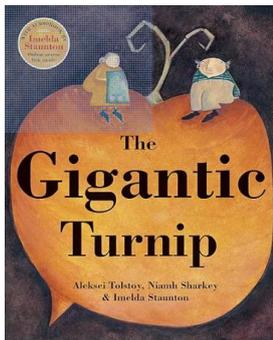
We will discuss what a question is, and orally compose some sentences for our Raptor Foundation Visit on Friday 27th February.

help us to help them



THE RAPTOR FOUNDATION
Charity No. 1042085

Literacy



Phonics

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

There is a great video [here](#) to remind you how we teach blending and [here](#) on how we teach tricky words.

In order to support children to read longer words, we 'chunk up' words into syllables, reading the first syllable, whilst covering the second and then blending the two syllables together. For example: ladd/er

Handwriting

We will use the Little Wandle letter formation sheets. The practise sheets that match the graphemes learnt last half term can be found [here](#).

Spelling

We learn to segment words into sounds and count each sound to help spell words, and write sentences phonetically in our daily phonics lessons. Spelling also includes the spelling of tricky words.

Writing

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.



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<p style="text-align: center;">Maths</p> 	<p>Number Our theme for this half term is 'Growing 9 and 10'. We will develop our ability to count objects and understand the 'cardinality' of numbers, investigate the composition of numbers in this range and learn to form the numerals. We love the 'Number Eight' song - Writing Number Eight</p> <p>Geometry: We will learn to name 3d shapes and recognise them in the environment. We will develop our ability to create more complex patterns.</p>
<p>Understanding the World</p> 	<p>Our main topic this half term is 'Ready, Steady, Grow!' This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. We will also be learning about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year. We have lots of resources in our outside area to help us explore our changing environment, and we hope to be sowing seeds and planting potatoes too.</p> <p>Our Companion Project is 'Signs of Spring'. This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.</p> 
<p style="text-align: center;">RE</p>	<p>Salvation focus; Why do Christians put a cross in an Easter Garden?</p> <p>The children will learn the key events in the Easter story and its message of forgiveness, reconciliation and new beginnings.</p> 
<p style="text-align: center;">Expressive Arts and Design</p> 	<p>In music we will learn some nursery rhymes and songs with a 'growing' theme, and will continue to develop our understanding of rhythm and beat through clapping games and songs.</p> <p>There will be opportunities to play with lots of small world resources linked to the theme of farms, tractors and farm animals, so we can develop our story telling skills. Our inside role play area is a farm shop.</p> <p>The children are able to explore lots of different media in the classroom, including paint, clay, collage, sculpture using recycled boxes and cartons.</p>
<p style="text-align: center;">PD</p> 	<p>We will continue to take part in the Fizzy programme which supports development of coordination, balance and ball skills.</p> <p>We start our day with 'Busy Learning' tasks which are planned from the 'Clever Fingers' programme to support fine motor skills. We also do a 'Dough Disco' session every day with plasticene to strengthen fingers.</p> <p>PE lessons on a Monday will be gymnastics with the focus on moving and holding body shapes to create phrases using some apparatus such as the mats, benches and boxes. Our outside area will be used to support gross motor skills as we play and explore in this space.</p>



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	<p>Our trips to the Wild Wood will continue on Wednesdays. We look forward to sharing a 'Wellies in the Woods' session with parents and carers on Wednesday 4th March. Groundwork is a registered charity which plan the 'Wellies in the Woods' sessions which are designed to inspire families to engage with nature on their doorstep. Mrs Wilcock was able to attend some recent training to deliver these sessions.</p>  
<p style="text-align: center;">PSHE</p> 	<p>The children have loved being 'Superhero Helpers' in the classroom and so we will continue having a class daily helper. Their jobs include organising the snack at playtime, taking the register to the office and other general jobs in the classroom. All of the children are supported 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.</p> <p>We have a session on the Life Education Bus which covers our PSHE lessons this term. The theme for the visit is 'All About Me'.</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 Gymnastics Please remember that indoor PE kit should be black shorts and a plain white t-shirt but your child should wear their black tracksuit over the top to ensure that they are warm enough for the remainder of the day. Also, jewellery should not be worn and hair must be tied back in a plain black/blue hair band – thank you! • Please regularly practise the phase 2 and 3 sounds and tricky words. <p>Supporting your child with reading</p> <p>Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.</p> <p>Just a reminder that there are two types of reading book that your child brings home:</p> <p>A reading practice book. This is the eBook which is at the correct phonic stage for your child. They should be able to read this with some fluency and independently.</p> <p>A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.</p> <p>Reading practice eBook</p> <p>This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – remember – they have read this book three times in school already and we are now your child needs to develop fluency and confidence in reading.</p> <p>Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.</p> <p>Sharing book</p> <p>In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.</p>



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	<p>Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, and explore the facts in a non-fiction book. The main thing is that you have fun! Do encourage your child to change their shared reading book every day but they may also like to bring home a familiar book or a book they love, lots of times.</p>
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