

**CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL**  
**RECEPTION TERMLY OVERVIEW – Summer 2026**



Our Reception overview outlines specific teaching that will take place during the Summer term in Reception. We recognise the uniqueness of the individual child, especially at such an important time in their development. Although sectioned into weeks, this is a fluid document, and some skills will be ongoing across the year.

Week	Events	RE	Literacy	Maths	PSED	Communication and Literacy	Physical Development	Understanding the World	Expressive Arts and Design
<b>EYFS Framework</b>			Comprehension Word Reading Writing	Number Numerical Patterns	Self Regulation Managing Self Building Relationships	Listening, Attention and Understanding Speaking	Gross Motor Skills Fine Motor Skills	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive
<b>Ongoing skills</b>			Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.			Learn new vocabulary Use new vocabulary through the day Listen carefully to rhymes and songs Learn rhymes, poems and songs Listen to an talk about stories to build familiarity and understanding	Develop the overall body strength – core strength, gross and fine motor Use a range of tools competently, safely, and confidently. (Pencils, paintbrushes, scissors, knives, forks, and spoon.) Develop overall body-strength, balance, co-ordination, and agility.	Recognise the seasons and the effect on the natural world around us. Describe what can be seen, felt, heard. Recognise events from the past that we celebrate throughout the year. Have an awareness of the world around us and the different cultures and communities.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Engage in music making and dance, performing solo or in groups. Singing well known nursery rhymes, familiar songs and chants.
<b>13.04</b>		<b>Learning Focus 6:</b> Jesus Rose Again on Easter Sunday	Talk 4 Writing: Three Billy Goats Gruff  High Quality Text: Three Billy Goats Gruff	White Rose: To 20 and beyond.	TEN TEN: Module 3: Unit 1 To know that there are natural stages from birth to death.	Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.	<b>Games and Ball Skills will be taught throughout the term.</b>  Gross Motor: Using equipment safely with consideration to others. Move in a range of ways	Talk about changes in our life times by creating our own personal timelines. <b>Changes, baby, toddler, child, teenager, adult, elderly, ages</b> <b>Learning about life cycles of animals, learning about how we grow and change as people.</b>	Skill: <b>Mark making area, creative area, modelling how to use</b>

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			<p>Talk for writing – introduce the text          Actions and repeated opportunity to practise story.          Introduce story map          Role play – stick puppets – opportunities for retelling.</p>			<p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.          Carpet time, group work, asking children questions about stories or work they are completing.</p>	<p>confidently including running, jumping, dancing, hopping, skipping and climbing.          Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing          Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully</p> <p>Fine Motor: Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.</p>		<p>equipment safely.          Modelling observational skills, the use of colour and taking care and time.</p> <p>Music:          Journeys - To respond appropriately to written symbols and begin to write rhythms.</p>
20.04	St George's Day	<p>To the ends of the earth: Jesus went back to his Father.</p> <p>To the ends of the earth: Jesus sent His friend – the Holy Spirit.</p>	<p>Talk 4 Writing: Three Billy Goats Gruff          Caption writing linked to 'Three Billy Goats' describe the setting          Role play – stick puppets – opportunities for retelling.</p> <p>High Quality Text: A tiny seed</p>	White Rose: To 20 and beyond.	Ten Ten Module 1 Unit 4 First Aid	<p>Children are developing their attention skills to both listen and continue with an activity.          Sitting, listening, joining in, help.          Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Scissors, small tools, tripod, fingers, draw, pencils.          Adults supporting children to develop their pencil grip.          Scissors and small tools available for children as well as guided activities using these materials.</p>	<p>Children can name parts of a plant and what it needs to grow as part of their learning. Children are able to grow their own plants and take care of them. Children observe the plants and trees around them and how they have changed. Children are beginning to develop a good understanding of a life cycle          Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air          Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Skill:          Observational paintings/drawing of plants.          Mark making area, creative area, modelling how to use equipment safely.          Modelling observational skills, the use of colour and taking care and time.</p> <p>Music:          Journeys – To respond appropriately to written</p>

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									symbols incorporating silent beats.
27.04		To the ends of the earth: The Holy Spirit is our friend	Talk 4 Writing: Three Billy Goats Gruff Innovate the story  High Quality Text: What the ladybird heard	White Rose: how many now	TEN TEN: Module 3: Unit 1 To know that change is a part of growing up. To know that our experiences will help us with our transition to Year 1. To know that God is with us every step of the way as we grow and change	Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,		Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Key worker, job, help, helpful, community, police, fire service, doctor, dentist Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Skill: exploring shades of colour and how to make different shades. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.  Music: Journeys – To respond appropriately to written symbols incorporating rests

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<p><b>04.05</b> <b>Bank Holiday Monday</b></p>		<p>To the ends of the earth: Jesus' friends spread the Good News about Him</p>	<p>Talk 4 Writing: Three Billy Goats Gruff Invent the story  High Quality Text: Click Clack Moo</p>	<p>White Rose: manipulate, compose and decompose</p>	<p>TEN TEN: Module 3: Unit 1 To know that God is love: Father, Son and Holy Spirit. To know that we are made in His image. To know what a community is and that God calls us to live in community with one another.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.  Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children are confident in comparing and contrasting the past and present and can describe and ask questions about the old and new. They notice similarities and differences independently and talk about these. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same Children provided with images to compare with past and present as well as artefacts within the environment. Discussions around past and present.</p>	<p>Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, exploration of a range of media.  Music: Journeys – To add sound effects to enhance a song</p>
<p><b>11.05</b></p>		<p>To the ends of the earth: The Parish is a special place.</p>	<p>Talk 4 Writing: Three Billy Goats Gruff Invent the story  High Quality Text: <b>Extraordinary Gardener</b></p>	<p>White Rose: manipulate, compose and decompose /</p>	<p>Ten Ten Module 3 Unit 1 To listen and respond to scripture about the value of living in a community. To recognise that all our offerings are special to God</p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech.</p>	<p>Children can name parts of a plant and what it needs to grow as part of their learning. Children are able to grow their own plants and take care of them. Children observe the plants and trees around them and how they have changed. Children are beginning to</p>	<p>Experience: explore working with paint on different surfaces and in different</p>

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						<p>Children adding detail to their sentences.          Children describing things that have happened in their life to others.          I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,          Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>		<p>develop a good understanding of a life cycle          Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air          Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>ways i.e. coloured, sized and shaped paper. Explore using different brush types.          Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.          Creative area, exploration of a range of media.          Music:          Journeys - To talk about music in an abstract way which shows imagination and thought</p>
18.5		To the ends of the earth: Our Parish is a Family and a community	<p>Poetry: Spritz Sprinkle and Spray</p> <p>Talk for writing – introduce the text          Actions and repeated opportunity to practise story.          Introduce story map</p>	sharing and grouping	Internet safety – To know that not all of the information we see online is true.	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech.          Children adding detail to their sentences.          Children describing things that have happened in their life to others.</p>		<p>Children can name parts of a plant and what it needs to grow as part of their learning. Children are able to grow their own plants and take care of them. Children observe the plants and trees around them and how they have changed. Children are beginning to develop a good understanding of a life cycle          Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches, life cycle, egg, caterpillar,</p>	<p>Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore</p>

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						<p>I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,</p> <p>Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</p>		<p>chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>using different brush types.</p> <p>Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.</p> <p>Creative area, exploration of a range of media.</p>
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**Half Term**  
**Monday 25<sup>h</sup> May – Friday 29<sup>th</sup> May**

Week	Events	RE	Literacy	Maths	PSED	Communication and Literacy	Physical Development	Understanding the World	Expressive Arts and Design
			Comprehension Word Reading Writing	Number Numerical Patterns	Self Regulation Managing Self Building Relationships	Listening, Attention and Understanding Speaking	Self Regulation Managing Self Building Relationships	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive
<b>01.06</b>	Inset Day 01.06	Dialogue and Encounter: Saint Peter was a friend of Jesus.	Talk 4 Writing: Trolls Non-Chronological Report  High Quality Text: <b>Superpotato</b>	White Rose: sharing and grouping	Ten Ten resources Module 3 Unit 2 To recognise all the communities that we belong to. To know that we can help our communities.	<b>Ongoing: Show and Tell</b>  Children show good listening skills and can listen to one another, adults and new people with great skill. <b>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</b> <b>Carpet time, group work, assembly time,</b>	<b>Games and Ball Skills will be taught throughout the term.</b>  Gross Motor: Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. <b>Space, carefully, aware, surroundings, direction, speed, strength,</b>	Order experiences in relation to themselves and others, including stories. <b>Event, special, what happened, then, next</b> <b>Discussions around events we have had at school such as school trips, visits etc</b> <b>Learning about life cycles of animals, learning about how we grow and change as people.</b>	Skill: Collage using Eric Carle as inspiration <b>Materials, textures, collage.</b> Collage exploration, collage materials available to class.

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						asking children questions and modelling questions.	coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.		Music: Deep Blue Sea - To sing alone and with others with an awareness of pitch.
08.06		Dialogue and Encounter: St Paul was a friend of Jesus.	Talk 4 Writing: Trolls Non-Chronological Report  High Quality Text: Somebody Swallowed Stanley	White Rose: visualise, build and map	Ten ten, module 3 unit 2, PSHE subject folder Diversity Week: Communities we live in.	Show and Tell  Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.	  <b>Fine Motor:</b> Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil grip, skills, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. Adults supporting children to develop their pencil grip. Scissors and small tools available for children as well as guided activities using these materials.	Children are confident at naming a range of animals and where they live (habitats) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes. Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, insects, bugs, minibeasts Identifying, observing, and exploring British animals- in person, in books, videos etc.	Skill: symmetrical printing - butterflies as inspiration. Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing, explored and then left in provision.  Music: Deep Blue Sea - To move to music and respond

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								appropriately to different sounds.
15.06	<p><b>Red Class Mission Week</b></p> <p><b>School trip – Bocketts Farm 15/6</b></p>	<p>Dialogue and Encounter: We are all invited to be a friend of Jesus.</p>	<p>Talk 4 Writing: Trolls Non-Chronological Report</p> <p>High Quality Text: Slow Samson</p>	<p>White rose: visualise, build and map</p>	<p>Ten Ten Module 3 Unit 2</p> <p>To know that we have a duty of care for others and the world we live in.</p> <p>To know what harms and what improves the world in which we live.</p>	<p>Show and Tell</p> <p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.</p> <p>Questions, why, what, when, how, explain, listen, heard, because.</p> <p>Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</p>	<p>Seasonal Changes</p>	<p>Skill: children specifically using certain materials for their own ideas.</p> <p>Props, puppets, folding, technique, fan, book, material, feather, headdress.</p> <p>Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together, modelling and giving children the materials to access from.</p> <p>Music: Deep Blue Sea - To explore different sounds made by instruments</p>

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								and describe them.
22.06	Sports Day 26/6	Dialogue and Encounter: People all over the world are friends of Jesus.	High Quality Text: The Lighthouse Keepers Lunch	White rose: visualise, build and map	Ten Ten Module 3 Unit 2 To know that there are different types of jobs and that having a job can help us to look after each other and the world. To know that God has given use all strengths, gifts and talents to do His work.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.		Skill: Children building confidence and skill in using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision. A variety of shapes for children to cut, materials and pictures available for children to cut freely.  Music: Deep Blue Sea - To begin to develop pulse and rhythm.

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<p><b>29.06</b></p>	<p><b>Orange Class Mission Week</b></p>	<p>Dialogue and Encounter: People all over the world are friends of Jesus.</p>	<p>High Quality Text: <b>Sharing a Shell</b></p>	<p>White rose: connections and consolidation</p>	<p>Ten ten module 3 unit 2 Circle time exploring our talents</p>	<p>Show and Tell</p> <p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p> <p>Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</p>	<p>Children can draw information from a simple map and identify landmarks of our local area walk</p> <p>Maps, mapping, environment, features, landmarks, local area</p> <p>Children going on a walk together around the local area to identify landmarks and create a map.</p>	<p>Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gough</p> <p>Music: Deep Blue Sea - To respond appropriately to written symbols.</p>
<p><b>06.07</b></p>	<p><b>Worldviews week 09.07</b></p>	<p>Dialogue and Encounter: People all over the world are friends of Jesus.</p>	<p>High Quality Text: Commotion in the Ocean</p>	<p>White rose: consolidation</p>	<p>Healthy lifestyles – to explore change and loss and associated (moving home, moving class, losing toys, pets or friends).</p>	<p>Show and Tell</p> <p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p>	<p>Children can create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Maps, mapping, environment, features, landmarks, local area</p> <p>Children using the available materials to create their own maps as modelled by the adults in school.</p>	<p>Skill: paint through inspiration, feeling, observation or imagination . Evaluate their own work and</p>

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	<b>Judaism for schools workshops</b>					<p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>		<p>others, suggest how work can be improved.</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination</p> <p>observation</p> <p>evaluate, like, dislike, change, similar, different, improve, better.</p> <p>Creative area, exploration of a range of media.</p> <p>Music:</p>
<p><b>13.07</b></p> <p><b>EOT</b></p> <p><b>17.07</b></p> <p><b>12.30pm</b></p>		<p>Dialogue and Encounter: People all over the world are friends of Jesus.</p>	<p>High Quality Text: <b>Wild in the Wall</b></p>	<p>White Rose: Consolidation</p>	<p>Transition to Year 1</p>	<p>Show and Tell</p> <p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p> <p>Small world props available daily to allow children to act out</p>		<p>Skill: to be able to create using own ideas and explain the choices.</p> <p>Print, paint, choice, smudge, clear print, ideas, explain, reason, why.</p> <p>Printing materials in provision</p>

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						stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.			for children to use independently.  Music: Deep Blue Sea - To respond appropriately to written symbols.
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