

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

	Spring Term 2025
TOPIC	<i>Once Upon a Time</i>
KEY TEXTS	<i>The Three Billy Goats Gruff</i> Ladybird First Favourite Tales retold by Irene Yates <i>Goldilocks and The Three Bears</i> Ladybird First Favourite Tales <i>Little Red Riding Hood</i> Ladybird First Favourite Tales <i>The Three Little Pigs</i> by Ed Bryan <i>The Gingerbread Man</i> Ladybird First Favourite Tales <i>The Little Red Hen</i> Ladybird First Favourite Tales <i>The Enormous Turnip</i> Usborne Picture Books
LITERACY DEVELOPMENT <i>Convention on the Rights of the Child (CRC)</i> Articles 28, 29, 31	Philosophical Thinking The themes that will be explored using the key text, <i>The Three Billy Goats Gruff</i>, will be <i>family, siblings, courage, bravery, anger, size, right/wrong choice, belonging</i> and <i>hunger</i>. Some of the big questions that will be discussed are as follows: <i>What is family? Is it better to work alone or in a team? Does size matter? What is hunger? Who can you trust? Are all emotions helpful? Is it easy to make the right choice? Is it okay to use something that doesn't belong to you? Should you always think before you act?</i> Traditional Tales and Reading The love of books will continue to be fostered through the reading of books in story sessions and in the children's indoor and outdoor play. Our focus this term is to expose the children to a range of traditional tales, finding links between keys texts and understanding and talking about the messages the stories relay. The children will anticipate key events and answer who, what, where, how and why questions. They will engage in role-play, create story maps, explore story structure, and retell the stories using repeated refrains and key vocabulary. The children will also be creating and writing rhymes and explore poetry. The children will continue to take home a library book and Phonics reading book, when they are ready. The library book is a book to be shared with an adult; these books could be ideally used as part of a bedtime story routine. The children's Phonics reading books will continue to be matched to the children's phonics ability and should be read by the child, though there may be opportunities for the adult to model reading or take turns with the child to read. Phonics The children at this stage are continuing to apply their phonics as they are beginning to read simple decodable sentences and some common high frequency words; they will demonstrate an understanding of what they have read by answering questions about the text. 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 of their Set 1 sounds, including Set 1 special friends, and be able to read words containing 4-5 letter sounds, e.g. d-r-i-p, s-t-o-m-p.

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	Writing The children will use their phonic knowledge to spell words by identifying sounds in them and writing the sounds they can hear; they will also write some high frequency words known as 'Red' words as these words cannot be spelt phonetically. The children will be given opportunities to take part in shared writing and will begin to write their own simple sentences, which can be read by themselves and others. In-the-Moment-Planning Through 'in-the-moment' planning, the children will talk and write for a purpose, taking inspiration from their current interests and experiences. The children's enjoyment of good stories will ignite their imaginations to talk and form opinions about the characters they read about, and they will describe these characters. The children will have opportunities to create their own shopping lists, recipes, letters, signs, and their own imaginative short stories.
MATHEMATICS DEVELOPMENT CRC Articles 28, 29, 31	Number and Numerical Patterns Building on from the previous term, the children will explore the composition of the numbers 1-10 to reinforce their concept of how a number can be made. They will learn to find and recall one less than a number and compare amounts, specifically using the mathematical language 'less than' 'fewer than' and 'equal'. Subtraction will be explored practically using resources such as a tens frame and bead string, and the children will make explicit links to addition by learning number bonds to 5. We will look at the link between doubling and halving, and the children will be learning songs to help them with these facts. The children will have opportunities to compare the weight of objects using non-standard and standard units of measurement and develop their reasoning, e.g. <i>'The wooden block is heavier than the pencil because it weighed 30 cubes. The pencil is lighter than the wooden block because it weighed 5 cubes.'</i> Time will be spent on recognising and describing 3D shapes using mathematical language (face/s, vertex, vertices, edge/s, curved, straight) and describing shapes from different perspectives; this will be ongoing during the children's general play.
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT CRC Articles 2, 6, 7, 12, 13	5Cs Following our autumn term teaching and embedding of our school and class values (including rules and routines and the 5Cs), the children will be encouraged to take steps to resolve conflicts with other children, e.g., finding a compromise, independently. They will continue to develop their confidence when speaking and discussing their own interests and home-life experiences with others and will be supported to develop awareness of themselves, describing themselves in positive terms and talking about their abilities, confidently. Self-Regulation The children have explored and developed their understanding of how to use our self-regulation board. They will continue to be guided to access this and encouraged to develop awareness of their emotions and how to resolve disagreements verbally, such as beginning to negotiate and solve conflicts without aggression, e.g., when someone has taken their learning resource. Managing Self The ways in which we look after ourselves and show self-care will continue to be talked about and role-played, and the children will be able to talk precisely about the ways in which we look after our hygiene, and discuss the consequences if we do not.

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COMMUNICATION & LANGUAGE DEVELOPMENT CRC Articles 12, 13, 30	Listening and Attention and Speaking The children will continue to learn and understand the importance of listening carefully and be aware of what can happen if we do not. They will begin to maintain attention, concentrating and sitting quietly during appropriate activities and listening to stories, accurately anticipating key events, and responding to what they hear with relevant comments, questions, or actions. They will respond to instructions involving several actions. The children will be expected, with support from teacher-modelling, to use more complex sentences through the use of STEM sentences and sentence starters to link thoughts (using <i>and</i>, <i>because</i>, <i>then</i>). When conversing with others, the children will begin to use talk to organise, sequence and clarify thinking, ideas, feelings, and events and be aware of the audience they are talking to.
PHYSICAL DEVELOPMENT CRC Articles 24, 27	Gross Motor Skills Weekly PE lessons will continue, and the children will work on their speed and agility in the following movements: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. They will continue to have access to the bikes, trikes and scooters, our climbing frame and climbing wall and their own obstacle challenges to develop their overall body strength. This will also be achieved through spinning, rocking, bouncing, sliding, pulling themselves up or along and balancing on appropriate equipment. As well as using the equipment, the children will continue to learn to transport pieces of equipment safely, often learning to collaborate with others to do so. Fine Motor Skills Fine motor skills will be refined by continuous exposure and use of knives and forks, pencils, pens, paintbrushes, scissors, hole punchers, threading, doing up buttons and zips, and sewing. These activities prepare the children to use a tripod grip when writing, which will help the ease at which they will write and form letters.
UNDERSTANDING THE WORLD CRC Articles 16, 18, 23, 30, 31	Past and Present The children's understanding of the world has already begun, with them talking about their own families. As we are impacted by life events that happen, they will be encouraged to talk about relevant events that are happening to them and their families. The children may want to bring in photos to help them talk about these important events, including family celebrations and places of importance. People, Places and Communities The children will learn about the different festivals that are important, some of which include The New Year, Chinese New Year, Holi, Easter, and Eid, and learn the stories behind them, as well as the similarities and differences of how festivals are celebrated. The Natural World Building on from our local walk to Loxford Park and the children's encounter with real owls when the company <i>Nite Owls</i> came to visit us, the children will have an opportunity to take part in a UK-wide wildlife survey where they will learn about different types of birds and gather data on how many birds have been spotted as part of the 'Big Schools' Birdwatch'. Before the end of the term, we will visit Barleylands Farm to gain a deeper understanding of a setting beyond our school environment and give context to our traditional tale '<i>The Three Billy Goats Gruff</i>'. Outdoor play will be crucial to the children's learning - responding to our natural world and using their senses to compile detailed analysis of what they have observed.

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EXPRESSIVE ARTS & DESIGN CRC Articles 29, 31	Creating with Materials The children will continue to enjoy exploring the creative arts and resources. Building upon these experiences, they will be able to select appropriate resources and adapt work where necessary. Independently, and with confidence, they will begin selecting tools and techniques needed to shape, assemble, and join materials they are using. They will be encouraged to explore and understand that different media can be combined to create new effects and manipulate materials to achieve a planned effect. Being Imaginative and Expressive During imaginative play with their peers, the children will develop the confidence to introduce a storyline or narrative into their play and will develop co-operative play as a member of a group; they will develop and act out a narrative, especially when acting out their own stories. 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 number of 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.	
	Dreams and Goals • I understand that if I persevere, I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	Healthy Me • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me
Safeguarding CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	The children will learn and adhere to rules, such as asking permission from an adult to use the internet and to expect that an adult will be there to supervise their usage. They will learn that they do not give out their names, where they live or keep secrets when accessing the internet. The children will also learn that they are to go to their 'safe adult' immediately if they encounter something wrong when using the internet or encountering problems which are a danger to them.	