

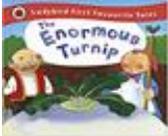


Reception Summer Term Curriculum Map 2026  
Our Garden and All Creatures Great and Small

Communication and Language	Physical Development	Personal, Social and Emotional
<p>The children will:</p> <ul style="list-style-type: none"><li>• Learn to speak as a thinker and learner using vocabulary like: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</li><li>• Describe problems they encounter, and to suggest ways to solve the problem.</li><li>• Use open-ended thinking to think about what else is possible</li><li>• Use shared thinking to explore ideas and make links</li><li>• Use topic related words</li><li>• Begin to use a range of tenses.</li><li>• Continue to develop the skills of being a good listener.</li><li>• Use questions to clarify and extend understanding and make comments about their learning.</li></ul>	<p><b>Get Set 4 PE</b> The children will:</p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• Copy, repeat and explore actions in response to a theme.</li><li>• Explore and remember actions considering level, shape and direction.</li><li>• Explore actions with a prop.</li><li>• Move with control and co-ordination, expressing ideas through movement.</li><li>• Remember and repeat actions moving in time with the music.</li><li>• Explore actions in response to a theme and begin to use counts</li></ul> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"><li>• Develop rolling and tracking a ball.</li><li>• Develop accuracy when throwing to a target.</li><li>• Develop dribbling with hands.</li><li>• Develop throwing and catching with a partner.</li><li>• Develop dribbling a ball with your feet.</li><li>• Develop kicking a ball to a target</li></ul> <p><b>Super Star Sports</b> - Fun Fitness and Archery</p> <p><b>Fine and Gross Motor Development</b> The children will learn to:</p> <ul style="list-style-type: none"><li>• Further develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Continue to develop the foundations of a handwriting style which is fast, accurate and efficient</li><li>• Continue to use a comfortable grip (holding near the nib of the pencil) with good control when holding pens and pencils.</li></ul>	<ul style="list-style-type: none"><li>• Shows an understanding of their own feelings and those of others and is beginning to regulate their behaviour accordingly with minimum adult support</li><li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups</li><li>• Shows awareness of their own behaviour and understands that their action have consequences</li><li>• Builds constructive and respectful relationships with adults and peers</li><li>• Thinks about the perspectives of others and attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li><li>• Is able to use the four different zones of regulations to express their feelings</li></ul> <p><b>Jigsaw - Relationships</b></p> <ul style="list-style-type: none"><li>• Identify some of the jobs I do in my family and how I feel like I belong</li><li>• Know how to make friends to stop myself from feeling lonely</li><li>• Think of ways to solve problems and stay friends</li><li>• Start to understand the impact of unkind words</li><li>• Use Calm Me time to manage my feelings</li><li>• Know how to be a good friend</li></ul> <p><b>Jigsaw - Changing Me</b></p> <ul style="list-style-type: none"><li>• Name parts of the body</li><li>• Name some things I can do and foods I can eat to be healthy</li><li>• Name you some things I can do and foods I can eat to be healthy</li><li>• Understand that we all grow from babies to adults</li><li>• Express how I feel about moving to Year 1</li><li>• Talk about my worries and/or the things I am looking forward to about being in Year 1</li><li>• Share my memories of the best bits of this year in Reception</li></ul>



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Literacy	Maths
<p><b>Book Focus:</b></p> <ul style="list-style-type: none"><li>• 'The Enormous Turnip'</li><li>• 'Farmer Duck' By Martin Waddell</li></ul>   <p>The children will:</p> <ul style="list-style-type: none"><li>• Use their imagination and write a sentence</li><li>• Extend and add greater details within their storytelling</li><li>• Exploring information texts. Encourage why and how questions?</li><li>• Using phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words</li><li>• Talk about what they have read, demonstrating that they have understood.</li><li>• With modelling from the teacher, children begin to form and write a simple sentence- Remember spaces and full stops</li><li>• Range of writing challenge opportunities during CIL</li><li>• Communicate by creating their own cards, lists, tickets, books, invitations</li><li>• Exploring information text- discussing the difference between fiction and non-fiction</li><li>• Using phonetic knowledge to read age appropriate texts, as well as context and pictures as clues for unfamiliar words</li><li>• Recognising some high frequency words and reading them by sight</li><li>• Extended writing by encourage joining words and/because and wow words</li><li>• Remembering finger spaces between words, full stops at the end of sentences and capital letters at the beginning of sentences</li></ul>	<p><b>Hertfordshire Essential Maths</b></p> <p>The children will:</p> <p><b>Regrouping parts to find total</b></p> <ul style="list-style-type: none"><li>• Combining parts to make a whole</li><li>• Using the part, whole model to develop an understanding of addition</li></ul> <p><b>Finding the whole and missing parts</b></p> <ul style="list-style-type: none"><li>• Exploring what to do when something is missing in a part, whole model</li><li>• making links to subtraction and finding the difference</li><li>• Using quantities and objects, they add and subtract two single-digit numbers and count on or back to can you find the answer?</li></ul> <p><b>Ten and some more</b></p> <ul style="list-style-type: none"><li>• Counting confidently to 20</li><li>• Focusing on the numbers 10 – 20</li><li>• Finding one more and one less than a number</li><li>• Counting reliably with numbers from one to 20</li><li>• Say the number that is one more or one less than a given number</li></ul> <p><b>Exploring doubling and halving</b></p> <ul style="list-style-type: none"><li>• Solving problems involving doubling and halving and sharing amounts</li></ul> <p><b>Odd and even</b></p> <ul style="list-style-type: none"><li>• Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups</li></ul> <p><b>Counting beyond twenty</b></p> <ul style="list-style-type: none"><li>• Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</li><li>• Encourage the children to counting in twos, fives and tens</li></ul>



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Expressive Arts and Design

Art and Design	Design and Technology	Music
<p>The children will:</p> <ul style="list-style-type: none"><li>• Experience &amp; experiment with using a range of tools and media</li><li>• Look at Paul Cezanne work and real life fruits and plants for inspiration for observational drawings and paintings</li><li>• Look at Henri Matisse's 'The Snail' and his interest in bright colours. Learn about how Matisse shaped paper to create his picture</li><li>• Look at Henri Rousseau's 'Tiger in a Tropical Storm' as inspiration for animal collages/pictures/creations</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>• Talk about the different materials they have used for their collages and paintings and how they have made them</li><li>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes</li></ul>	<p>The children will:</p> <ul style="list-style-type: none"><li>• Use techniques and follow instructions with a purpose in mind to make cress heads</li><li>• Use techniques with a purpose in mind to make pictures and sculptures using natural resources</li><li>• Make and taste turnip soup- chopping, slicing vegetables, stirring</li><li>• Create bug houses- thinking about function.</li><li>• Adapt ideas, as they go along, evaluate their own and their friends' work</li><li>• Create farms, jungles, and enclosure for animals</li><li>• Use techniques with a purpose in mind</li><li>• Create animal models and constructions thinking about textures- what is texture? How can we create texture? What animal textures are there? How could we recreate this?</li></ul>	<p>The children will:</p> <ul style="list-style-type: none"><li>• Listen and appraise Funk music</li><li>• Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs</li><li>• Play instruments along to song</li><li>• Improvise using voices and instruments</li><li>• Share and perform the learning that has taken place</li><li>• Listen to music from different cultures</li></ul>



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Understanding of the World			
Science	Geography	RE	Computing
<p>The children will:</p> <p><b>Nature- plants and minibeasts/Seasonal Changes:</b></p> <ul style="list-style-type: none"> <li>• Compare Spring Autumn/ Winter</li> <li>• Begin to be aware of new life and baby animals</li> <li>• Identify and learn about mini-beasts</li> <li>• Ask questions about plants</li> <li>• Develop an understanding of how plants grow</li> <li>• Begin to learn what plants need to grow. Begin to talk about why</li> <li>• Show care for plants in the environment.</li> <li>• Learn the basic parts of a plant (roots, flower, stem)</li> <li>• Experience planting in the garden and start to observe the changes over time</li> <li>• Make simple observations of plants and begin to talk about what they notice</li> </ul> <p><b>Nature- animals:</b></p> <ul style="list-style-type: none"> <li>• Create observational pictures of natural world</li> <li>• Develop descriptive language to describe and compare different animals</li> <li>• Learn that some animals live on a farm, in the wild/zoo/jungle. Focus on a few animals of interest to the children and learn basic facts and information about them</li> <li>• Name and match baby animals to their parents.</li> <li>• Ask questions about animals</li> <li>• Begin to show care for animals in the environment.</li> <li>• Name the basic parts of an animals</li> <li>• Develop an understanding of growth, and changes over time</li> <li>• Make observations of animals (watching caterpillars change into butterflies)</li> <li>• Begin to knows about similarities and differences in living things</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Explore the world around them and see how it changes seasonally in our immediate surroundings like our garden identify similarities and differences.</li> <li>• Use small world and natural resources to recreate Summer scenes (beach, holidays, airports)</li> <li>• Compare animal environments like jungle and farm</li> <li>• Begin to be aware of animals and the place (country) or environment that they live in.</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Think about why are stories important to people</li> <li>• Name stories we know.</li> <li>• Discuss stories have we learnt about that our important to people in faiths</li> <li>• Think about what we can learn from stories?</li> <li>• Discuss what is special about our world</li> <li>• Discuss what places in nature they have visited?</li> <li>• Discuss the prettiest place you have been to</li> <li>• Read stories of creation from Christianity and Islam- how are the stories similar/different?</li> <li>• Use the internet and non-fiction books to find out what science says about creation.</li> <li>• Discuss- What do people say about how we should look after the world?</li> <li>• Learn what Christianity/Islam teach us about the world and how to look after it</li> </ul>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Begin to understand that computer technology can be used for purpose; play, learning</li> <li>• Continue to use technology in role play area specific to topic</li> <li>• Choose technology to use for a specific purpose eg: photos, using a phone, a till</li> </ul>
	History		
	<p>The children will:</p> <ul style="list-style-type: none"> <li>• Use the language of time and understand sequencing of growth in plant life cycles and animals</li> <li>• Compare and look for similarities and differences between methods and equipment used in farming from the past and now</li> <li>• Discuss past and present events in their own lives and in the lives of family members</li> <li>• Discuss the timeline of their time in Reception, highlighting significant events</li> </ul>		

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