

# Curriculum Planner

**Term: Summer 1 2026**

**Year: Reception**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Respect	Mutual Respect

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Working together Group book shares Story time with parents Class library to encourage home reading Confidence in sharing and talking about books Phonics Talk for Writing / Re-telling stories using props Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions Aspirations: Dreams for our future	Respect – Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about respect and tolerance of each other Understanding that we must care for all life, including plants and animals	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Independence in putting on/taking off coats and cardigans Washing hands Going to the toilet independently Healthy eating – snacks and exploring foods in TastEd Caring for seedlings Change in seasons Looking after our bodies including warming up and cooling down in PE

<p align="center"><b><u>Communication and language</u></b></p> <p><b>WELLCOMM</b> used to support children as needed to develop their vocabulary and understanding.  <b>Word Aware</b> used to support all children in developing a broader range of vocabulary and comprehension.  All adults scaffold good quality spoken English and develop children's vocabulary using quality texts, discussions and modelling.  <b>Modelling</b> – Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need.  Vocabulary is extended and embedded using interactive conversation with the children as they learn through play.</p>	<p align="center"><b><u>Physical development</u></b></p> <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. In our setting, outdoor space is vital due to a lack of this at home for most children. Fine motor control and precision help with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p align="center"><b><u>Personal, social and emotional development</u></b></p> <p>Strong, nurturing and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.  Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>
<p><b><i>Listening, Attention and Understanding:</i></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b><i>Speaking</i></b>  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b><u>PE: Cooperation and solve problems</u></b>  To recognise card symbols and numbers while moving and playing games  To work with a partner and complete challenges  To use our bodies to make number shapes  To match colours and actions and move in different ways  To work with others and make patterns</p> <p><b>Gross Motor</b>  Children will move safely with confidence and imagination, communicating ideas through movement.  Take calculated risks in the outdoor area.  Negotiate space effectively.  Balance and coordinate safely.</p> <p><b>Fine Motor</b>  Children will hold scissors correctly and cut out small shapes.  Use a dominant hand  Begin to form recognisable letters.  Begin to use scissors effectively.</p> <p><b>Independently –</b>  Handle different apparatus safely.  Use the toilet and wash hands independently.</p> <p><b>Healthy choices –</b>  Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p>	<p><b>Self-Regulation</b>  Children will be able to control their emotions using a range of techniques.  Developing confidence in new situations</p> <p><b>Managing Self</b>  Children will manage their own basic needs independently.  Express own feelings and needs  Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b>  Children will learn to work as a group.  Talking about relationships  Resolve conflict  Form positive attachments to adults</p>
<p align="center"><b><u>Literacy</u></b></p> <p>Literacy begins to develop when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Skilled word</p>	<p align="center"><b><u>Mathematics</u></b></p>	<p align="center"><b><u>Understanding the World / People and communities</u></b></p>

reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words. Writing involves transcription and composition. Reception follow Read, Write Inc's systematic synthetic programme.

**Comprehension**

Children will retell a story using vocabulary influenced by their book.

Use learnt words and phrases to discuss stories and during Role play Goldilocks and the Three bears

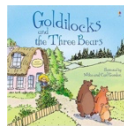
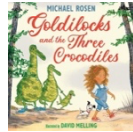
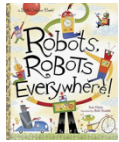
**Word Reading**

Children will read longer sentences containing phase 4 words and tricky words.

**Writing**

Children will write words which are spelt phonetically.

- Extending sentences
- Spelling familiar words
- Extended writing
- Capital letters/full stops
- Drawing Club
- Word Aware



**To 20 and beyond**

Build numbers beyond 10 (10-13)

Continue patterns beyond 10 (10-13)

Build numbers beyond 10 (14-20)

Continue patterns beyond 10 (14-20)

Verbal counting beyond 20

Verbal counting patterns

**How many now**

Add more

How many did I add?

Take away

How many did I take away?

**Manipulate, compose and decompose**

Select shapes for a purpose

Rotate shapes

Manipulate shapes

Explain shape

arrangements

Compose shapes

Decompose shapes

Copy 2D shape pictures

Find 2-D shapes within 3-D shapes

Extend vocabulary to describe what they see.

Forces

Different environments and people.

Looking after the environment

Observe Seasonal changes

TastEd

Gardening

The world and different countries

**Religion and Worldviews: Why are some places and objects sacred?**

Know and understand what is meant by sacred and Holy

Know and understand why a Christian church is sacred to Christians

Know and understand why a Mandir is sacred to Hindus

Know and understand how your senses help you to experience a sacred place.

<u>Expressive arts and design</u>	<u>Cultural capital</u>	<u>Global learning</u>
<p><b>Music – Charanga</b>  <b>Big Bear Funk - A Transition Unit:</b></p> <ol style="list-style-type: none"> <li>1. Listen and Appraise</li> <li>2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</li> <li>3. Perform and Share</li> </ol> <p>Composer of the month</p> <p>Weekly Drawing Club</p>	<p>Use of outside space.  High quality language and communication skills modelled.  Access to high quality text within books throughout the curriculum  Meals together  Planting – gardening – growing own food/vegetables</p> <p><b>Core texts</b></p> 	<p>Language of the moment  Multicultural books  Talking about countries of Nationality  Global Learning areas in classrooms – Child initiated play conversations  EYFS Picture News  Continue to learn about class country - Bulgaria  Caring for our environment and each other:</p> <ul style="list-style-type: none"> <li>• Litter picking</li> <li>• Washing hands</li> <li>• Helping our friends</li> <li>• Woodland walk</li> </ul>

<p><b><u>Parental engagement:</u></b>  Story time – parents invited  Tapestry  Library books  Parents evening appointments</p>	<p><b><u>Visits and visitors:</u></b>    Visit from Animal Club for whole EYFS</p>
<p><b><u>Outdoor learning:</u></b>  Sand play  Water play  Construction with recycled materials  Vet role play  Dressing up role play  Mud kitchen  Prams and dolls  Trikes, bikes and scooters  Music area  Growing sunflowers</p>	