

Cleveland Road Primary School Curriculum Map – Reception, Summer Term 2024

	Summer Term 2024
TOPIC	<i>Jack and the Beanstalk</i>
KEY TEXTS	<i>Jack and the Beanstalk</i> by Nosy Crow <i>Jasper's Beanstalk</i> by Nick Butterworth <i>Jack and the Baked Beanstalk</i> by Colin Stimpson <i>The Frog Prince</i> by Susanna Davidson <i>Sun</i> by Sam Usher <i>The Seedling that Didn't Want to Grow</i> by Britta Teckuntrup <i>We Found a Seed in the Garden</i> by Rob Ramsden
LITERACY DEVELOPMENT	<u>Philosophical Thinking:</u> The children will listen to the teacher modelling reading aloud and will be encouraged to join in with reading. When reading through this text, we will be discussing the following deeper questions: <i>Is it okay to take something that is not yours?</i> <i>Do you think Jack is making good choices?</i> <i>Why is it important to help? (Poverty)</i> <i>How can we be charitable? (Recalling Red Nose Day and other charity events)</i> <i>Do you think it was a good idea to swap the cow for some beans?</i> <i>Is it right to have animals locked up?</i> <i>Should wealth be shared?</i> <i>What does it mean to live happily ever after?</i> <i>Can someone be good and bad at the same time?</i> <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. <u>Phonics:</u> To achieve becoming confident readers and writers, children will use their phonic knowledge to read decodable words and write words in ways which match their spoken sounds; they will also read and write some irregular common words; they will write simple sentences which can be read by themselves and others; some words are spelt correctly, and others are phonetically plausible. They will also be prompted to re-read sentences to develop fluency and intonation to become more skilled readers. <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.

*Convention on the Rights
of the Child (CRC) Articles
28, 29, 31*

Cleveland Road Primary School Curriculum Map – *Reception, Summer Term 2024*

MATHEMATICS DEVELOPMENT <i>CRC Articles 28, 29, 31</i>	<u>Addition and Subtraction</u>: The children will consolidate the process of adding and taking away, and becoming fluent in saying 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 be learning 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>: Identifying UK coins and notes, and understanding the value of the coins, will be explicitly taught. <u>Patterns</u>: We will reinforce the learning of patterns of 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>	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 managing their own hygiene will continue 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>	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 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.

Cleveland Road Primary School Curriculum Map – *Reception, Summer Term 2024*

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. <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. <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.
UNDERSTANDING THE WORLD <i>CRC Articles 16, 18, 23, 30, 31</i>	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 Easter break, 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 return from the Easter break to a nice surprise.
EXPRESSIVE ARTS AND DESIGN <i>CRC Articles 29, 31</i>	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. 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, such as Jack and the Beanstalk, in their pretend play, using props they make or are provided with.
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.