



Ruby Summer 2 2026 Overview

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

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 2	
Termly Themes	Nurturing Nature	
EYFS	Our Natural World	Our Own Story Book
Termly Topics	<p>Developing - Curiosity and observation skills through exploring plants, insects and seasonal changes.</p> <p>Introducing - New vocabulary linked to the natural world, including the names of plants, insects and habitats. Further opportunities to learn about life cycles, growth and caring for living things.</p> <p>Supporting - An appreciation and understanding of the environment through hands-on learning experiences. Also promote positive relationships as children work together on investigations and outdoor projects.</p> <p>Building - Knowledge and understanding of the natural world and how it changes over time. To instil an understanding of our impact on the natural world and how we need to protect.</p>	<p>Developing - Imagination and creativity through storytelling, role play and book-making. Sparking confidence in sharing ideas, making choices and expressing opinions.</p> <p>Introducing - New vocabulary to support storytelling, description and imaginative thinking. Different ways to record ideas through drawing, mark-making and early independent writing, with opportunities to explore how authors and illustrators create engaging stories.</p> <p>Supporting - Children's confidence to generate and develop their own ideas. Problem-solving and critical thinking as children make decisions about characters, settings and plot.</p> <p>Building - Children's understanding that they can be authors, illustrators and storytellers. Independence in planning, creating and sharing their own books.</p>
Topic Suggested Texts	<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> I saw a bee A new green day. </div>	<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> Help we need a title You Choose </div>
Whole Year Learning	Festivals / Celebrations / Enrichments and Seasons	
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> </div>	<p>Traveller History Month</p> <p>Hello summer / The Flower Thief / The Sea Shore</p> <p>Whole School Trip to the seaside</p> <p>Police and Fire People School Visit.</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.'

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.

Personal, Social and Emotional Development

Knowledge and Skills Progression

To learn how we all have different beliefs and celebrations.

Develop respect for the thoughts, feelings and experiences of others.

Show care and concern for living things, including plants, insects and animals.

Begin to recognise that everyone has a role in caring for the world around them.

Our 'Going for Gold' and Christian value this term is:

Challenge



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: long vowel sounds CVCC, CCVC

Unit 2: long vowel sounds CCVC, CCCVC, CCV, CCVCC

Unit 3: Phase 4 words ending -s /s/ Phase 4 words

ending -s /z/ Phase 4 words ending -es

Unit 4: root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/

Unit 5: Phase 4 words ending in: -s /s/, -s /z/, -es longer words

Review the reading and spelling of irregular words taught so far: I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, pure, sure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.

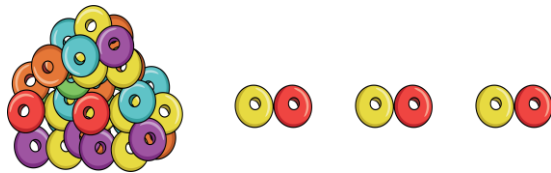
Mathematics Summer Term

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.

Sharing and grouping

Visualise, build and map.

Make connections.



Understanding the World

*Notice and talk about changes that occur in the natural environment during summer.

*Observe plants, insects and animals and describe what they see using simple vocabulary

*Learn simple ways to reduce waste, reuse materials and keep environments clean.

*Compare features of the school environment with those found at the seaside.

*Learn about the role of people who help us in the community, including police officers and firefighters.

*Begin to understand how different people contribute to keeping us safe and healthy.

Expressive Art and Design

* Use their imagination to create stories, characters and worlds.

* Draw and create with increasing detail and intention.

* Talk about their artwork and creative ideas and begin to evaluate their work.

* Work collaboratively on creative projects.

* Enjoy performing songs, rhymes and stories for others.

* Use role play to explore real-life experiences and fictional situations.

*Express themselves confidently through a range of creative activities.