

# Curriculum Planner

**Term: Summer 2 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>
Thankfulness	All British Values

<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 and insects. Story and character focus on topic: repetitive phrases and rhyming words. Respecting each other's views and opinions Aspirations: Dreams for our future	Thankfulness – Collective worship focus Class collective worship book Class reflection area Peace garden Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Looking after minibeasts -hunts and building homes. Discussions about feelings Understanding that we must care for all life, including plants and animals Understanding the importance of a Mandir to Hindus Making comparisons between Christianity and Hinduism	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.  Children will be able to talk about the habitats of minibeasts  Children will be able to find rhyming words  Children will begin to understand the use of a search engine</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.</p>	<p><b><u>PE: preparation for sports day</u></b></p> <p align="center"><b><u>Speed, agility and travel</u></b></p> <p>Travel with some confidence and coordination.  Change direction at speed through both choice and instructions.  Perform actions demonstrating changes in speed.  Stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p><b>Gross Motor</b>  Use climbing equipment safely and competently.  Negotiate space effectively</p> <p><b>Fine Motor</b>  Confidently to use a dominant hand  Use a pencil effectively.  Form letters correctly.  Begin to use scissors effectively.</p> <p><b>Independently</b>  Attend to toileting needs  Wash hands independently  Brush teeth, 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><b>Transition</b>  Preparation for Year one  Independent hygiene management  Confidence</p>

Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.

**Literacy**

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 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.

**Mathematics**

**Understanding the World / People and communities**

**Comprehension**

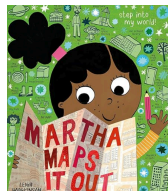
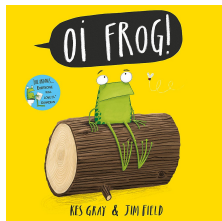
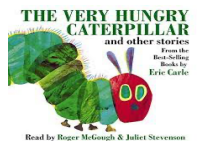
Children will retell a story using vocabulary influenced by their book.  
Use learnt words and phrases to discuss stories and during role play

**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  
Write facts about minibeasts  
Retell stories  
Life -cycles – writing labels  
Minibeast fact file  
Drawing Club – focus texts.



**Patterns and mapping**

Patterns  
Replicating scenes  
Constructing scenes  
Visualise from different perspectives  
Describe position  
Give instructions to build  
Explore mapping  
Represent maps with models  
Create own maps of familiar places  
Create maps and plans from familiar stories

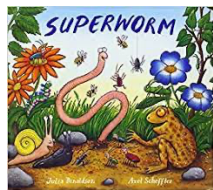
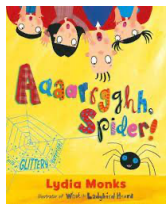
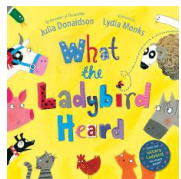
**Recalling previous learning**

Positional language  
Numbers 0- 20  
Counting on  
Counting back  
More  
Fewer  
Double  
Halve  
add  
subtract  
plus  
minus  
more  
less  
left  
right  
morning  
afternoon  
evening  
night  
time  
days of week  
months of year

Extend vocabulary to describe what they see.  
Changes in liquids.  
Cooking – material changes  
Minibeasts – body parts  
Minibeast hunts  
Lifecycle of a butterfly  
Different forces  
Looking after the environment and small creatures within it.  
Litter picking and using stories to discuss pollution  
Looking after the environment  
Observe Seasonal changes  
TastEd  
Gardening  
The world and different countries

**Religion and Worldviews: Special and Sacred**

Know and understand what is meant by special and sacred  
Know and understand some aspects of Christianity and Hinduism  
Know what may be found in a Mandir  
Know and understand some of the vocabulary connected to Hinduism and what we may find in a Mandir



**Expressive arts and design**

**Music – Charanga  
Rhythm adventure**

Composer of the month

Weekly Drawing Club

Nursery rhymes and songs

Dressing up/role play

Doctor's surgery

Independent drawings of and loose part creation of minibeast images

**Cultural capital**

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

**Core texts**



**Global learning**

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  
Supporting Eco club  
Developing outside areas  
Caring for our environment and each other:

- Litter picking
- Washing hands
- Helping our friends
- Woodland walk

**Parental engagement:**

Story time – parents invited  
Tapestry  
Library books  
End of year reports sent home

**Visits and visitors:**

Collective Worship visitors  
Visit our Year one teachers  
Teachers to visit our classrooms to read stories

**Outdoor learning:**

Sand play / Water play  
Construction with recycled materials  
Vet role play  
Dressing up role play  
Mud kitchen  
Prms and dolls

Trikes, bikes and scooters  
Music area  
Growing sunflowers  
Climbing and den making equipment