



CURRICULUM MAP

Van Gogh

Ready Steady Grow!

Spring B 2025



<p>Communication and Language</p> 	<p>Listening, Understanding and Speaking</p> <p>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 that we have learnt in all areas of the curriculum. Our Maths lessons incorporate the use of stem sentences (starters) to help us explain our understanding, and in our Phonics lessons, we have daily explanations of some of the more tricky words we read, to support understanding.</p>														
<p>Literacy</p>   	<p>Phonics</p> <p>Reception Spring 2</p> <table border="1" data-bbox="438 831 1449 1211"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td rowspan="5">Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>review Phase 3: er air words with double letters longer words</td> </tr> <tr> <td>Week 3</td> <td>words with two or more digraphs</td> </tr> <tr> <td>Week 4</td> <td>longer words words ending in -ing compound words</td> </tr> <tr> <td>Week 5</td> <td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td> </tr> </tbody> </table> <p>There is a great video here to remind you how we teach blending and here on how we teach tricky words.</p> <p>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</p> <p>Handwriting</p> <p>We will use the Little Wandle letter formation sheets. The practise sheets that match the graphemes learnt last half term can be found on the phonics page of our website here.</p> <p>Spelling</p> <p>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.</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.</p>		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/
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<p>Maths</p> 	<p>Number</p> <p>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.</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>														








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<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>We are very excited to have some eggs in the classroom! The children will help place them in an incubator for 21 days before they hatch. We hope that they will begin to hatch around the 25th March! We will be able to host the chicks up to the end of term and they will then return to the farm. Please encourage your child to talk to you about this exciting event in the classroom! I will post regular updates on Class Dojo too!</p>
<p>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. They will help to build an Easter Garden and learn about the key elements within the garden.</p>
<p>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>PD</p> 	<p>We will continue to take part in the Fizzy programme which supports development of coordination, balance and ball skills.</p> <p>PE lessons on a Friday will be gymnastics with the focus on moving and holding body shapes to create phrases. Our outside area will be used to support gross motor skills as we play and explore in this space. Our trips to the Wild Wood will continue on Mondays.</p>
<p>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. Some children will also be encouraged to write the title of their shared book in their diary.</p> <p>Our lessons develop the idea of belonging to a community, by getting to know the local environment and by developing their responsibility to look after it. We will also consider how we can care for our planet and living things. We will use the story, 'Oi Get off our train' to help us understand the ways in which we can care for our planet.</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 Friday 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



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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.

Supporting your child with reading

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.

Just a reminder that there are two types of reading book that your child brings home:

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 fluently and independently.

A sharing book. Your child will not be able to read this on their own. This book is for you to read and enjoy together.

Reading practice eBook

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 now your child needs to develop fluency and confidence in reading.

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.

Sharing book

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.

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.