Year Group EYFS- Reception	Medium Term Overview	Summer Term 2026
CURRICULUM DRIVER FOCUS: Local Communities and Environment **THEME: THE GREAT OUTDOORS**		
PRIME AREAS		
COMMUNICATION AND LANGUAGE (CL)	Talk about what we find on our Spring and Summer walks Share our Magic Moments boxes and learn to ask questions. Understand what a question is. Share books, discuss the story and predict the ending. Enjoy non-fiction books and talk about what they have found out. Talk about the plants and minibeasts we find in our school environment Explore new vocabulary with the children, generate a daily word (WOD-word of the day).	**Stories:** Seasons Spring is here One Springy Day Tree-Seasons Come, Seasons go Oliver's Vegetables Down at the cool of the Pool The bad tempered ladybird Mad about Mini- Beasts
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)	Following the school PSHCE plan Being a caring citizen both at home, school and the wider community. Focusing on kind choices and working as a team. Developing confidence and strategies to support further independence, resilience and perseverance in the face of challenges (for eg our 5 miles in 5 days challenge) Learning to see themselves as a valuable individual and build constructive and respectful relationships. Express their feelings and consider the feelings and perspectives of others. Health and Relationships and Protective behaviours (Keeping safe) Healthy eating and teethbrushing theme weeks. Little city role play visit.	Elmer Find/feel your happy Find out about Kindness/feelings Smartest giant in town Squirrels who squabbled The Smeds and the Smoos Amazing Grace All are welcome The perfect fit You matter Have you filled a bucket today? Kindness is my superpower
PHYSICAL DEVELOPMENT (PSED)	**Outside and inside PE:** Ball skills using hands and feet. Ball games focusing on catching, throwing, passing, bouncing and dribbling. Working in partners and teams. Target practice such as aiming a ball at a target or kicking a ball through a hoop. Beginning to develop racket skills. Gymnastics: moving and making shapes, high low, over and under.	**Vocab:** High, low, over, under Underarm, overarm, target, aim, shape, bounce, dribble, pass, receive.

SPECIFIC AREAS		
LITERACY (L)	Phonics - Daily phonics sessions focussing on learning the phase 4 sounds and revising sounds from phase 2 and 3 Weekly guided reading sessions focusing on blending sounds (phonics) and developing comprehension, vocabulary and confidence. Write facts about plants and minibeasts. Label drawings. Write 'guess what/who' facts for others to guess which plant or mini beast Writing for a purpose e.g plant facts, what plants need to grow. Minibeast facts -how to show respect for things living in our environment Story maps and mini books to encourage the skills of story writing, facts and retelling familiar stories Make comparisons and record in different ways including charts, graphs, lists etc.	**Stories**: The Hungry Caterpillar Handa's Surprise Ben plants a Butterfly garden Norman the slug Aargh a spider Insects: A close up look
MATHEMATICS (M)	**Number:** Number bonds to 10 and beyond (adding and taking away). Understand one more and one less and the relationship between consecutive numbers. Verbally count to 20 and beyond. Compare quantities up to 10 in different contexts. Recognise when one quantity is greater than, less than or equal to. Halving and doubling. Sharing and grouping. **Measure:** Use non standard measurements (eg cubes) to show how tall, wide, long, heavy or light items are. **2D and 3D Shapes.** **Copying, continuing and creating patterns.**	**VOCABULARY** Heavy, heavier, light, lighter taller, shorter, big, bigger, Small, smaller Greater than, less than, equal to First, then, now Part, whole Double, half Sharing, groups 2D 3D Stories: Mouse count Anno's Counting Book Monster Counting Book 13 Ways to Eat a Fly One Moose, Twenty Mice Monster Math 1 is One My Granny Went to Market Mr Gumpy's Outing

UNDERSTANDING OF THE WORLD (UW)	**Signs of Spring and Summer:** Exploring what they see, hear, feel outside – look for shadows, drawing around their shadows and comparing their shape and size Making shadows with their bodies under the sun Making rainbows from sunlight eg bubbles, CDs Opportunities to explore the plants in the surrounding natural environment Taking photos of the plants they find Observing closely and drawing plants Looking at aerial views to count the trees Understanding the need to respect and care for the natural environment and all living things. Learning about and understanding life cycles Forest school. Animal encounters workshop.	VOCABULARY Spring, Summer Plants, Flowers Tree, bush Vegetable, herb, weed Environment Mini beasts Respect Shadow, shady, clouds, source, light source, pale, dark, transparent, opaque
EXPRESSIVE ARTS AND DESIGN (EAD)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This will include continuing with our woodwork skills, using things we have collected from our environment such as flowers printing, observational drawings Share their creations, explaining the process they have used. Make props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories Perform songs, rhymes, poems and stories with others.	Rhymes and Songs There's a worm at the bottom of the garden Incy Wincy Spider Ladybird, Ladybird The ants came marching We will learn sign language (Makaton) for some of these.