

Cleveland Road Primary School Curriculum Map – *Nursery, Summer Term 2025*

	Summer Term 2025	
TOPIC	<i>New Beginnings, Life Cycles, Healthy Eating and Travel</i>	
KEY TEXTS	<i>The Very Hungry Caterpillar</i> by Eric Carle <i>Out of the Egg</i> by Tina Matthews <i>The Very Busy Spider</i> by Eric Carle <i>The Bad-Tempered Ladybird</i> by Eric Carle	<i>Naughty Bus</i> by Jan and Jerry Oke <i>What If..</i> by Samantha Berger <i>Travel and Transport stories</i>
LITERACY DEVELOPMENT <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	The children will practise making recognisable shapes in their pictures and continue to develop their confidence in writing their name. They will be encouraged to copy letters and shapes and use rhymes to remember how to form the letters. Through their play, they will begin to write for different purposes, such as writing letters, making notes, shopping lists or recipes. When drawing freely with a range of resources, such as chalks, pens and pencils, the children will begin to add detail to their drawings, which they give meaning to (for example, “That’s my mummy and she is wearing a dress”, and, “that’s my name”). The children will continue to learn ‘Read, Write Inc’ phonics and understand that each letter makes a sound. We will be learning rhyming through songs and poems, learning new words and begin to clap out the syllables in words. The children will develop an understanding of rhyme and will take part in a range of rhythmic activities that will develop an awareness of rhyme and alliteration, and help them to recognise rhythm in spoken language. The children will be given opportunities to memorise stories and recite them, using illustrations as a prompt; they will use “talk for writing” strategies to help them retell stories and engage in independent or shared story writing. The children will be encouraged to role-play stories, using props, and act out events and principal characters. They will begin to ask questions, make comments and share their own ideas about books they have read. They will begin to verbally sequence stories using the words ‘before’ and ‘after’. As the children develop in confidence, they will engage in extended conversations about stories and learn new vocabulary. The children will also look at non-fiction books to understand that texts are written for different purposes. Using a range of texts, the children will demonstrate their understanding when talking about what they have read and begin to use new vocabulary. They will consolidate the parts of a book e.g., front cover, back cover and title and will be encouraged to point to words in the text, understanding that we read from left to right and top to bottom.	

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MATHEMATICS DEVELOPMENT CRC Articles 28, 29, 31	The children will be learning to name and describe simple 2D shapes and some 3D shapes. In exploring shapes, they will begin to demonstrate an awareness of shapes in the environment, using vocabulary such as 'round', 'flat', 'straight' to describe them. The children will continue to be encouraged to count in everyday contexts through their play. They will be encouraged to recite numbers past 5 and show 'finger numbers' up to 5. They will be taught that the last number reached when counting in a small set of objects tells you how many there are in total ('cardinal principle'). The children will begin to learn fast recognition of up to 3 objects, without having to count them individually ('subitising'). Through their everyday play, the children will be encouraged to solve real world mathematical problems, with numbers up to 5. For example, <i>'You have 2 cars and your friend has 1. How many cars are there altogether?'</i> The children will be encouraged to compare quantities, using language such as; 'more than', 'fewer than'. They will also use mathematical language to compare sizes, weights, length and capacity through child-initiated play, using gestures and language such as <i>'big', 'bigger', 'little', 'smaller', 'high', 'low', 'tall', 'short', 'heavy' and 'light'</i>. Through their play, the children will be encouraged to describe familiar routes and locations, using words like 'in front of' and 'behind'. They will also begin to learn about repeating patterns using objects and materials around them, e.g., stick, leaf, stick, leaf
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT CRC Articles 2, 6, 7, 12, 13	The children will be encouraged to adapt their behaviour to different events, social situations and changes in routine. They will be able to express their preferences and decisions, being open to trying new things. The children will increase their confidence in asking adults for help, becoming more outgoing towards unfamiliar people and more confident in new social situations. Building and maintaining their friendships, the children will be encouraged to initiate play with others, offering cues to peers to join them. They will begin to learn how they can deal with conflicts by talking to their peers and begin to understand how others might be feeling, showing empathy towards their needs. The children will be encouraged to persevere and show resilience in activities within the classroom in the face of a challenge. They will be given the opportunity to develop their problem-solving skills in order to resolve a problem and achieve their goals. They will also learn to express their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. They will talk about their talents and interests, and think about what they would like to be when they grow up. Through the story of <i>'The Very Hungry Caterpillar'</i>, the children will learn about making healthy choices about food and explore how we can brush our teeth well and the importance of exercising, safe internet use, healthy screen time and getting enough sleep. Opportunities will arise in their play to discuss the Class Charter, as part of the Convention on the Rights of the Child, and they will be taught the 5Cs (<i>Care, Commitment, Consideration, Courtesy and Co-operation</i>), continuing to be encouraged to follow rules with increasing confidence, understanding why they are important and not always requiring an adult to remind them.

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COMMUNICATION AND LANGUAGE DEVELOPMENT CRC Articles 12, 13, 30	The children will be encouraged to talk in full sentences and consistently use talk to express their ideas, explaining what is happening and anticipating what might happen next. They will continue to be supported to develop their confidence so they can initiate conversations or start a debate with an adult or a friend and continue it for many turns. They will be given opportunities to recall past experiences, ask questions and give explanations using key vocabulary such as <i>who</i>, <i>what</i>, <i>when</i> and <i>how</i>. They will also begin to understand and answer 'why' and 'how' questions. The children will continue to develop their listening and attention skills, learning how to follow directions they have been given. They will be encouraged to listen to longer stories and remember what happens. The children will enjoy and learn many rhymes, be able to talk about familiar books, and tell a story, as well as singing a large repertoire of songs. At this point in the year, the children will now be encouraged to sit and listen to a story without the need for visuals or props to support understanding. When speaking, the children will be encouraged to use the correct tenses e.g., 'ran' instead of 'runned'. They may also begin using multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. They will be supported to understand and use prepositions, such as 'under', 'on top' or 'behind', and encouraged to speak in sentences when expressing their ideas and thoughts.
PHYSICAL DEVELOPMENT CRC Articles 24, 27	The children will be tending to their personal needs (eating, drinking and toileting) independently. With continued practice, they will be undressing and dressing for PE, mostly independently, putting on a t-shirt or jumper, buttoning or unbuttoning a shirt, and using zips with some support and guidance. During PE and activities, the children will learn different ways of moving and play games such as musical statues, standing briefly on one foot to pose. They will use large equipment in PE, such as balls, ribbons and streamers, to develop their gross motor skills. The children will be encouraged and supported to climb safely, showing an awareness of risk. They will be taught to throw both underarm and overarm, and be encouraged to join in or make up group activities. The children will also continue to explore music, moving in different ways, creating patterns of movement. The children will understand that some food types are healthy and some are unhealthy. They will also have the opportunity to learn how to use real knives and forks, during their child-initiated play, when manipulating play dough. To develop their fine motor skills, the children will be encouraged to explore mark-making and write using a comfortable pencil grip, as well as using one-handed tools and equipment, e.g., using scissors and paintbrushes. When exploring writing and creative activities, the children will begin to show a preference for a dominant hand. Now that they can make snips with scissors, they will be supported to cut wavy lines and around simple shapes, like squares, circles or triangles. All the children will be supported and encouraged to start taking part in some group activities which they make up for themselves, or in teams. They will collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks, choosing the right resources to carry out their own plan.

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UNDERSTANDING THE WORLD CRC Articles 16, 18, 23, 30, 31	The children will continue to be encouraged to talk about their own experiences and make sense of their own life, talking about the past and the future. Through stories, non-fiction books and role-play, the children will learn about different occupations, dressing up and role-playing in different roles such as ‘doctors’, ‘police officers’ and ‘firefighters.’ They will be taught to develop positive attitudes about the differences between people and, through discussions, the children will learn about different countries in the world, looking at the similarities and difference between environments. The children will notice how spring changes into summer, and will talk about how this affects the types of weather they can expect to see, and the types of clothing they will need to wear. The children planted seeds in the spring term, and will now learn to care for the Nursery garden. They will be able to make observations of plants and discuss how they grow, using the text <i>‘The Tiny Seed’</i>. The children will begin to show care, respect and concern for living things and the environment. The Nursery will have ducklings and caterpillars to support the children with their learning about the different life cycles of animals and insects, and they will learn about the habitats of these creatures. Through everyday play, the children will be taught to notice the different materials around them and begin to talk about simple forces they feel e.g., <i>push</i> or <i>pull</i>. Over the term, the children will be supported to explore and describe different materials and the things they notice, using words like, <i>‘rough’</i>, <i>‘smooth’</i>, <i>‘soft’</i>, <i>‘shiny’</i> and <i>‘lumpy’</i>. They will experiment with these materials to investigate their different properties, such as whether they are waterproof or not.
EXPRESSIVE ARTS AND DESIGN CRC Articles 29, 31	The children will explore various materials and develop their ideas about how to use them. They will begin to learn how to join them together using staplers, Sellotape, masking tape and glue. The children will be encouraged to draw shapes that represent objects, and will be supported to draw with increasing complexity and detail, such as representing a face with a circle, including expressing emotions in their drawings e.g., happiness and sadness. As well as this, the children will experience mixing colours, when painting, to make their own colours. The children will be listening and moving their bodies to Nursery Rhymes. They will continue to play rhythmic games, such as <i>Clap the Rhythm</i>, and will use their whole bodies to dance, internalising the music. The children will begin to develop stories and imaginative play using small world play, props and resources. Through the story <i>‘What if..’</i>, the children will learn that there are many forms of creativity and expression such as painting, dance and music.

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SAFEGUARDING <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	The children will be taught why we have certain rules e.g., walking inside to avoid accidents. They will be encouraged to put all their belongings and resources away to avoid falls and trips. The children will be taught to use tools such as scissors, spades and the large wooden blocks safely. They will be encouraged to tell an adult if they have hurt themselves and how. We will discuss who we can talk to when they feel upset or worried, and who our 'Safe Adults' are. When using the computer and other electrical devices, such as i-pads, the children will be taught about how to be safe online in accordance with our Digi Safe policy.