

Reception Curriculum Overview for Parents Summer Term - 2026

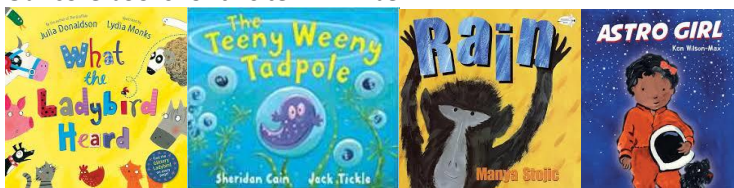
Literacy

Little Wandle Group reading session – for 20 minutes three times a week.

Core book Texts:

Over each 3–5 week period, we will explore a core book in depth. During this time, we will develop key reading skills such as prediction, summarising, sequencing events, learning new vocabulary, and making meaningful links to our writing.

Our core books for this term will be:



What the Ladybird Heard - This text links to *Understanding the World*, where we will explore farm animals and learn about where our food comes from. This will be supported by our visit to Willows Farm in April. We will also focus on journeys and routes, looking at different types of maps—both those we use and those we create ourselves.

Teeny Weeny Tadpole - Through this story, we will learn about life cycles, particularly those of tadpoles and butterflies, making strong links to *Understanding the World*, observing changes over time and building scientific vocabulary through storytelling.

Rain - Using this book, we will explore our senses—what we hear, see, touch, smell, and taste, developing descriptive language using sensory experiences. We will also compare two contrasting environments: our local area and the savannah.

Astro Girl - This text supports learning about our planet and *Space*, linking to *Understanding the World*. We will also look at past and present events, including the first moon landing—exploring what life was like in the 1960s and how things have changed today.

Throughout our core book sessions, we will also draw on a range of related fiction and non-fiction texts to deepen knowledge and understanding of the topics we explore.

Handwriting – (using the Little Wandle formation patters and starting to look at the Pen Pals Scheme)

A focus on lower case letter formation and letter families in phonic sessions and any writing activities. Number formation in maths sessions.

- Continue to work on letter formation for lower case letters.

Phonics – Little Wandle Scheme

Each daily 25 min session for this term will be focusing on the application of the phase 2/3 sounds and tricky words previously taught (initial sounds and digraphs / trigraphs).

We will focus on how to read simple sentences, looking for tricky words that cannot be sounded out such as 'was', 'they', 'are' and how to decode other words through sound blending, particularly looking for digraphs and trigraphs E.g. /l/a/dd/er = 'ladder'. s/t/r/o/ng = 'strong'

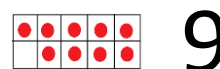
(Please follow links to [Little Wandle](#) parents page to access pronunciation and formation guide for each letter.)

Mathematics

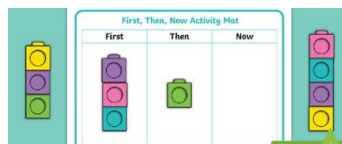
-Counting and ordering numbers to 20.

-Counting on from a given number e.g.
Teacher: "11"
Children: "12,13,14..." etc

-Matching pictures of amounts to numerals e.g.



-Simple addition and taking away through first, then and now stories e.g.



"First there were three, then we add 1, now we have4!"

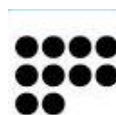
$$3 + 1 = 4$$

-Odd and even numbers:

Odd – 1,3,5,7,9,11,13,15,17,19

Even – 2,4,6,8,10,12,14,16,18,20

-Subitising by recognising smaller amounts in the larger number. For example with the below image you might say, "I can see 8 at the top and I can see 2 more on the bottom row, 8 and 2 makes 10!"



Please follow this link to the 'White Rose Maths' home learning materials on the parents page for more ideas of how to support your child at home:

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=early-years&term=summer>

You can also download the White Rose app for your child to be able to play games on, which will support their mental arithmetic:

The following YouTube pages also show Little Wandle phonics sessions to support at home –

Previous learning:

[Spring Term Reception lessons - YouTube](#)

Current Learning:

https://www.youtube.com/playlist?list=PLuGr6z2H2KNHBEemfCUosDI_VQdDuYNG

<https://whiterosemaths.com/1-minute-maths>

Communication and Language:

- To listen to stories and respond with relevant comments and questions using *Why? What? When? How? Who?*
- Articulate their ideas, thoughts and feelings in full sentences - E.g. *"I feel sad because she/ he took the pen without asking"*
- To follow 2-3 instructions in a row – E.g. being asked to tidy up, then line up and get their coats or, to get their lunch, sit back down and eat their food.



Understanding the World:

We will be carrying out Forest School sessions every Tuesday on the school field with our qualified forest school teacher, Jacqui.

- The children will explore the natural world around them and understand changes they see e.g. The changing of the seasons (and the effects on the natural world around them), changes they see from tadpoles to frogs, or caterpillars to butterflies.



This will be supported through learning experiences in the varying outside areas of the school and the use of photos, videos, foraging and maps. We will also be observing real caterpillars turning in to butterflies in the classroom!

Expressive Arts and Design:

- To plan and design what they wish to produce. Use materials and tools safely to make it and then share their creations with their peers and adults.

- To invent and recount their own narratives and stories. E.g. they build a car using mobilo/ a castle out of blocks/ cakes out of playdough and then make up their own story about them.

- Learning and practising how they can change the sounds of their voices when singing through different tones, volume and speed. (Songsack sessions)



- Children will continue to describe what they see, hear and feel whilst outside.

Computing

- Children will continue to discuss internet safety.
- The children will work on simple programming skills on devices such as code-a-pillars and Beebots.



Physical Development

Over the course of this term, we will begin to introduce the children to some short sessions of PE in the school hall.

- Negotiate space and obstacles safely and demonstrate strength, balance and co-ordination on large and small apparatus.
- Practise and develop holding their pens and pencils in a tripod grip so to support accuracy and care in their drawing and letter formation.

Tripod Grip



- 1 - Tall Finger (side)
 - 2 - Thumb (pad)
 - 3 - Pointing Finger (tip)
- All fingers are slightly bent.



PSED

- To work towards individual goals in their development and to persevere.
- To be able to manage and regulate their behaviour, knowing right from wrong and, with the support of the adults, understand how to share their thoughts and feelings appropriately.
- To understand the need for physical activity and a healthy diet.



Home Learning

Please support your child at home with their learning by:

- ✓ Daily reading sessions using the Little Wandle phonic books sent home as well as reading story books to build a love of reading.
- ✓ Practising letter sounds and tricky we have taught (See home learning sheets on a Friday).
- ✓ Practise number recognition to 20 and subitising to 10, using number and subitising cards recently sent home.
- ✓ Completing any home learning tasks given through emails, the newsletter or physical resources.



Trips/Visits Dates:

Farm Trip to Willows Farm (April 30th)

Forest School sessions in school (every Tuesday)

SongSack sessions in school with a member of the Enfield Borough music team (Every Friday)