

**Reception
Summer Term 2025/2026 - Our Learning**



Curriculum Overview - Reception

Themes: 'Heroes to the rescue!' and 'All creatures great and small'

**Literacy
Reading**

'Real Superheroes' by Julia Seal

Who are the real superheroes that keep our world safe? The key workers, of course, who keep looking after us during challenging times. 'Real Superheroes' celebrates and applauds them all – including supermarket staff, delivery drivers, refuse collectors, firefighters, police officers, teachers, doctors, nurses and paramedics. The child who narrates this rhyming story aspires to be a key worker one day, and there is a nod to all those 'invisible heroes' who care for others. This book celebrates the 'real superheroes': the key workers that keep the world turning during difficult times.

'Emergency!' by Margaret Mayo

In this book, the children will discover a different emergency vehicle on each page, from fire engines and police cars to lifeboats, breakdown trucks, rescue helicopters and more.

'A Superhero Like You' by Dr Ranj Singh

Lily knows exactly what she wants to be when she grows up: a superhero! But she's not interested in being a silly superhero. She doesn't want to wear her pants outside her trousers! Lily wants to be a REAL superhero: the kind who helps people and makes the world a better place. The children will join Lily as she meets the extraordinary superheroes all around us, from doctors, teachers and air ambulance paramedics to scientists, recycling truck drivers and carers.

'Supertato' by Sue Hendra

Meet Supertato! He's always there when the chips are down. He's the superhero with eyes everywhere - but now there's a pea on the loose. A very, very naughty pea. Has Supertato finally met his match?

'Eliot, Midnight Superhero' by Anne Cottringer

By day, Eliot Jones is a very quiet boy who spends his days reading, feeding his goldfish and watching Mr Smith wash his car. But when the clock strikes midnight, Eliot is a superhero and flies about rescuing people and saving the day.

‘Super Daisy’ by Kes Gray

Planet Earth is in danger and is on a collision course with Planet Pea. It is up to Super Daisy to use her super skills to save Earth from having peas on everything!

‘The Very Hungry Caterpillar’ by Eric Carle

When a tiny caterpillar hatches from an egg, the first thing on his mind is food - so off he crawls looking for something to eat. Over the course of a week, the tiny caterpillar munches his way through all sorts of delicious goodies.

‘What the Ladybird Heard’ by Julia Donaldson

Hefty Hugh and Lanky Len are two crafty robbers with a cunning plan to steal the farmer's fine prize cow. But little do they know that the tiniest, quietest creature of all has overhead their plot, and she has a plan of her own.

‘The Tiger Who Came to Tea’ by Judith Kerr

This is a classic picture book story of Sophie and her extraordinary teatime guest. The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!

‘Handa’s Surprise’ by Eileen Browne

Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa ponders *‘I wonder what fruit Akeyo will like best?’*, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head.

‘Under the Sea’ by Anna Milbourne

A simple and evocative story that reveals the wonderful natural world beneath the sea. The children will follow the story through colourful coral reefs and past a big blue whale before plunging into the deepest, darkest depths to see the strange creatures which live at the very bottom of the ocean.

‘Mad About Dinosaurs’ by Giles Andrea

Silly Diplodocus, fierce T-Rex, Brontosaurus, Stegosaurus and more. They're all here in this bright, bold book!

<p>Literacy</p>	<p>This term, children are continuing to develop their reading and writing skills. During our continuous provision, the children are encouraged to try to write phonetically plausible words in simple sentences in a range of contexts, using their phonetic knowledge. Please continue to support your child to use the sounds they know to write words independently.</p> <p>Reading plays a significant role in your child’s comprehension as well as language and communication, listening and attention. At school, pupils read as part of a group and engage with whole class story time daily. Please continue to listen to and read to your child for at least five minutes every day. Your child has a reading record which should be written in each time you read together.</p> <p>Please add any comments about anything your child did well when reading their RWI ‘Book Bag’ book, and any notes about anything with which they needed help. Please use this opportunity to discuss plot, characters and setting. Reading with an adult helps to increase children’s enjoyment of reading and develops their reading skills.</p>
<p>Maths</p>	<p>We are learning about the following topics:</p> <ul style="list-style-type: none"> ● Numbers within 20 (including more and less) ● Securing addition and subtraction facts within 20 ● Numbers within 40 (including more and less) ● Money ● Capacity
<p>Physical Development</p>	<p>Gross Motor skills</p> <p>Children will continue to have access to a variety of equipment, including bikes and scooters, to further develop gross motor skills. We will work on moving in a variety of ways including hopping, skipping, running, jumping, creeping, twisting and turning with control and coordination. Children will be encouraged to think carefully about holding different positions and linking movements together. Children will also complete races and practise for sports day.</p> <p>Fine Motor skills</p> <p>Children should now be secure in holding their pencil using the tripod grip. They will be actively encouraged to write phonetically plausible sentences linked to their interests throughout child-initiated learning sessions. Children will continue to use a range of equipment to further support their fine motor skills, including scissors, thread, pegs and materials to strengthen their hand muscles. Children will be trying to paint with increased control when using thinner paint brushes.</p>

Understanding the world	Past and Present Using our key texts the children will learn about people who help us now and how this may be different to the help and equipment available in the past. Based on the children's interests we will explore and discover elements of these people's lives, for example what uniform various people wear and why, or when and why different services started.
	People, Culture and Communities Children will consider how people help differently around the world, for example how a bushfire may be dealt with and why we don't get bushfires where we are. Based on the children's interests, we will find out and explore elements of these people's lives (for example, what a typical day might look like).
	The Natural World Through our theme 'All Creatures Great and Small' the children will have the opportunity to discuss and find out about how to care for animals in a variety of settings, for example animals at the farm, at the zoo and in the wild, or pets at home. Children will explore a variety of land-based animals, as well as animals that live in the water. They will also have the opportunity to engage with minibeasts close up when we have live caterpillars in each class. The children will continue to watch seeds and bulbs grow. We will discuss what is helping them to grow, which will support the children's understanding of how to care for the natural environment.
Expressive arts and design	Creating with materials Children will be further encouraged to use resources appropriately to create observational drawings and pictures of living things and people who help us. They will be exposed to a range of materials to express their feelings and ideas and will be encouraged to orally explain what they hope to create. The children will also be encouraged to explain which media they would like to use and why that would be effective to fulfil their project. We will continue to discuss the importance of recycling and use junk modelling to create vehicles such as police cars and fire engines. Children will be encouraged to share their work with others, including talking about the processes involved.
	Being imaginative and expressive Children will continue to be exposed to a variety of equipment and resources to help with their imagination, including large scale construction resources, costumes and accessories and puppets and dolls. The children will be encouraged to dress up as various

	<p>people who help in our community and act out these roles, as well as making equipment and props to help them (for example, fire hoses or a fire engine).</p>
Personal Development	<p>Relationships</p> <p>Through the Jigsaw curriculum, children will explore the importance of friendship (including exploring ways to solve friendship problems) as well as how to show respect to others. Staff will continue to support the children with developing these skills during child-initiated learning.</p>
	<p>Changing Me</p> <p>This unit promotes and supports the transition to the next academic year. The children will be prepared for these changes and will be given the opportunity to discuss emotions felt in connection with this change.</p>