

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

	Spring Term 2024
TOPIC	<i>Once Upon a Time</i>
KEY TEXTS	<i>The Three Billy Goats Gruff</i> retold by Judith Smith & Brenda Parkes <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>Jack and The Beanstalk</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	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 children to a range of traditional tales, finding links between keys texts and understanding and talking about the messages the stories relay. Children will anticipate key events and answer who, what, where, how and why questions. Children 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 exploring poetry, writing lists, recipes, letters, signs, and their own imaginative short stories. The children will continue to have a library book and reading book to take home. 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 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 beginning to apply their phonics as they read simple decodable words and some common irregular words; they demonstrate an understanding, when talking with others, about what they have listened to. The children will use their phonic knowledge to spell words by identifying sounds in them and writing those sounds; they will also write some irregular common words and 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 those characters.

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MATHEMATICS DEVELOPMENT CRC Articles 28, 29, 31	Number Building on from the previous term, children will again 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 ‘the same’. Subtraction will be explored practically using resources such as a tens frame and part-part whole, and they will make explicit links to addition, revisiting number facts to 5 that include addition and subtraction facts. Numerical Patterns Children will have opportunities to compare the weights 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 in children’s general play. We will look at the link between doubling and halving and the children will be learning songs to help them with these facts.
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 children will be able to talk precisely on the ways in which we look after our hygiene and the consequences if we do not.
COMMUNICATION & LANGUAGE DEVELOPMENT CRC Articles 12, 13, 30	Listening and Attention and Speaking Children will continue to learn and understand the importance of listening carefully and knowing what can happen if we do not. Pupils 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.

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PHYSICAL DEVELOPMENT CRC Articles 24, 27	Gross Motor Skills Weekly PE lessons will continue, and 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, 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 get children prepared to use a tripod grip when writing, which will help the ease at which children will write and form letters.
UNDERSTANDING THE WORLD CRC Articles 16, 18, 23, 30, 31	Past and Present 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, children will be encouraged to talk about relevant events that are happening to them and their families. 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 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 in how festivals are celebrated. The Natural World Building on from our local walk to Loxford Park, and our local geography walk in the Autumn term, children will undertake another local walk so that they can identify important local places in the community. Outdoor play will be crucial to children learning and responding to our natural world and using their senses to compile detailed analysis of what they have observed. Children will encounter real owls when the company <i>Nite Owls</i> visits us, and there will be an opportunity for your child to have a photo taken with an owl. Before the end of the term, we will visit Hainault Forest to gain a deeper understanding of a setting beyond our school environment and give context to many traditional stories and their settings.
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, they 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, Reception 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.

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PSHE CRC Articles 29, 31	Relationships The following objectives will be covered in the spring term: • Identify some of the jobs I do in my family and how I feel like I belong • Know how to make friends to stop myself from feeling lonely • Think of ways to solve problems and stay friends • Start to understand the impact of unkind words • Use 'Calm Me' time to manage my feelings • Know how to be a good friend
SAFEGUARDING CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	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. Children will learn that they do not give out their names, where they live or keep secrets when accessing the internet. 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.