

Reception Curriculum Map – Summer Term 2024-2025

	Summer Term 2025	
TOPIC	Fun at the Coast	Big Cats Around the World
KEY TEXTS	The Lighthouse Keeper's Lunch Non-Fiction Texts about The Tiger Who Came to Tea	
LITERACY DEVELOPMENT Convention on the Rights of the Child (CRC) Articles 28, 29, 31	<u>The Lighthouse Keeper's Lunch</u>	<u>The Tiger Who Came To Tea</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, they will be discussing the following deeper questions: Philosophical Thinking: - Is it okay to take something that does not belong to you (seagulls taking the sandwiches)? - Do you think that it is ok for the Lighthouse keeper to make the cat do something that he doesn't want to do? - Was the Lighthouse Keeper mean to the seagulls? - How would you help the Lighthouse keeper to protect his lunch? - Why is it important to look after our wildlife?	The children will listen to the teacher modelling reading aloud and will be encouraged to join in with reading. When reading through this text, they will be discussing the following deeper questions: Philosophical Thinking: - How would you feel if a tiger knocked on your door? Why? - Was the tiger rude? What are manners? Why are manners important? - Why was the tiger so hungry? - Can someone be good and bad at the same time? Explain. - Who would you like to turn up to tea? Why? - What do we mean by tea time?
<u>General 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 to a story or read a story themselves, 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>		

Reception Curriculum Map – Summer Term 2024-2025

	To become confident readers and writers, the 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. Using this knowledge, they will then write simple sentences which can be read by themselves and others, with some words spelt correctly and others written using phonetically plausible attempts. They will 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.
MATHEMATICS DEVELOPMENT CRC Articles 28, 29, 31	During the summer term, the children will continue to develop their knowledge and understanding of a range of mathematical concepts. <u>Addition and Subtraction</u> They will consolidate their understanding of the process of adding and taking away, becoming fluent in saying 1 less than a given number, using their understanding of the number system, to do this. <u>Number Facts to 5</u> The children will develop fluency in recalling addition and subtraction facts to 5. <u>Number bonds 5 to 10</u> This term, the children will consolidate their knowledge of all 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> Using their knowledge of place value, the children will compare numbers using mathematical language (greater, more, fewer, less, equal). <u>Fractions</u> Linked to the key texts that they are studying this term; the children will learn about simple fractions - halves and quarters – as part of a whole.

Reception Curriculum Map – Summer Term 2024-2025

	<u>Problem solving</u> During the summer term, the children will apply their mathematical knowledge to solve a range of problems. An example of this could be: How many cuts would we need to make to a sandwich to share between ? <u>Length</u> The children will be learning how to use a ruler and compare lengths of objects using language related to length (e.g. longer, shorter, long, short, etc.). <u>3D shapes</u> During daily Maths sessions, the children will begin to talk about and explore 3-D shapes (for example, sphere, cube, cuboid, cone, pyramid) using informal and mathematical language: 'faces', 'edges'; 'vertex/vertices', 'straight', 'flat', 'round'. They will compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can. <u>Time</u> Through practical exploration, the children will begin to develop an understanding of the concept of time. They will begin to learn to read the time to the hour and half past the hour, practically. <u>Money</u> The children will be taught the name and value of UK coins and notes. Many of them will then be able to recognise and name them. <u>Patterns</u> The staff will reinforce the children's learning of patterns of 2s, 5s and 10s and use concrete objects to explore multiplication practically.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT CRC Articles 2, 6, 7, 12, 13	The children will continue to be encouraged to express their feelings and reasons for their feelings, using their class 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, pupils will be mindful of the feelings of others and work co-operatively. 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 understand the importance of manners and how to be polite to others.

Reception Curriculum Map – Summer Term 2024-2025

	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 the children using the toilet, dressing themselves and understanding the importance of healthy food choices. They will also be able to talk with understanding about the range of factors which support them to maintain their health and well-being.
COMMUNICATION AND LANGUAGE DEVELOPMENT CRC Articles 12, 13, 30	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 to offer ideas and opinions about the books they read alone and with others. They will also provide and learn definitions for key words, recall key events or information, and have the confidence to ask questions to help develop their own understanding. The children 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 a teacher and their friends.
PHYSICAL DEVELOPMENT CRC Articles 24, 27	Weekly P.E. sessions will continue with the children showing good control and co-ordination in large and small movements. The children will refine a range of skills, including batting and ball skills, and play a range of team games to apply the range of skills acquired since the autumn term, which will culminate in them using these skills on our Sports Day. <u>Gross Motor Skills</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 at/ into a target. <u>Fine Motor Skills</u> These will be refined through continuous exposure and use of forks and knives, 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.

Reception Curriculum Map – Summer Term 2024-2025

UNDERSTANDING THE WORLD CRC Articles 16, 18, 23, 30, 31	The reception children will have opportunities to observe plants in our outdoor area, which will also allow them to make observations about how they have grown. The children will continue to make observations about the weather and learn more information about each of the seasons. Linked to one of their core texts, the children will discuss electricity and make a simple circuit with a light to light up a model lighthouse. Additionally, the children will continue to expand on their knowledge of different animals and look at Big Cats from around the world and how they adapt to their environment. They will talk about camouflage and how animals use this to hide in their surroundings. Lastly, the children will explore forces and learn about sinking and floating, testing a variety of objects.
EXPRESSIVE ARTS AND DESIGN CRC Articles 29, 31	In music, the children will be learning to control their voices while 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 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 from famous artists such as Henri Rousseau, providing 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 CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	Revisiting the stories, <i>Smartie the Penguin</i> and <i>The Magic Window</i>, will enable the children to recall what they need to do when they are faced with problems when using the internet. This knowledge can also be applied 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.