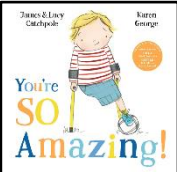
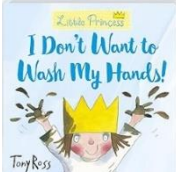
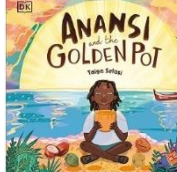

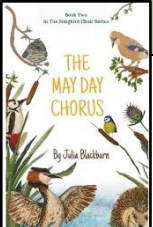






# Ruby Summer 1 2026 Overview

Class teacher – Mrs Pryke - Teaching Assistants – Miss Hodgson, Mrs Jenner, Mrs Kersey

In the early years foundation stage (nursery and reception), we deliver our curriculum following children’s interests, planned topics, subject sequences. We have three core areas within the EYFS stator framework: **Communication and language, personal, social and emotional development and physical development.** These three areas are key for children to develop the skills and understanding needed to support the four foundation areas which are: **literacy, mathematics, understanding the word and expressive art and design.**

Term	Summer 1	
Termly Themes	Nurturing Nature	
EYFS	My Amazing Body	Traditional Tales
Termly Topics	<p><b>Developing body awareness</b> – Children will learn the names and functions of different body parts, helping them understand how their bodies work and what they can do.</p> <p><b>Promoting healthy habits</b> – Through discussions about hygiene, exercise, food, and sleep (linked to I Don't Want to Wash My Hands!), children begin to understand how to look after their bodies and stay healthy.</p> <p><b>Supporting early science understanding</b> – Exploring the body introduces simple biological concepts such as breathing, heartbeat and growth.</p> <p><b>Building independence and self-care skills</b> – Children learn practical routines such as handwashing, using tissues, and recognising when they feel hungry, tired or unwell.</p> <p><b>Encouraging respect for themselves and others</b> – Learning that everyone’s body is unique helps children develop positive self-esteem and respect for differences between people.</p>	<p><b>Developing early literacy skills</b> – Traditional tales introduce children to rich vocabulary, repeated phrases, and story structures (beginning, middle, end), supporting listening, comprehension, and early storytelling.</p> <p><b>Encouraging imagination and creativity</b> – Magical elements, adventurous characters, and unusual settings inspire children’s imaginative play, role-play, and creative expression.</p> <p><b>Introducing cultural stories and diversity</b> – Stories such as Anansi tales help children learn about storytelling traditions from different cultures, promoting curiosity and respect for the wider world.</p> <p><b>Supporting understanding of morals and choices</b> – Many traditional tales contain clear messages about behaviour, kindness, honesty, and consequences, helping children begin to understand right and wrong.</p>
Topic Suggested Texts	 <ul style="list-style-type: none"> <li>● You're So Amazing</li> <li>● I don't want to wash my hands.</li> </ul> 	 <ul style="list-style-type: none"> <li>● Anansi and the golden pot.</li> <li>● Jack and the bean stalk.</li> </ul> 
Whole Year Learning	Festivals / Celebrations / Enrichments and Seasons	
	 <p style="text-align: center;">May Day Whit Sunday Hello Spring / The Flower Thief Living Eggs</p>  	

### Communication and Language

#### Knowledge and Skills Progression

To explain the skills needed to listen carefully and why it is important to listen in a range of situations.

To recall vocabulary learnt linked to previous books and themes and build on these using well-formed sentences and by asking a range of questions.

To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as before and next.

To listen carefully to and learn a wide range of songs and rhymes paying attention to how they sound and to talk about what they hear.

To engage intently in story times and in non-fiction books, joining in with repeated actions and phrases. To begin to retell stories and recall information they have just heard and use comprehension skills to talk about them further.

To hear, learn and use social phrases in different contexts. 'Goodbye. I will see you tomorrow.' 'Thank you, it is your turn next.'

### Mathematics Autumn Term

In the summer term of Reception, following the White Rose Maths scheme, children are expected to consolidate their understanding of numbers to 10 and begin to explore numbers beyond 10. They develop confidence in counting, recognising number patterns, comparing quantities and solving simple problems. They will also explore basic addition and subtraction, doubling, sharing and grouping.

To 20 and beyond

How many now?

Manipulate, compose and decompose.



### Physical Development

#### Knowledge and Skills Progression

**Gross Motor Skills:** To continue to develop a fluent style of moving, with developing control and grace.

To use overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

To demonstrate overall body-strength, balance, co-ordination and agility and to use confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

To demonstrate confidence, competence, precision and accuracy when engaging in activities that involve a ball including throwing, catching, kicking, passing, batting, and aiming.

To demonstrate the skills needed to manage the school day successfully: lining up and queuing at mealtimes.

**Fine Motor Skills:** Develop and apply the foundations of a handwriting style which is fast, accurate and efficient.

Use their core muscle strength effectively to achieve a good posture when sitting at a table or sitting on the floor.

Use small motor skills learnt to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

### Understanding the World

To understand the similarities and differences between the Summer and the other seasons.

To plant a seed and learn what it needs to grow into a plant and to know how to care for growing plants.

To observe living eggs hatch and chicks grow in their first week of their life.

Discover what their body needs to stay healthy (food, exercise, sleep) and to notice changes in their bodies over time (growing taller, losing teeth).

To know what our 5 senses are.

### Expressive Art and Design

Safely use and explore a variety of materials, tools, and techniques.

Share creations and talk about the process.

Develop fine motor skills through cutting, sticking, and drawing.

Combine materials for a purpose (e.g., collage, model-making).

Use imagination to represent ideas, experiences, and stories.

Begin to evaluate and adapt their work.

### Personal, Social and Emotional Development

#### Knowledge and Skills Progression

To learn how we all have different beliefs and celebrations.

What characteristics make a good friend, and how we need to listen to one another.

To learn how to look after their wellbeing through exercise, meditation, a balanced diet and to care for themselves.

Our 'Going for Gold' value this first term is:

**Respect**

Our Christian value in focus is:

**Kindness**



### Phonics Summer Term

In this term Reception children are expected to consolidate their phonic knowledge, applying previously learned sounds to read and write simple words and short sentences. They should be able to recognise and say all Phase 2 and 3 sounds, blend sounds to read words, and begin segmenting words for spelling. Children will also start to develop fluency and confidence when reading simple decodable texts, while continuing to practise tricky words and basic sentence writing.

Glossary:

CVCC = consonant, vowel, consonant, consonant

Unit 1: short vowels CVCC words

Unit 2: short vowels CVCC CCVC

Unit 3: short vowels CCVCC CCCVC CCCVCC longer words

Unit 4: longer words compound words

Unit 5: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est

Exposure to and learning to read and spell irregular words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.