



## Reception Class Summer Term 6 Curriculum Overview 2025-2026

Dear Parents,

Welcome back to Barton Class!

The children have settled back into our routines well and are engaged in their learning. This term will be covering our RSE (Relationship, Sex and Education) curriculum. The three lessons will cover understanding how we can look after ourselves e.g. dressing and undressing, why it is important to keep clean and basic hygiene routines and lastly to recognise that all families are different and understand how family members can help each other.

Reading books will be changed frequently every being read in school. Please remember to still read these books at home as this will increase your child's fluency and develop a 'story voice'. We love to hear about and see what the children learn and investigate when not at school. Photos and messages from you or any adults that spend time with your child are a great source of information to us.

Please use Tapestry as a way of recording their learning both at school and home. This is a vital means of communication to enable us to have a working partnership, which will benefit your child. Thank you to all those who have commented already. We will be enjoying our outdoor spaces again this term, please ensure your child has the appropriate clothing.

Our PE sessions will be on Mondays and Fridays, PE kit should be worn on those days. We ask that all children have a water bottle and a healthy snack (fruit is provided) in class, plus a sun hat.

We are looking forward to a term of fun-filled learning.

If you have any questions or are unsure how to support your child at home please come and ask us. We are happy to help.

Thank you!

Ms Corlett



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<b>Term</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Superheroes and growing plants</b>
<b>Focus Topic</b>	Healthy eating, Looking after our teeth, Growing fruit and vegetables
<b>Key Events</b>	Visit Kent Life, Strawberry picking, Sports day
<b>Literacy - Comprehension</b>	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title
<b>Literacy Word Reading</b>	Reading and understanding sentences with fluency including some common exception words. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending;
<b>Literacy - Writing</b>	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Begin to use conjunctions in their writing.
<b>Mathematics</b>	Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. Automatically



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	recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Measurement: Calendar and Time: Days of the Week.
<b>Communication and Language</b>	Able to talk about own abilities in positive way. 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences.
<b>Physical Development</b>	<b>Team games Gross Motor:</b> Races / team games involving gross motor movements dance related activities. Gymnastics / Balance 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.
	<b>Fine Motor:</b> Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Use a range of small tools, including scissors, paint brushes and cutlery.
<b>Personal, Social and Emotional Development</b>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Healthy me. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



## Reception Class Summer Term 6 Curriculum Overview 2025-2026

<p><b>Understanding the World</b></p>	<p>Past and Present Role -play - garden centre - looking at how tools have changed. Talk about the lives of the people around them and their roles in society.          Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.          Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p><b>Understanding the World</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.          Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>
<p><b>Understanding the World</b></p>	<p>The Natural World - Seasons - Spring - differences and changes over time - weather, animals and plants. Exploring the differences between land and water. Planting Sunflowers, beans and other flowers. 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.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Materials: 3D Modelling Summer pictures.          Making passports. Food hygiene. Develop fine motor skills cutting and chopping food          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.</p>



## Reception Class Summer Term 6 Curriculum Overview 2025-2026

<b>Expressive Arts and Design</b>	<p>Being Imaginative and Expressive: Voice</p> <p>Singing songs and learning some familiar songs - Seaside/Sea songs.</p> <p>Role-play - garden centre., superheroes den</p> <p>Sing high and low songs with actions for class assembly.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
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