

## Reception Summer One Curriculum Overview 2026

**Topic:** On the Farm

**Key Texts:** Rosie’s Walk by Pat Hutchins, Farmer Duck by Martin Waddell, The Little Red Hen,

**Key Curriculum Drivers:** ● Farm animals ● Looking after animals

Focus	Rosie’s Walk	Rosie’s Walk	Farmer Duck	Farmer Duck	The Little Red Hen	
Key Dates	Week 1	Week 2	Week 3 Reception Show Science Week	Week 4 Trip to Aldenham	Week 5	Week 6 Walk to school Week
<b>Personal Social and Emotional</b>	<p><b>Self – Regulation:</b> To continue to learn how to manage and control their emotions using a range of techniques To talk about their problems and their feelings</p> <p><b>Managing Self:</b> To learn the importance of respecting animals and other people (during visit to the farm) To learn to be safe around animals To show a good level of independence in their ability to manage their own basic needs To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support</p> <p><b>Building Relationships:</b> To develop relationships with other adults around the school To communicate with a range of people within school</p>					
	To continue to learn how to manage and control their emotions using a range of circle times.	To share kind words about each other during circle time, building on their friendships.	To be able to talk about how the duck feels. Circle time games based on sharing and helping.	To learn to be safe around animals and the importance of respecting animals and other people.	To share kind words about each other during circle time, building on their friendships.	
<b>Communication and Language</b>	<p><b>Listening Attention and Understanding</b> To use talk to help work out problems and to organise their thinking and activities To understand questions beginning with who, what, where, when, why and how</p>					

	<p><b>Speaking:</b>          To link statements and stick to a main theme          To use talk to organise, sequence and clarify their thinking, ideas, feelings and events</p>					
	<p>To use colourful semantics to explain what is happening in the story:          Who, what, what doing</p>	<p>To use colourful semantics to explain what is happening in the story:          Who, what, what doing</p>	<p>To play listening games and encourage children to respond appropriately and at the right time</p>	<p>To be able to use new phrases taught during circle time to help work out problems. When we need help, how can we ask?          How do we ask friends for help?</p>	<p>To take part in reciting the story of The Little Red Hen with the whole class          To encourage the children in a small group to talk about what they have enjoyed about the trip, sequencing and organising events.</p>	<p>To take part in reciting the story of The Little Red Hen with the whole class</p>
<b>Literacy</b>	<p><b>Comprehension</b>          To begin to answer questions about what they have read          To use vocabulary that is influenced by their experience of books</p> <p><b>Word Reading:</b>          To begin to read longer captions and sentences using taught sounds and longer words</p> <p><b>Writing:</b>          To form lower and capital letters correctly          To begin to write longer words which are spelt phonetically          To begin to use a capital letter at the start of a sentence          To begin to read their written work back and check for meaning</p>					
	<p>To use propositional language to describe Rosie's walk.          To write a sentence about what is happening e.g. "The hen went to the pond".</p>	<p>To recite the story and become more familiar with the language.</p>	<p>To be able to explore the animals that they will see on the farm.          To be able to draw a picture and label it.</p>	<p>To be able to describe some of the animals they saw.          At the farm there was a.....          using taught tricky words and graphemes.</p>	<p>To recite the story and become more familiar with the language</p>	
	<p>Little Wandle Summer 1 Phase 4 graphemes.</p>					
<b>Physical Development</b>	<p><b>Gross Motor:</b>          To negotiate space and obstacles safely, with consideration for themselves and others.          To demonstrate strength, balance and coordination when playing.</p> <p><b>Get Set 4 P.E: Gymnastics Unit 1.</b></p> <p><b>Fine Motor:</b>          To hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.          To use a range of small tools, including scissors, paintbrushes and cutlery.</p>					

<p><b>Mathematics</b> <b>White Rose</b></p>	<p><b>Early Learning Goal: Number</b> Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Early Learning Goal: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>To 20 and beyond</b> To build numbers beyond 10 (10-13) To continue patterns beyond 10 (10-13) To build numbers beyond 10 (14-20) To continue patterns beyond 10 (14-20) To verbalise counting beyond 20 To verbalise counting patterns</p> <p><b>How many now?</b> To add more To use the language of how many did I add? To take away To use the language of how many did I take away?</p> <p><b>Manipulate, compose and decompose</b> To select shapes for a purpose To rotate shapes To manipulate shapes To explain shape arrangements To compose shapes To decompose shapes To copy 2D shape pictures To find 2D shapes within 3D shapes</p>
<p><b>Understanding the World</b></p>	<p><b>People, Culture and Communities:</b> To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To know that simple symbols are used to identify features on a map To know and talk about places that are special to them</p>

	<p><b>The Natural World:</b>          To talk about a simple map and draw information on it          To know and compare habitats (farm and where they live)</p>					
	<p>To introduce simple symbols and create a map of the walk Rosie goes on.</p>	<p>To share places that are special to them e.g. park, woods, gran's house etc.</p>	<p>To explore the animals found on a farm.          What animals can we keep at home?</p>	<p>To understand the difference between a farm and at home.          Where does food come from?</p>	<p>To draw a map of their journey around Aldenham Country Park.           To share places that are special to them e.g. park, woods, gran's house etc.</p>	<p>To compare different habitats</p>
<p><b>Expressive Arts</b></p>	<p><b>Creating with Materials</b>          To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function          To share their creations, explaining the process they have used          To make use of props and materials when role playing characters in narratives and stories</p> <p><b>Being imaginative and Expressive</b>          To compose animal music such as Noah's ark          To explore combinations of different percussion instruments          To explore combinations of sounds          To compose soundscapes</p>					
	<p>To safely use and explore a variety of materials and tools (e.g. felt, scissors, hole punch) to create a picture from Rosie's walk.</p>	<p>To explore creating visual textures e.g. dabbing and brushing.</p>	<p>To create torn paper collages of farm animals.</p>	<p>To use masks and re-tell the story of The Little Red Hen.</p>	<p>To encourage discussion about some of the things they have made, explaining the process they have used.</p>	