



**OSIDGE SCHOOL**  
RECEPTION CURRICULUM OVERVIEW Summer 1

April 2026

Dear Parents/Carers,

We cannot believe how quickly the school year has flown by as your growing children enter the final term of Reception. Summer Term is such an exciting time of year as we watch the Reception children make their final leap of development and growth in confidence before they begin preparing for Year 1.

Topics



Next half term our topics will be '**Sunshine and Flowers?**' and '**What is a Reflection?**'

As part of the 'Sunshine and Flowers' topic where we learn about growth and change, the children have lots of visitors coming including some live caterpillars and frogspawn. They will see the life cycle of these creatures first hand. The children will share their imaginative ideas on how to create our 'under the sea' role play area for their new topic 'What is a Reflection?' As part of this topic the children will learn about information books and fact finding using the internet. They will make their own information book about animals that live under the sea, as well as the natural world around them. The children will also begin sharing their 'All About Me Boxes', your homework for the half term. The Teachers always enjoy seeing all the lovely baby photos and special objects that the children speak so animatedly about. We will keep the items in the boxes safe and they will be put on display.

Phonics

The children continue to consolidate and learn new sounds/'special friends'/'red words', in their phonic lessons for reading and writing. They continue to read and write daily, applying their knowledge in their everyday learning jobs. The children will now be bringing home a RWI reading book or worksheet to celebrate their reading with you at home. Please look at the books together with your child and make sure that the books are in their book bags daily so that they can be changed at school.

This is useful to know how to say the sounds: <https://www.youtube.com/watch?v=TkXcabDUg7Q&t=8s>

Trips & Events

**Reception End of Year Show**, Wednesday 17th June.

**Trent Park Picnic in the Park**, Wednesday 8th July.

Voluntary Contribution

Thank you very much to those of you who have supported our request for a voluntary donation of 50p per week or £3.50 for the half term. This money is spent on cooking ingredients, play dough equipment and consumable resources.

Thank you for your continued support.

Ms Katie Paradigou  
EYFS Leader



## RECEPTION Summer 1 Term 2025 2026

LEARNING INTENTIONS	WAYS TO HELP AT HOME
<b>Communication &amp; Language</b>	
<ul style="list-style-type: none"> <li>● <b>LA&amp;U</b> Ask questions to find out more and to check they understand what has been said to them.</li> <li>● <b>S</b> Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>● <b>LA&amp;U</b> Engage in non-fiction books.</li> <li>● <b>LA&amp;U S</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Access online reading books or visit your local library and share books. Spend time discussing these and encourage your child to ask questions using ‘what’, ‘why’, ‘where’, ‘when’, ‘who’.</li> <li>● Select books containing photographs and pictures, for example, living things under the sea.</li> <li>● Make asides, commenting on what is happening in a book or story (<i>i.e. ‘that looks dangerous, I’m sure they’re going to fall into the water’</i>).</li> <li>● Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</li> </ul>
<b>Personal, Social and Emotional</b>	
<ul style="list-style-type: none"> <li>● <b>SR</b> Show more confidence in new social situations.</li> <li>● <b>SR</b> Express their feelings and consider the feelings of others.</li> <li>● <b>SR MS</b> Show resilience and perseverance in the face of challenge.</li> <li>● <b>SR</b> Identify and moderate their own feelings socially and emotionally.</li> <li>● <b>Build on the Osidge Superhero Values</b> linking to British Values - Captain Care, Major Respect, Admiral Appreciation, Doctor Determination, Sergeant Responsibility and Officer Honesty.</li> <li>● <b>BR</b> Relationships. Show sensitivity to others needs.</li> <li>● <b>MS</b> Healthy Living. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>● <b>TNW PC&amp;C</b> Living in the wider world. 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage children to come through the school gate and into the classroom independently, carrying their own belongings (to support transition into Yr1).</li> <li>● Model how you manage your own feelings <i>i.e. ‘I’m feeling a bit angry and I need to calm down, so I’m going to ...’</i></li> </ul>
<b>Physical Development</b>	

<ul style="list-style-type: none"> <li>● <b>GMS</b> Combine different movements with ease and fluency.</li> <li>● <b>GMS</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>● <b>GMS</b> Develop overall body-strength, balance, coordination and agility.</li> <li>● <b>GMS</b> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<ul style="list-style-type: none"> <li>● Together with your child, make different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Practice throwing and catching, increasing force and height.</li> <li>● Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>● Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>● <b>C</b> Engage in extended conversations about stories, learning new vocabulary.</li> <li>● <b>WR</b> Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>● <b>W</b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>● <b>C WR</b> Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>● Play 'Letters and Sounds', phase 2 and 3 games on google.</li> <li>● Read simple books together.</li> <li>● Write a sentence for your child to read e.g. I can see a zebra.</li> <li>● Write a simple sentence to go with a drawing e.g. It is a sunset.</li> <li>● Ask your child to write cards, shopping lists and phone messages.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>● <b>NP</b> Combine shapes to make new ones.</li> <li>● <b>NP</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>● <b>N</b> Count beyond 10.</li> <li>● <b>N</b> Compare numbers</li> <li>● <b>N</b> Adding more / taking away.</li> <li>● <b>N</b> Doubling</li> <li>● <b>N</b> Sharing and grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Add and take away at meal times or when sharing food e.g. 'I had 10 peas, I ate 4, how many are left?'</li> <li>● Use opportunities for children to apply number bonds, for example at meal times... <i>"There are 5 of us but only 2 plates. How many more do we need?"</i></li> <li>● Encourage children to solve a range of jigsaws of increasing challenge.</li> <li>● Give your child a selection of objects (i.e. spoons, fruit, bowls). Ask them to double the amount.</li> </ul>
<p><b>Understanding the World</b></p>	

<ul style="list-style-type: none"> <li>● <b>PC&amp;C</b> -Goal (Axiology). What is our Goal? What is the goal (the good) for which we should strive? (AT) <ul style="list-style-type: none"> <li>○ Can learn and use new vocabulary such as good, goal, sharing, kindness, Christian, Sikh and humanist.</li> <li>○ Can discuss their ideas about what it means to be 'good'.</li> <li>○ Can explore what Christians, Sikhs and humanists say about being 'good'. (e.g. sharing, kindness, including the Golden Rule)</li> <li>○ Can reflect on how they can show kindness to others.</li> </ul> </li> <li>● <b>TNW</b> Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>● <b>TNW</b> Understand the effect of changing seasons on the natural world around them.</li> <li>● <b>TNW PP&amp;C</b> Recognise some environments that are different to the one in which they live.</li> <li>● <b>P&amp;P</b> Compare and contrast characters from stories, including figures from the past.</li> <li>● <b>PP&amp;C</b> Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>● When you visit a new place talk about what it is like and how it differs from where you live e.g. The beach has lots of sand, the sea and seagulls, it is hot here. In Southgate there are no beaches but we can go to the park where there is grass.</li> <li>● Go on walks and observe how the natural world changes over time.</li> <li>● Go on a colour walk. Can you find something that is green? Red? Yellow? Orange? Brown?</li> <li>● Show the children old family photographs and talk about how the people in the photographs have changed.</li> </ul>
<p><b>Expressive Arts and Design</b></p> <p><b>CM</b> Explore colour and colour mixing.</p> <p><b>CM</b> Join different materials and explore different textures.</p> <p><b>CM</b> Develop own ideas about which materials to use to express their own ideas.</p> <p><b>CM</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>CM</b> Return to build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>BI&amp;E</b> Create their own songs or improvise a song around one they know.</p> <p><b>BI&amp;E Musician(s)/ composers:</b> <i>N/A Untuned Percussion Workshop</i></p> <p><b>Music style(s):</b> <i>N/A</i></p>	<ul style="list-style-type: none"> <li>● Give your child the opportunity to be creative with their imaginative ideas. For example make a collage using the natural materials stone, leaves, grass and wood.</li> <li>● Can your child make a house for a caterpillar? A butterfly? A frog? Use sticks, leaves, stones around you, to build your bug house.</li> </ul>

