

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

|                                                                                                | Summer Term 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| TOPIC                                                                                          | <i>Growth</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| KEY TEXTS                                                                                      | <p style="text-align: center;"> <i>Jack and the Beanstalk</i> by Nosy Crow<br/> <i>Jasper's Beanstalk</i> by Nick Butterworth<br/> <i>Jack and the Baked Beanstalk</i> by Colin Stimpson<br/> <i>The Frog Prince</i> by Susanna Davidson<br/> <i>Sun</i> by Sam Usher<br/> <i>The Seedling that Didn't Want to Grow</i> by Britta Teckuntrup<br/> <i>We Found a Seed in the Garden</i> by Rob Ramsden<br/> <i>The Tiny Seed</i> by Eric Carle </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| LITERACY DEVELOPMENT<br><i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i> | <p><u>Philosophical Thinking:</u> The children will listen to the teacher modelling reading aloud and will be encouraged to join in with reading. The themes that will be explored using the key text, <i>Jack and the Beanstalk</i>, will be <i>Influence, relationships, friendships, poverty, bravery, greed and traditions</i>.</p> <p>When reading through this text, we will be discussing the following questions at a deeper level: <i>Is it okay to enter a house without permission? Should wealth be shared? Does money equate to happiness? What does it feel like to not be heard/listened to? Can someone be good and bad at the same time? Do we always need more, or should we be grateful for what we have? Why is it important to help? 10. Is it worth taking a risk? Is it okay to take something that doesn't belong to you? Is it right to keep animals locked up? What does it mean to live happily ever after?</i></p> <p><u>Reading:</u> The children will continue to develop their love of reading books through story time, group reading and 1:1 reading; they will discuss the emotions they feel as they listen or read, and give their own personal opinions about the characters. They will also begin to consider what the author may be trying to teach us as they discuss what has happened. The children will engage in role-play and retell stories using repeated refrains.</p> <p><u>Phonics:</u> To become confident readers and writers, the children will use their phonic knowledge to read decodable words and write sentences. These can be read themselves, and by others, ensuring that words are spelt correctly, or are phonetically plausible. The children will be encouraged to re-read sentences to develop fluency and intonation - this will make them more fluent readers. At the end of the summer term, the children should know all Set 1 sounds, six set 2 sounds and be able to read and write simple sentences fluently.</p> <p><u>In-the-Moment-Planning:</u> Through 'in-the-moment' planning, the children will talk and write for a purpose, taking inspiration from their current interests and experiences. They will also have the opportunity to create their own short stories, using their imagination.</p> |

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| TOPIC                                                                                    | <i>Growth</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>MATHEMATICS DEVELOPMENT</b><br><i>CRC Articles 28, 29, 31</i>                         | <p><u>Addition and Subtraction:</u> The children will become fluent in saying 1 more/1 less than a given number and they will consolidate the process of adding and taking away using a range of strategies.</p> <p><u>Number Facts to 5:</u> They will develop their fluency in recalling addition and subtraction facts to 5.</p> <p><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.</p> <p><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.</p> <p><u>Comparing Numbers:</u> The children will use their knowledge of place value to compare numbers using mathematical language (greater, more, fewer, less, equal).</p> <p><u>3D Shapes:</u> They will continue to consolidate their understanding of basic 3D shapes (sphere, cube, cuboid, cone, pyramid) so they are able to identify the features (faces, edges, and vertex/vertices).</p> <p><u>Time:</u> They will learn to read the time to the hour, and half past the hour, through using clocks practically.</p> <p><u>Money:</u> Identifying UK coins and notes, and understanding the value of the coins, will be explicitly taught.</p> <p><u>Patterns:</u> We will reinforce the learning of patterns of 2s, 5s and 10s, and use concrete objects to explore multiplication practically.</p> <p><u>Missing Numbers:</u> The children will understand the number system and be able to work out missing numbers in a sequence.</p> |
| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b><br><i>CRC Articles 2, 6, 7, 12, 13</i> | <p>The children will be encouraged to express their feelings, and reasons for those feelings, using our Self-Regulation board. They will continue to understand the importance of looking after their mental health and regulating their behaviour using their own preferred strategies such as deep breathing, yoga, meditation or mindfulness to help them feel calmer and more positive.</p> <p>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.</p> <p>They will continue to form positive relationships with the adults and peers around them.</p> <p>There will be a continued emphasis on managing their own hygiene, using the toilet independently and dressing themselves. The children will gain a deeper understanding of the importance of looking after their health and well-being by having discussions about making healthy food choices, taking part in regular exercise, reducing screen-time and brushing their teeth.</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>COMMUNICATION AND LANGUAGE DEVELOPMENT</b><br><i>CRC Articles 12, 13, 30</i>          | <p>It is important that the children learn how 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 be encouraged to speak in full sentences and link thoughts using conjunctions (and, because, but, then) to offer ideas and opinions about the books we read.</p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| TOPIC                                                                    | <i>Growth</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>PHYSICAL DEVELOPMENT</b><br><i>CRC Articles 24, 27</i>                | <p>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.</p> <p><u>Gross Motor</u>: 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.</p> <p><u>Fine Motor</u>: 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.</p>                                                                                                                                                                                                                                                                     |
| <b>UNDERSTANDING THE WORLD</b><br><i>CRC Articles 16, 18, 23, 30, 31</i> | <p>Reception will have opportunities to do some planting in our outdoor area this term, which will allow the children to make observations about plants. In the second half-term, we hope to arrange a visit to Epping Forest, where the children will have the opportunity to become 'plant detectives' and identify different types of trees, learn about different parts of a plant and how they can be looked after. They will also continue to make observations about the weather and learn more information about the seasons.</p> <p>Throughout the year, the children will be reminded of the different celebrations which take place, they will learn about the story of Eid and how it is different and similar to other festivals we have learnt about over the academic year.</p> <p>As well as this, the children will continue to expand on their knowledge of different animals, making links between living things - and they will have a nice surprise before breaking up for the half term.</p> <p>The children will continue to take part in science experiments, where they begin to understand about cause and effect, make predictions and later compare this to their findings.</p> |
| <b>EXPRESSIVE ARTS AND DESIGN</b><br><i>CRC Articles 29, 31</i>          | <p>In Music, the children will be learning to control their voices by singing Nursery Rhymes. They will learn 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.</p> <p>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.</p> <p>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.</p> <p>They will have opportunities to invent or develop stories, such as Jack and the Beanstalk, in their pretend play, using props they make or are provided with.</p>                                                                                                                                           |

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| TOPIC                                                                                        | Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PSHE</b><br>CRC Articles 29, 31                                                           | <b>Relationships</b> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>• I know how to make friends to stop myself from feeling lonely</li> <li>• I can think of ways to solve problems and stay friends</li> <li>• I am starting to understand the impact of unkind words</li> <li>• I can use Calm Me time to manage my feelings</li> <li>• I know how to be a good friend</li> </ul>                                                                                                                                                  | <b>Changing Me</b> <ul style="list-style-type: none"> <li>• I can name main parts of the body e.g. head, knees, eyes</li> <li>• I can tell you some things I can do and foods I can eat to be healthy</li> <li>• I understand that we all grow from babies to adults</li> <li>• I can express how I feel about moving to Year 1</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• I can share my memories of the best bits of this year in Reception</li> </ul> |
| <b>SPANISH</b><br>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42        | The children will learn very basic vocabulary through songs and stories: <ul style="list-style-type: none"> <li>• Saying and understanding basic greetings (Hola, adiós)</li> <li>• Numbers from 1-10</li> <li>• Learning how to introduce themselves (My name is...)</li> <li>• Learning colours (Rojo, Amarillo, verde, azul)</li> </ul>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SAFEGUARDING</b><br>CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38 | 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |