



## Year R Summer 2 “How to Catch a Baddie” Termly Curriculum Overview 2025-2026

This overview shows the basis of what we will deliver and each year our curriculum is extended to meet the needs of our cohort and follow their interests and ideas. For this reason, we allow some flexibility with our suggesting timeframe and additional opportunities are added to support well-rounded child development for our Reception pupils.

Any **bold** statements are new objectives introduced in this half term. All other statements have been previously introduced.

The *italicised* subjects indicate which National Curriculum subject is preparing our children for.

<b>Summer 2: How To Catch A Baddie</b>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>St Mary's Learner/ Growth Mindset (PSED) (CL)</b>	I can take control of my own destiny.		Reflective - able to think and talk about what, why and how we have learned		There is no such thing as can't at St. Mary's. I just can't do it yet.		
<b>English (C&amp;L) (L) Talk 4 Writing – English Curriculum</b>	Burglar Bill		Five Minutes Peace		Supertato		
	Poetry basket, Helicopter Stories, Drawing Club						
<b>Phonics (L) Monster Phonics</b>	CVCC, CCVC and CCVCC (clusters including digraphs) and polysyllabic and compound words.						
<b>Maths (M) NCETM Mastering Number &amp; White Rose</b>	Subitising using a rekenrek	Review and revision					
	Measure	2D & 3D Shapes	3D Shapes		Bee bots - Positional language		
<b>Enrichment (Trips/Visitors/Events) (UW)</b>	World Environment Day	World Ocean's Day Father's Day	King's Birthday	Transitional sessions for Year 1	NHS Birthday		
<b>RE (UW) Surrey Agreed Syllabus</b>	What makes our world wonderful?						
<b>PE (PD) Sports4Kids</b>	Athletics						

Last week of term activities.



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**Communication & Language**

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</li> <li>• Develop some social phrases</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Look attentively and talk about new experiences. (<i>English</i>)</li> <li>• Look carefully and use adjectives to say what images / objects look like (<i>English</i>)</li> <li>• Use all the senses to discuss and describe (<i>English</i>)</li> <li>• Use the language now and past, yesterday, today, tomorrow. (<i>History</i>)</li> <li>• Discuss what the characters say (<i>English</i>)</li> </ul>



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**Personal, Social and Emotional Development**

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• See themselves and a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and being to moderate their own feelings socially and emotionally</li> <li>• Manage their own personal hygiene needs.</li> <li>• Think about the perspective of others</li> <li>• Know and talk about the different factors that support their overall health and wellbeing (regular physical activity and sleep routine)</li> </ul>	<ul style="list-style-type: none"> <li>• To know right from wrong (<i>PSHE</i>)</li> <li>• To know the school rules (<i>PSHE</i>)</li> <li>• To know how to keep themselves safe I school and look after things in my classroom (<i>PSHE</i>)</li> <li>• Use the Zones of Regulation independently to identify their emotions and know how to “get back to green” (When I’m angry I can... When I’m sad I can...) (<i>PSHE</i>)</li> <li>• Give an opinion on a topic (<i>English</i>)</li> <li>• Express their views on features of the EYFS environment. What do they like or not like? (<i>Geography</i>)</li> <li>• Name our work so that others know who it belongs to (<i>Computing</i>)</li> <li>• Through play, I can share and take turns and <b>come to a compromise without adult support.</b> (<i>PSHE</i>)</li> <li>• Understand that people’s opinions can be different. (<i>English</i>)</li> <li>• To know my friends like different toys to me (<i>PSHE</i>)</li> <li>• Understand that memories are special and discuss the feelings connected to them. (<i>History</i>)</li> <li>• Say what they are proud of (<i>PSHE</i>)</li> </ul> <p><b>Statutory RSE Unit (Growing and Changing) (<i>PSHE</i>)</b></p> <ul style="list-style-type: none"> <li>• <b>Understand that there are changes in nature and in humans as we grow.</b></li> <li>• <b>Name the different stages in childhood and growing up.</b></li> <li>• <b>Use the correct vocabulary to name the different parts of the body.</b></li> </ul>



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**Physical Development**

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</li> <li>• Progress towards a more fluent style of movement with developing control and grace.</li> <li>• Develop overall body strength, coordination and balance</li> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils, scissors, paintbrushes, knives, forks and spoons).</li> <li>• Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop the skills they need to manage the school day successfully (mealtimes, lining up).</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Become fully independent with their self-care, in preparation for the transition to Year 1. (<i>PSHE</i>)</li> <li>• Take part in Sports Day. (<i>PE</i>)</li> </ul>



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### Literacy

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Blend sounds into words to read short words made up of known letter-sounds correspondences</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic scheme</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capitals correctly.</li> <li>• Spell words by identifying the sounds and then writing sound with letter/s.</li> <li>• Write short sentence with words with known letter-sound correspondences.</li> <li>• Re-read what you have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Order a sequence of pictures and write a caption to go with each step <i>(English)</i></li> <li>• Write about a character from a story you know <i>(English)</i></li> <li>• Use the openings “Once upon a time” and the ending “happily ever after”, “finally”, and “in the end”. <i>(English)</i></li> <li>• Draw speech bubbles with simple speech. <i>(English)</i></li> <li>• Sequence pictures for stories and write simple captions <i>(English)</i></li> <li>• Write a fact they have learnt. <i>(English)</i></li> <li>• Write a sentence to say what you have done. <i>(English)</i></li> </ul>

### Mathematics

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal value</li> <li>• Compare numbers</li> <li>• Understand the “one more than / one less than” relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>• Continue, copy and create repeating patterns.</li> <li>• (Begin to) automatically recall number bonds for numbers 0-5.</li> <li>• Compare length, weight and height</li> <li>• Compose and decompose shapes so that children can recognise a shape can have other shapes within it.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily date and how many pupils are at school during morning registration <i>(Maths, Geography)</i></li> <li>• Name the seasons; play and explore outside in all seasons. <i>(Maths, Geography)</i></li> <li>• To know the days of the week <i>(Maths, History)</i></li> <li>• To know the months of the year <i>(Maths)</i></li> <li>• Consistently numbers with the correct number formation <b>without needing support</b> <i>(Maths)</i></li> <li>• To understand and use positional language relating to time: first, last, before, after, later, week, month, year, season. <i>(Maths)</i></li> <li>• To understand and use positional language: above, below, next to, heavy, heavier, heaviest, light, lighter, lightest, long, longer, longest, short, shorter, shortest, tall, taller, tallest. <i>(Maths)</i></li> </ul>



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### Understanding the World

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Recognise that people have different beliefs and celebrate them in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel outside.</li> <li>• Recognise some environments are different to the one in which they live.</li> <li>• Talking about people, events and past events.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring seasons – a <b>Summer walk</b> (<i>Geography</i>)</li> <li>• Compare what they saw on the winter walk, spring walk <b>and summer walk</b> (<i>Geography</i>)</li> </ul> <p>Royal Day (<i>History</i>)</p> <ul style="list-style-type: none"> <li>• To know that King Charles is the King in the present day.</li> <li>• To know that stamps and money have a picture of our king on them.</li> <li>• To know that kings and queens have a crowning ceremony.</li> <li>• To know each king or queen has their own monogram.</li> </ul>

### Expressive Arts and Design

Development Matters objectives:	St. Mary's objectives:
<ul style="list-style-type: none"> <li>• Explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively and move to music.</li> <li>• Sing in a group, or on their own.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play different characters, including puppets, using different voices for characters. (<i>English</i>)</li> <li>• Explain what they have made <b>and</b> how it works. (<i>DT</i>)</li> <li>• Perform short poems, rhymes or songs as a group to their peers and familiar adults. (<i>Music</i>)</li> <li>• Sing a range of familiar songs (<i>Music</i>)</li> <li>• Create a simple story that starts and ends in the same place. (<i>English</i>)</li> <li>• Draw pictures of places that are special to you. (<i>History</i>)</li> <li>• Have a “goodie” and a “baddie” in your story. (<i>English</i>)</li> <li>• Put your character in a scary setting, make them see or hear something and then make them escape. (<i>English</i>)</li> </ul>