



Year Group: Reception

Value Focus: Team Work

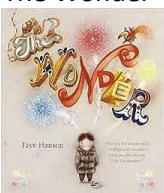
Summer Term 1 School Year 2025-2026

Curriculum Theme: **Imagine this**

UNCRC Article: Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Sustainable Development Goal:

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
PSED	A Tiny Seed (level 2) Recognise the importance of trees Understand that one person can make a positive difference		Our Home (level 2) Demonstrate a sense of responsibility towards the environment Express how they can help to care for the Earth Name one way they can practise peace		My Dream in a drawer (level 2) Set a long-term goal Understand that gender does not affect one’s dreams	
P4C	Beginning to agree and disagree. Begin to form questions.					
Com & Lang	Listening skills: https://www.bbc.co.uk/teach/school-radio/listen-and-play-mini-beasts/zhh6jhw	Asking and answering questions	Uses language to imagine and recreate roles and experiences in play situations-based on Wonder	Helicopter stories-based on familiar tale	Using past, present and future forms accurately	
ELGS	- 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. - 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.					

Weekly Reading (make notes of books read to the children)					
English	 Using thought bubbles to show the feelings/thoughts of a character Labelling the life cycle of a frog (link to UtW) As a class create a poster on ‘How to stay safe when pond dipping’	 Asking/writing questions Answering questions the boy is asking	 Descriptive writing		
	ELG: Anticipate key events Spell words by identifying sounds Read aloud simple sentences Demonstrate understanding of what has been read Use and understand recently introduced vocabulary				
Vocabulary		wonder, daydreamer, passenger, scatterbrained, laboratory, imagination, parade, trembling	<i>afraid, basement, distant, spread, visited, dared, gazing, bothered</i>		
Maths	Sharing and grouping Recognise equal and unequal groups Recognise odds and evens Find and make doubles (ELG-Double facts and how quantities can be distributed equally	Length, Weight and Volume Ordering length Connect number knowledge to length Using non-standard units Recognise size does not denote weight Explore standard units	Composition to 10 Partitioning to 10 Recall number bonds to 5 and some to 10 Represent using part whole models Recognise one more one less (ELG:Have a deep understanding of numbers to 10 Subitise up to 5		

	explore and represent patterns to 10 including odds and evens		Estimate volume Recognise full or empty		Automatically recall number bonds to 5	
NCETM	Counting, ordinality and cardinality (T2 wk16)		Comparison (T2 wk17)	Composition (T2Wk18)	Subitising (T2Wk19)	
Physical Development	Re-inventing outdoor space-children to create challenges and to risk assess these.	Using split pins to attach parts of puppet (fine motor skills)	Dance-See Expressive art	Dance-See Expressive art	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles- Through the forest chase game.	Climbing – using skipping ropes to climb up the slide (working on upper body strength)
PE	Move in different directions	Keep our bodies safe in running games	Jump in different directions	To stop safely	To move at slow and fast speeds	
ELGS	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	- Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing	
UW RE	Going on a bug hunt- how many insects can you identify? What is similar/different?	Lifecycles Different habitats What is special about our world?	What are our favourite things about nature?	Why do some people say the world is special?	What story do Christians tell about how the world was created?	What stories do Muslim people tell about God's creation?
The Natural World- Forest School	Risk assessment – games/expectations		Den building	Identification booklet (leaf printing Hapa Zome)	Making paint	Nature bracelets
ELGs	- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Expressive Art & Design	Moving like minibeasts:	Moving in different ways to music: (book hall)		Bangladeshi folk art		

	Book hall Art skill: brush strokes	Flight of the bumblebee Ants go marching La Cucuracha Art skill: brush strokes		
ELGs	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories.	• Invent, adapt and recount narratives and stories with peers and their teacher	• Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	•
Outcomes	Decorations for Eid party	Friendship posters	Nature photographs –children to take pictures of forest school area/insects using ipads	