

Cleveland Road Primary School Curriculum Map – *Reception, Summer Term 2026*

	Summer Term 2026
TOPIC	<i>Growth</i>
KEY TEXTS	<i>Luna Loves Gardening</i> by Joseph Coelho <i>The Tiny Seed</i> by Eric Carle <i>The Ugly Duckling</i> by Mara Alperin <i>Cinderella – Ladybird First Favourite Tales</i> <i>The Hare and The Tortoise</i> by Miles Kelly
LITERACY DEVELOPMENT <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	Philosophical Thinking The themes that will be explored using the key texts will be <i>family, community, responsibility, resilience, teamwork, perseverance, self-worth, empathy, acceptance, hope, respect and self-belief</i>. Some of the big questions that will be discussed at a deeper level are as follows: Why are plants important for people and animals? How do you feel when you grow or care for something? How can working together make something better? What does it mean to grow? Why is it important to be patient when something or someone takes longer to flourish? What does it mean to belong? What makes someone truly beautiful? Is it how they look or who they are inside? Is it better to fit in with others or to be different? When is it okay to stop trying? Is it right for others to decide if you are worthy of love and respect? Why is it important to stand up for ourselves? What does it mean to succeed? Can slow and steady effort be more meaningful than quick success? Why? Why is it important to persevere in life and believe in ourselves? Growth The children’s love of stories will continue to develop through shared reading during story sessions and through storytelling that takes place in both their indoor and outdoor play. This term, the children will explore a range of books focused on the theme of growth, particularly stories linked to plants, seeds, and the natural world. They will learn about animals which hatch from eggs and will be given the opportunity to observe an animal hatch from its egg. These texts will give children opportunities to engage with rich vocabulary while learning about how things grow and change over time. In addition, this will spark the children’s curiosity and encourage them to talk about what they have learnt and observed. The children will engage in role-play, create story maps, retell stories and they will be supported to anticipate important events. Through listening and discussion, they will expand their vocabulary, strengthen their comprehension, and begin to share their own ideas and observations. Phonics To enable children to become confident readers and writers, they will use their phonic knowledge to read decodable words and write words in ways which match their spoken sounds. They will begin to read and write some irregular common words, some words will be spelt correctly, and others will be phonetically plausible. They will write detailed sentences and begin to have a go at writing their own stories. The children will continue to be placed in Phonics groups according to how many sounds they have retained and their ability to blend to read words. At the end of this term, the children should know all their Set 1 and the first set of 6 Set 2 sounds and be able to read words containing these Set 2 special friends. Children will be prompted to re-read sentences to develop fluency and intonation to become more skilled readers.

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MATHEMATICS DEVELOPMENT <i>CRC Articles 28, 29, 31</i>	Number and Numerical Patterns <u>Addition and Subtraction</u>: The children will consolidate the process of adding and taking away using concrete resources and become fluent in saying 1 more/1 less than a given number, understanding the number system to do this. <u>Number Facts to 5</u>: They will develop their fluency in recalling addition and subtraction facts to 5. <u>Number Bonds 5 to 10</u>: The children will consolidate all number bonds to 5, and begin to recall some bond facts to 10. <u>Place Value</u>: The children will learn to understand and say the value of each digit in a 2-digit number and be able to count beyond 20. <u>Comparing Numbers</u>: The children will use their knowledge of place value to compare numbers using mathematical language (greater, more, fewer, less, equal). <u>Length</u>: The children will begin to learn how to use a ruler and compare lengths of objects using language related to length. <u>3D Shapes</u>: They will name basic 3D shapes (sphere, cube, cuboid, cone, pyramid) and identify some of their features (faces, edges, and vertex/vertices). <u>Time</u>: They will learn to read the time to the hour, and half past the hour, through using clocks practically. <u>Money</u>: They will be explicitly taught to identify UK coins and notes, and understand the value of the coins. <u>Patterns</u>: We will reinforce the learning of numerical patterns by continuing to count in 2s, 5s and 10s, and use concrete objects to explore multiplication practically.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT <i>CRC Articles 2, 6, 7, 12, 13</i>	Self-Regulation, managing self and Building Relationships The children will continue to be encouraged to express their feelings, and reasons for those feelings, using our Self-Regulation board. They will regulate their behaviour using their own preferred strategies to help them to feel calmer and more positive. In their everyday play, the children will be mindful of the feelings of others and work cooperatively. They will explain the reasons for rules and behave accordingly, in line with the 5Cs and the Class Charter as part of the Convention on the Rights of the Child. They will continue to form positive relationships with the adults and peers around them. A continued emphasis on the children managing their own hygiene with children using the toilet, dressing themselves and understanding the importance of healthy food choices, as well as being able to talk with understanding about the range of factors to maintain our health and well-being.
COMMUNICATION AND LANGUAGE DEVELOPMENT <i>CRC Articles 12, 13, 30</i>	Listening and Attention and Speaking It is important for children to continue to listen carefully and understand why listening is important through games, story time, group work, role-play and in their general play. The use of stem sentences, general sentence starters, vocabulary cards and teacher modelling will develop the children's ability to express themselves confidently and effectively. They will generally be encouraged to speak in full sentences and to offer ideas and opinions about the books we read. They will also provide and learn definitions for key words, recall key events or information, and have the confidence to ask questions to help their own understanding. They will be able to describe their own personal experiences in some detail and learn to maintain a back-and-forth conversation, by using longer extended sentences with the teacher and their friends.

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PHYSICAL DEVELOPMENT <i>CRC Articles 24, 27</i>	Weekly P.E. sessions will continue, with the children showing good control and co-ordination in large and small movements. Over the course of the term, they will refine a range of skills, including batting and ball skills, and play a range of team games to apply the skills acquired this year - this will culminate in them using these skills on Sports Day. Gross Motor: This will include the children refining how to climb, hop, skip roll, throw, and catch large balls, using a bat to hit a ball and throwing an object into a target. Fine Motor: This will be refined by continuous exposure, including the use of knives and forks, pencils, pens, paintbrushes, scissors, hole punchers, and sewing. The children will learn to develop their handwriting, so it is fast and efficient, and learn to position letters correctly on lines, keeping the letters consistent in size.	
UNDERSTANDING THE WORLD <i>CRC Articles 16, 18, 23, 30, 31</i>	Past and Present, Natural World and People, Places and Communities Reception will have opportunities to do some planting in our outdoor area this term, which will allow the children to make observations about plants. They will also continue to make observations about the weather and learn more information about the seasons. When the children return to school after the May half term, they may want to talk about their Eid celebrations. We will remind ourselves of the story behind Eid and how it is different and similar to other festivals we have looked at over the academic year. As well as this, the children will continue to expand on their knowledge of different animals, making links between living things - and they will receive a nice surprise in the summer term.	
EXPRESSIVE ARTS AND DESIGN <i>CRC Articles 29, 31</i>	Being Imaginative and Expressive and Creating with Materials In Music lessons, the children will continue to learn to control their voices by singing Nursery Rhymes. They will begin to understand pitch and tempo, and identify the sound of a few musical instruments, such as piano, drum, guitar, and violin. They will learn to find the pulse in a song and to copy simple rhythms, as well as listen to a wide range of genres of music. They will be expected to express their feelings and opinions about the different forms of artistic work they are shown, giving reasons for their opinions. In design, the children will construct with a purpose in mind, thinking about and discussing what they would like to make. They will learn how to experiment with colour, design, texture, form, and function. Additionally, the children will have the opportunity to share their creations and explain the processes they have used. They will have opportunities to invent or develop stories using props they make or are provided with.	
PSHE <i>CRC Articles 29, 31</i>	Relationships • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words	Changing Me • I can name main parts of the body e.g. head, knees, eyes • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1

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	• I can use Calm Me time to manage my feelings • I know how to be a good friend	• I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception
SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	The children will continue to consolidate the basic vocabulary they have learnt through songs and stories: • Say and understand basic greetings (Hola, adiós) • Numbers from 1-10 • Learn how to introduce themselves (My name is...) • Learning colours (Rojo, Amarillo, verde, azul)	
SAFEGUARDING <i>CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	We will return to listening to the stories, <i>Smartie the Penguin</i> and <i>The Magic Window</i> so the children recall what they need to do when they are faced with problems when using the internet -which also applies to general worries and concerns they may have. They will be made aware that their 'safe adults' will not promise to keep secrets but will always be ready to listen to them when they talk. They will know who their 'safe adults' are, both at school and at home, and will learn that if for any reason they are not listened to by a safe adult, they must go to their next safe adult.	