



# Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

## Reception Curriculum Plan: Summer 2026 My Town, My Community



**The Big Question: What places have you visited?**



# Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

## **Reception Curriculum Plan: Summer 2026**

**The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.**

**We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:**

- **supports pupils' personal development;**
- **develops a love of learning;**
- **prepares pupils for work and lifelong learning;**
- **develops children as global citizens.**



**Within our happy and nurturing setting, we provide high quality learning opportunities where children can thrive across all areas of the Early Years curriculum. Our provision encompasses child focused interests and ideas with well thought-out resources to enhance and inspire their development. The curriculum is designed to recognise children's prior learning from previous settings and their experiences at home. We respect that children have different starting points and we strive to provide a nurturing environment for all that has a strong and excellent partnerships with our children's families. Partnership and Communication is important to us and we greatly value the relationship that we develop with parents and the community throughout these vital years so that children feel valued, safe and have a sense of belonging. It is our motto to ensure we leave no stone unturned to ensure all children have the very best start to their education at Oldway.**

**All staff are committed to ensuring that the learning foundations laid down within the early years are solid and secure so that your child will continue to flourish and become lifelong learners. We provide a range of child-led, hands-on learning opportunities where the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As such we provide many first-hand rich experiences to underpin the children's knowledge, with the aim of broadening their understanding of the world around them.**

**We believe that children's first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. We provide an environment which will enable children to trust in themselves and in their peers, building resilience, ambition and integrity.**



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**This term, the children will be exploring the world around them and beyond! We will observe summer seasonal changes, take local walks around Paignton, and use maps to learn about journeys, including a steam train trip to Kingswear. Children will compare old and new photographs of Paignton to understand how their town has changed over time, and we will also explore how London is similar and different from where we live. To broaden our horizons further, we will discuss places we have visited around the world and enjoy fun, geography-themed activities.**

# Curriculum Questions

## BIG Question: What places have you visited?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
<ul style="list-style-type: none"><li>• How do you feel about where you live? What do you like most about it?</li><li>• Who do you live with, and what do you enjoy doing together at home?</li><li>• Have you ever visited somewhere new? How did it make you feel?</li><li>• What is the same or different between your home and places you've visited?</li><li>• How do we take care of the places where we live and visit?</li><li>• Can you tell me about a special memory from a place you've been?</li></ul>	<ul style="list-style-type: none"><li>• Can you describe your home or the area where you live?</li><li>• What places have you visited? What did you see there?</li><li>• Can you tell a story about a trip or journey you remember?</li><li>• What sounds can you hear where you live? Are they different somewhere else?</li><li>• How would you explain your neighbourhood to someone who has never been there?</li><li>• Can you ask questions about a place you would like to visit?</li></ul>	<ul style="list-style-type: none"><li>• How do you travel around where you live (walk, bike, car)? Can you show me?</li><li>• What activities do you like doing outside in your area?</li><li>• Have you tried different physical activities in other places (e.g. beach, park, countryside)?</li><li>• Can you build or draw a map of your journey to school or a place you visited?</li><li>• How do we stay safe when we are out exploring different places?</li></ul>	<ul style="list-style-type: none"><li>• Where do you live? Can you name your town, city, or country?</li><li>• What is special about the place where you live?</li><li>• How is your home different from other places you've visited?</li><li>• Can you talk about different types of homes or buildings you've seen?</li><li>• What kinds of people live in your area? Are they the same or different elsewhere?</li><li>• What changes have you noticed in places (e.g. weather, seasons, buildings)?</li><li>• Can you find your home or a place you've visited on a map or globe?</li></ul>	<ul style="list-style-type: none"><li>• Can you draw or paint a picture of your home or a place you visited?</li><li>• How can you build your house or a landmark using blocks or materials?</li><li>• Can you role-play a journey or visit to a place (e.g. going on holiday, visiting a shop)?</li><li>• What music or sounds remind you of places you've been?</li><li>• Can you create a model or collage of your neighbourhood or a favourite place?</li><li>• How would you design your own perfect place to live?</li></ul>

## Prime Area: Communication and Language

This half term, we shall support children to:

- Re-reading books to compare and contrast stories, ideas, and illustrations
- Asking and answering questions about other places and countries
- Describing and discussing foods they are tasting from around the world
- Listening to read-aloud books that extend knowledge of different countries and cultures
- Exploring books with photographs and illustrations showing places in different weather and seasons
- continue to develop their vocabulary, through a range of high quality texts and adult/child led play experiences throughout the day.



## Prime Area: Personal, Social and Emotional Development

This half term, we shall support children to develop in making relationships.

- know how to make friends.
- try to solve friendship problems when they occur.
- help others to feel part of a group.
- show respect in how they treat others.
- know how to help themselves and others when they feel upset and hurt.
- know and show what makes a good relationship.



### Prime Area: Physical Development

This half term, our provision will ensure children can access spaces and resources that provide varying confidence levels, skills and needs in the following:

- Threading, cutting, weaving, playdough, and other fine motor activities
- Developing pencil grip and practising letter formation regularly
- Using one hand consistently for fine motor tasks
- Cutting along straight lines and starting to cut along curved lines
- Drawing simple shapes and lines, such as circles
- Taking part in obstacle activities: moving over, under, through, and around equipment
- Engaging in high-energy activities to be active and out of breath several times a day
- Exploring movement: spinning, rocking, tilting, sliding, falling, and bouncing
- Dancing and moving to music to develop coordination and rhythm

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### Specific Area: Literacy

**This half term, we will be looking a range of stories linked to transport and travel. The children will learn to:**

- **make up stories with themselves as the main character – We will encourage children to record stories through picture drawing/mark making.**
- **write simple animal facts.**
- **label vehicles and describe their features.**
- **write simple sentences, using their phonic knowledge and tricky words.**
- **write some of the tricky words such as: I, me, my, like, to, the.**
- **develop short sentences in a meaningful context, through guided writing.**

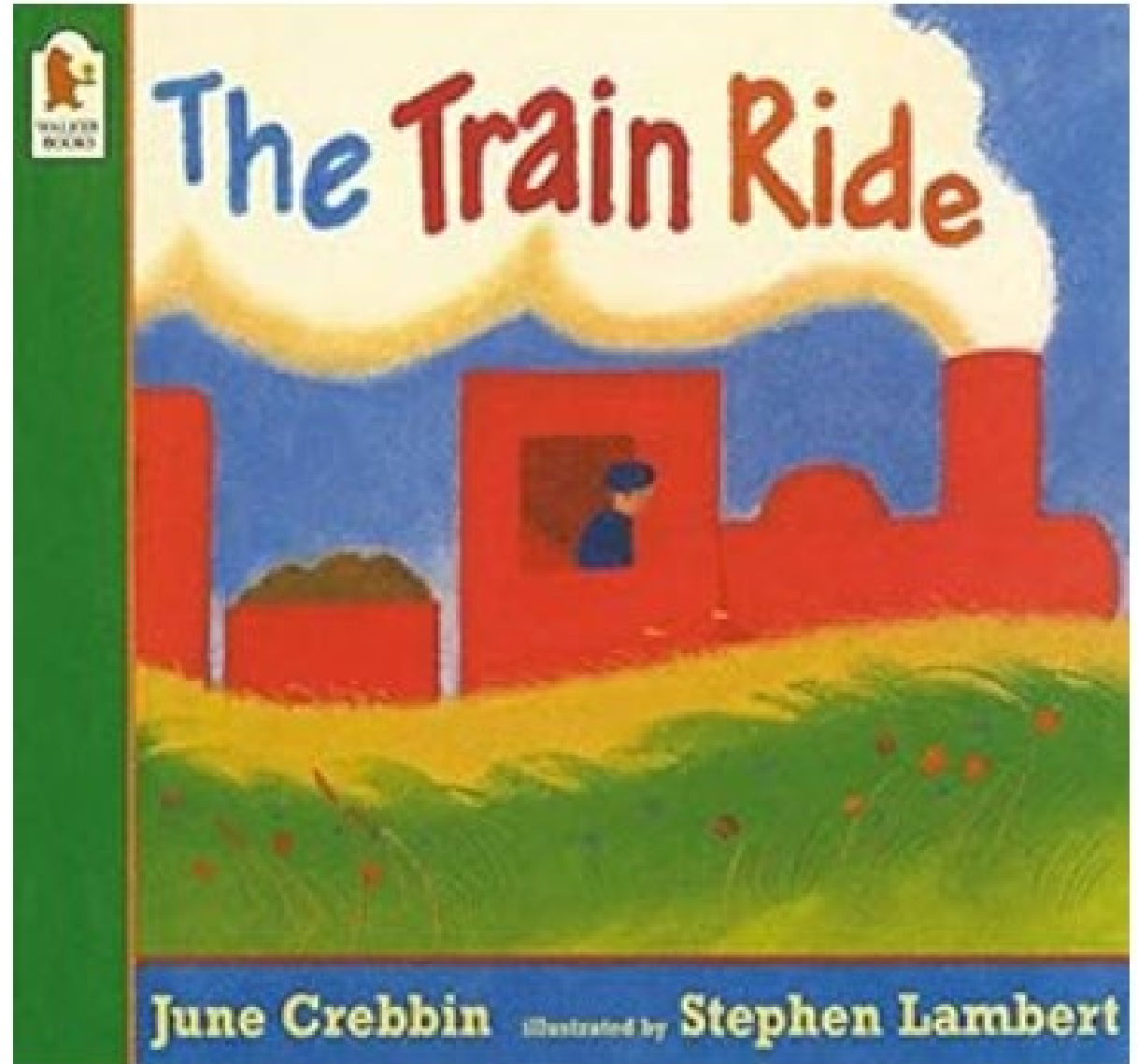


# English Text

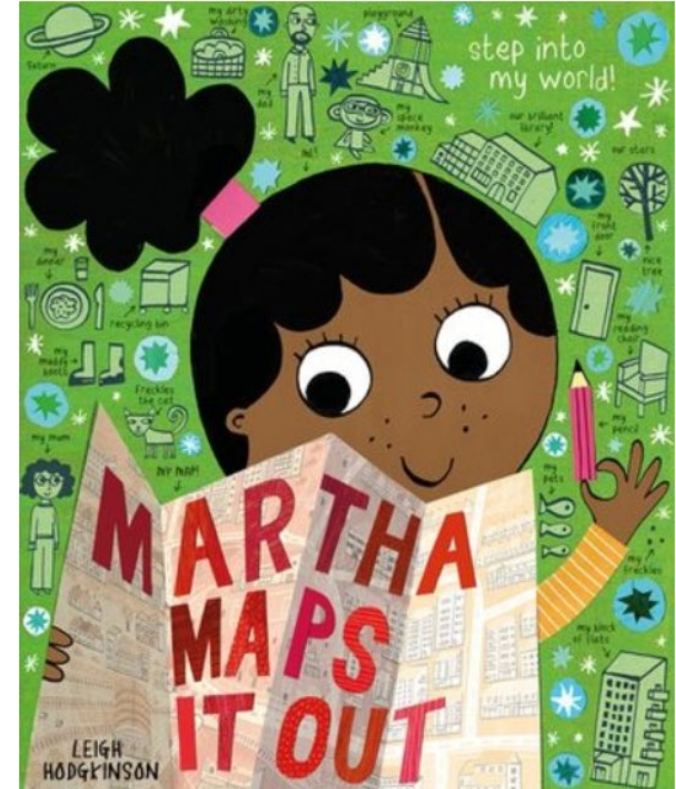
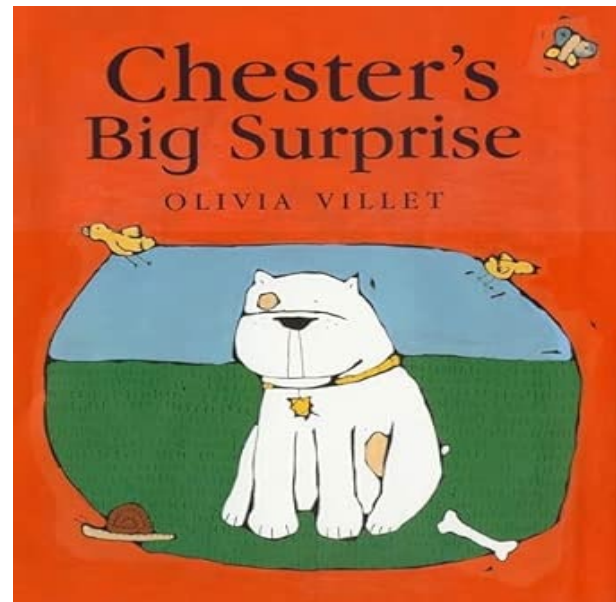
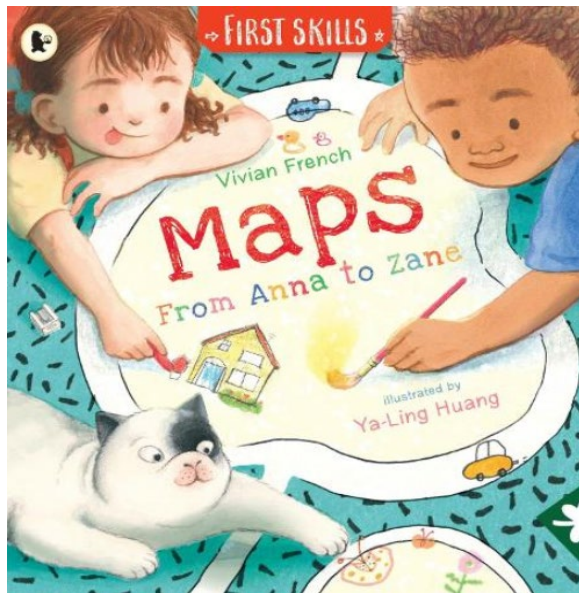
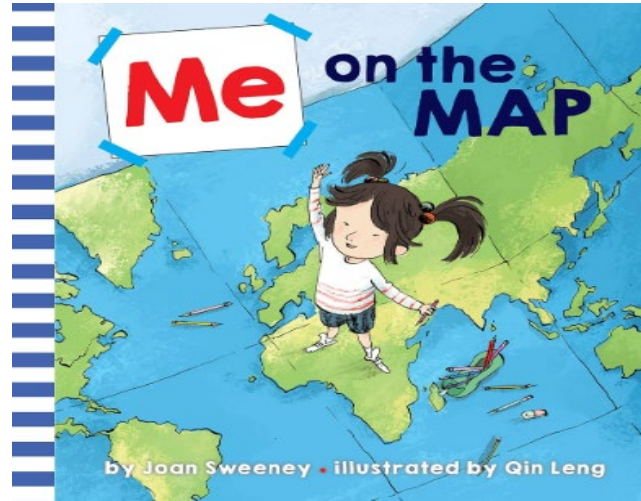
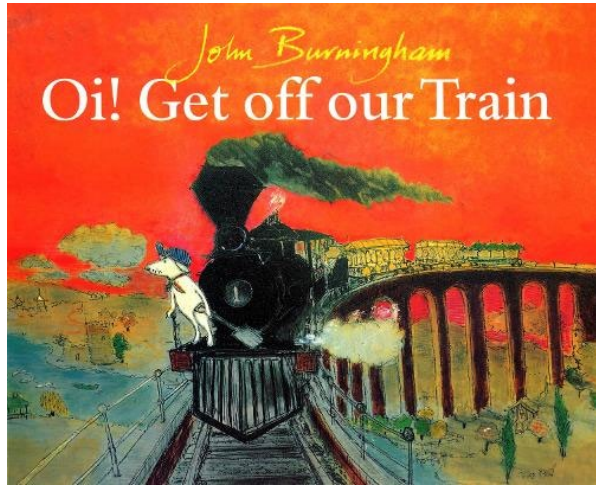
Main Text: The Train Ride

Author: June Crebbin

A little girl and her mother board the train in town and set off on a journey through the countryside. As they travel, the girl looks out of the window, asking "What shall I see? What shall I see?" And what does she see? Sheep, cows, horses and much more!



# Other supportive texts



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.

# English Key Vocabulary

Tier 1 Core Words	Tier 2	Tier 3 Technical Words
home town road park beach train trip walk old new house road	journey travel explore describe compare change before after similar different Paignton map route	direction local area Torbay London coastline landmark globe location globe atlas cliffs harbour

## Early Reading

**This half term, we will continue to work in phonic groups according to the children's phonic knowledge.**

- **We will recap all the first 26 speed sounds, special friends and set 2 sounds.**
- **We will be blending cvc/ccvc words as well as looking at rhyming and alliteration.**

**You can help to support your child by:**

- **reading to your child everyday.**
- **listening to your child read their ditty/book everyday.**
- **showing your child how to touch each letter as they say the sound or blend the word.**
- **helping your child to identify the sound that is tricky to read in red words, such as 'the' and 'said'.**



## Specific Area: Maths

This children will continue to experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play.

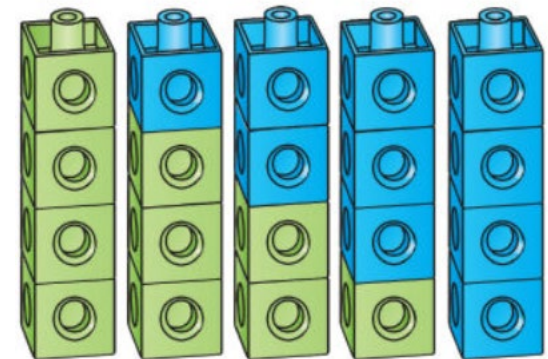
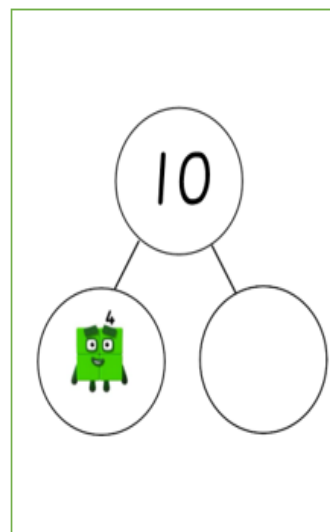
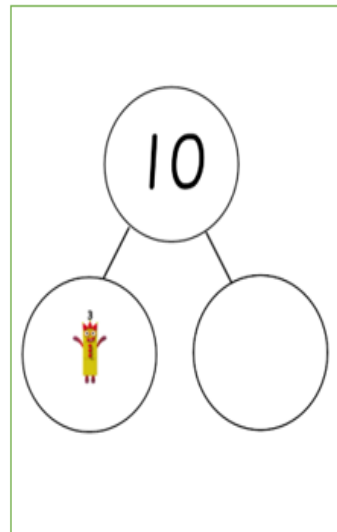
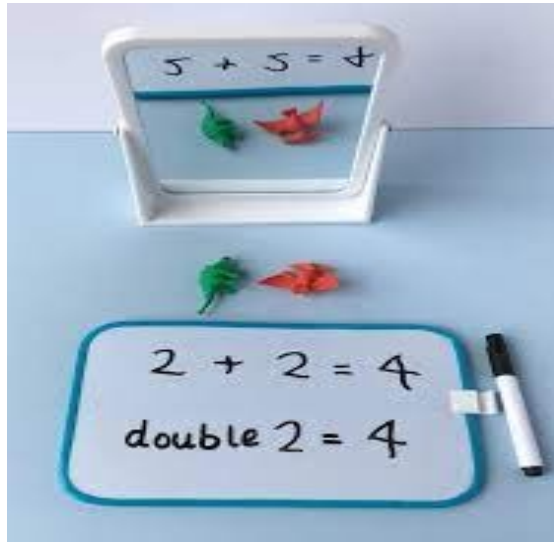
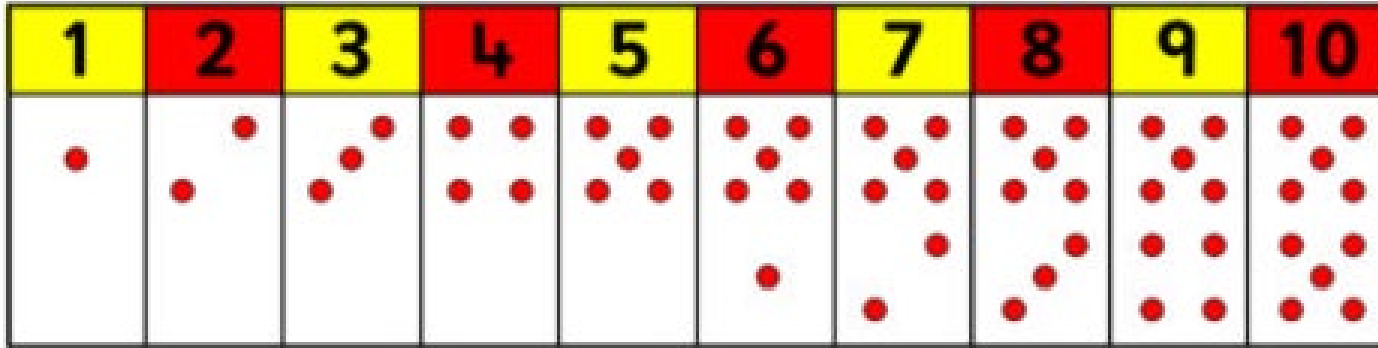
Focus will be given to the following areas:

- Developing a secure sense of numbers to 10 and seeing patterns in number to 100.
- Subitising (recognising quantities without counting) and visualising number patterns
- Building fluency with number bonds to 5+ and doubles
- Exploring counting forwards and backwards with confidence
- Comparisons of quantity, size, length, weight and capacity
- Recognising, naming and using 2D and 3D shapes
- Sorting, matching and grouping objects by different attributes



# Maths-Models and Images

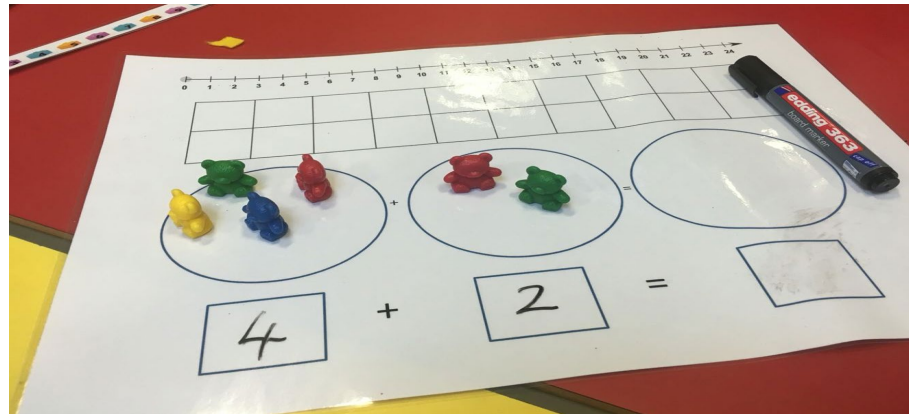
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Maths Models and Images

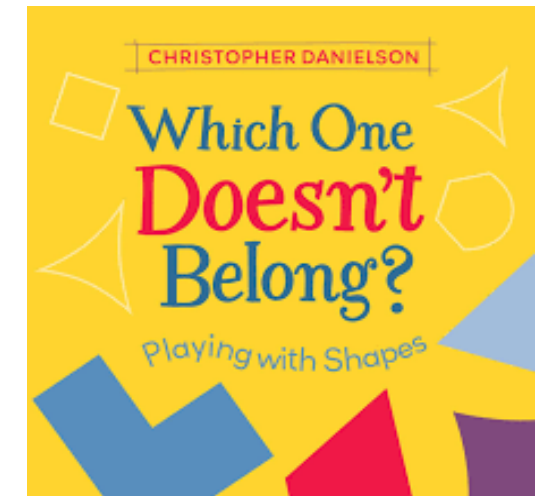
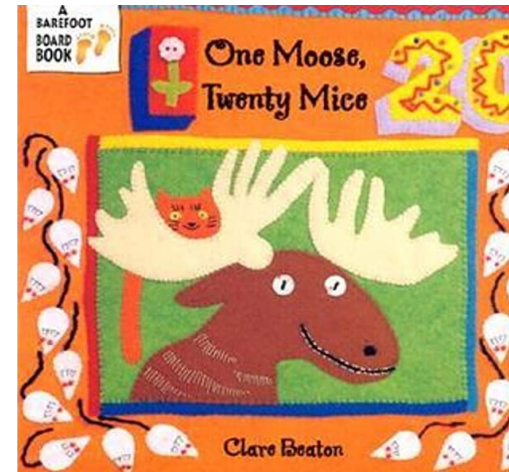
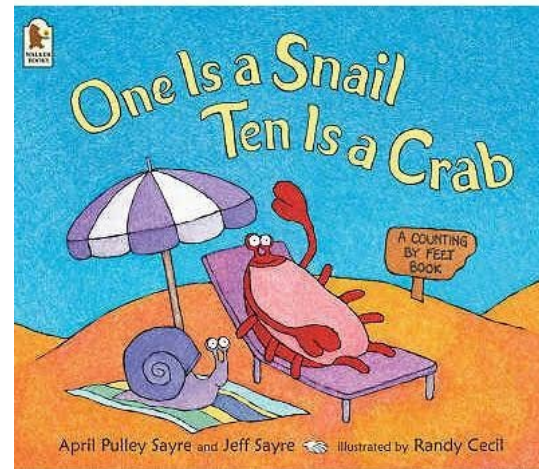
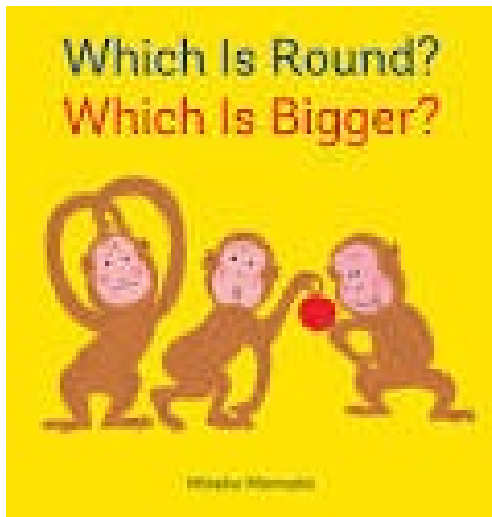


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Maths through stories

To support the children's language and different concepts of maths, we also expose them to a wide range of stories that include a mathematical theme.



## Specific area: Understanding of the World

Within this area of learning, the children will have opportunities to:

- observing how the seasons affect the environment around them.
- talking about their home, what's nearby, and drawing or constructing representations of their home.
- looking at features of the local area, maps, and Google Earth to see similarities and differences between places.
- exploring the community through walks, a train ride, or a boat ride around the bay.
- discovering how Paignton has changed over time by looking at old photographs, especially of the seafront.
- looking at their home compared to other places and cities, including London.
- experimenting with floating and sinking, and building boats to see how they work.



### **Specific area: Expressive Arts and Design**

Through this area of learning, the children will have opportunities to:

- Explore local artists paintings of local landmarks.
- Designing and building models of Paignton and London landmarks using recycled materials
- Making detailed observational drawings of familiar buildings, including Paignton Pier
- Creating interactive moving pictures and learning different ways to join materials, such as tape, split pins, treasury tags, and glue
- Using a variety of materials to build and construct, developing problem-solving and design skills



## Specific area: Beach School

This half term, your child will be exploring the following skills at Beach School:

- **Exploring Water Flow** – investigating how water moves through sand and channels.
- **Building Strong Structures** – learning how to make sand structures stable and strong.
- **Protect the Castle** – discovering how barriers can stop water reaching their structures.
- **Understanding the Tide** – observing how the sea moves in and out.
- **Beach Builders Challenge** – applying their learning by building and testing sand structures together.





# Reception Staff

## Reception Teachers

**Mrs E Edworthy (Preston Sands and EYFS Assistant Head)**

**Miss E Bartlett (Broadsands)**

**Mrs E Child (Goodrington)**

## Reception Teaching Assistants

**Mrs Pattison/Mrs Cranston (Preston Sands)**

**Mrs Mason (HLTA across Reception classes and Broadsands TA )**

**Mrs M Bragagnolo (Broadsands)**

**Miss B Wheatley (Goodrington)**

**Mrs Kendall (Speech and Language support across all Reception classes)**