

Reception Summer 1 Overview  
Topic: Marvellous Minibeasts

| Week Commencing                   | 13.4.26                                                                                                        | 20.4.26                                                                                                        | 27.4.26                                                                                                        | 6.5.26                                                                                                         | 13.5.24                                                                                                        | 20.5.24                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Core Text                         | Yucky Worms                                                                                                    | Yucky Worms                                                                                                    | What the Ladybird Heard                                                                                        | What the Ladybird Heard                                                                                        | Mad about Minibeasts                                                                                           | Mad about Minibeasts                                                                                           |
| Key Vocabulary                    | worm, wormery, yucky, worms, nature, soil, mini-beast, earth, grow, live, kind, care                           | worm, wormery, yucky, worms, nature, soil, mini-beast, earth, grow, live, kind, care                           | Handsome, Dainty, Cunning, Thieves, Whispered Crept Splosh, Panda Car, map, ariel                              | Handsome, Dainty, Cunning, Thieves, Whispered Crept Splosh, Panda Car, map, ariel                              | Minibeast, habitat, insect, endangers, antennae, wing, shell, leg, abdomen, compare                            | Minibeast, habitat, insect, endangers, antennae, wing, shell, leg, abdomen, compare                            |
| Special Events                    |                                                                                                                | Marvellous Monday                                                                                              |                                                                                                                | EYFS Sports Day – 8.5.26                                                                                       |                                                                                                                | Minibeast Parade                                                                                               |
| Song of the Week                  | 5 Little Speckled Frogs                                                                                        | Worm at the bottom of my garden                                                                                | I'm a little worm                                                                                              | If I were a minibeast...                                                                                       | Incy Wincy Spider                                                                                              | Lots of Minibeasts                                                                                             |
| Listening and Attention           | To confidently understand a range of different questions, including how and why.                               | To confidently understand a range of different questions, including how and why.                               | To confidently understand a range of different questions, including how and why.                               | To confidently understand a range of different questions, including how and why.                               | To confidently understand a range of different questions, including how and why.                               | To confidently understand a range of different questions, including how and why.                               |
| Speaking                          | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. | To confidently give extended responses to simple questions, including how and why using a range of vocabulary. |
| Physical Development - Fine Motor | Name Writing – Assessment to see the areas for development                                                     | Name Writing – on smaller paper                                                                                | To follow patterns with ascenders                                                                              | To correctly form ascender letters in their name                                                               | To follow patterns with ascenders                                                                              | To correctly form descenders letters in their name                                                             |

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|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Development - Gross Motor</b>                                     | To balance on an assault course (AFL assessment)                                                                               | To follow an obstacle course with tyres                                                                                        | To follow an obstacle course with planks                                                                                       | To follow an obstacle course with planks                                                                                       | To follow an obstacle course with ropes                                                                                        | To make an obstacle course with open-ended equipment                                                                           |
| <b>PSED (Bi-Weekly)</b>                                                       | To keep safe and not talk to strangers                                                                                         |                                                                                                                                | To work in small groups to build collaboratively                                                                               |                                                                                                                                | To say how someone is feeling                                                                                                  |                                                                                                                                |
| <b>HSC (Bi-Weekly)</b>                                                        |                                                                                                                                | How to look after the environment                                                                                              |                                                                                                                                | To say how to keep safe in the roads (maps) and road safety                                                                    |                                                                                                                                | To give extended sentences to others about keeping safe                                                                        |
| <b>Literacy - Writing</b><br><b>Write sentences including and Punctuation</b> | Phonics Write<br>Child-initiated Writing                                                                                       | <b>Yucky Worms</b><br>To write questions about worms<br>Phonics                                                                | Phonics Write<br>Child-initiated Focus Write                                                                                   | <b>What the Ladybird Heard</b><br><br>Instructions<br>Child-initiated Focus Write                                              | Phonics Write Child-initiated Focus Write                                                                                      | <b>Mad about Minibeasts</b><br><br>Facts about a minibeast                                                                     |
| <b>Literacy - Reading</b>                                                     | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words | To confidently read with increased fluency<br>Application of phonic knowledge into unfamiliar words<br>Reading of tricky words |
| <b>Phonics</b><br><b>Little Wandle</b>                                        | Level 1+, 2 and 3 Tricky Words oral composition and sentence structure)                                                        | Level 1+, 2 and 3 Tricky Words                                                                                                 | Level 1+, 2 and 3 Tricky Words                                                                                                 | Level 1+, 2 and 3 Tricky Words                                                                                                 | Level 1+, 2 and 3 Tricky Words                                                                                                 | Level 1+, 2 and 3 Tricky Words                                                                                                 |
| <b>Maths</b>                                                                  | Weight                                                                                                                         | Numbers to 20                                                                                                                  | Numerical Patterns                                                                                                             | Shape – composing and decomposing                                                                                              | Measure, volume and capacity                                                                                                   | Problem Solving                                                                                                                |
| <b>Past and Present</b>                                                       |                                                                                                                                |                                                                                                                                | Farmers                                                                                                                        |                                                                                                                                | Maps – Past and present                                                                                                        |                                                                                                                                |

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|-------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------|-----------------------------------------|----------------------------------------------|-------------------------------------|-----------------------------------|
| People Culture and Communities                                    | Eid – Who and how is this celebrated?                 |                                            |                                         |                                              |                                     |                                   |
| The Natural World                                                 | Spring – how does the weather change?                 |                                            |                                         | Looking at nature – what do minibeasts make? | Comparing minibeasts                | Lifecycle of a caterpillar        |
| Expressive Art and Design<br>Rhyme of the Week – 5 per half term. | Exploring Shading by changing the pressure onto paper | To mark make with different types of lines | To make a picture that includes shading | To draw objects at a birds eye view          | To draw objects at a birds eye view | To draw a map at a birds eye view |
| Charranga (Music)                                                 | Summer Term 1                                         | Summer Term 1                              | Summer Term 1                           | Summer Term 1                                | Summer Term 1                       | Summer Term 1                     |