

By the end of the term your child should be able to:

Communication and Language Development- Children should be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They should offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They should be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.

You can support their learning at home by: Allow plenty of time for them to think of answers to questions (resist the urge to jump in and answer for them). Read to them every day – including non-fiction books. Limit screen time to a maximum of 1 hour a day (this includes tablets/laptops/tv and phones). **Too much time watching electronic devices inhibits language development and concentration. Read to your child every day.**

By the end of the term your child should be able to:

Physical Development – Children should be able to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children should be able to hold a pencil effectively, using the tripod grip in almost all cases. They should use a range of small tools, including paint brushes and cutlery confidently and appropriately. They should be able to use scissors to cut around objects, moving the paper as they cut.

You can support their learning at home by: Make sure they have access mark making tools such as pens and pencil. Allow them to use child sized scissors. Provide access to toys such as playdough and Lego – using these will support the development of the muscles needed to write. **Make sure they have access to climbing equipment (using the park as much as possible).**

By the end of the term your child should be able to:

Literacy: Children should be able to say a sound for each letter in the alphabet and at least 10 digraphs. They should read words consistent with their phonic knowledge by sound-blending. They should be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including tricky words. They should be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They should be able to anticipate key events in stories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

You can support their learning at home by: Support your child to **read to you every day!** Read to your child every day. Watch the sounds and letters videos posted on Seesaw with your child.

By the end of the first half term your child should be able to:

Maths Development – Children should be able to verbally count beyond 20, recognising the pattern of the counting system. They should be able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They should be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Children should be able to automatically recall number bonds to 5 and some doubling facts.

You can support their learning at home by: Support your child to stay in the green zone on Doodlemaths. Doing 10 minutes every day is better than an hour in one block. Please do NOT do the doodlemaths for them or allow older siblings to do it. The programme will assess them as working at a higher level than they are and this will make it too difficult for them to work independently. **Play lots of maths games with them!**

Physical Development

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

DT tadpoles/ Caterpillar houses - Handles tools, objects, construction and malleable materials safely and with increasing control.

Woodwork - Practices some appropriate safety measures without direct supervision.

Writing - Holds a pencil effectively in preparation for fluent writing.

Personal, Social and Emotional Development

They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children are confident to try new activities, and say why they like some activities more than others. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Communication and Language

Where do eggs come from? Spiders – good guys or bad guys? - Children express themselves effectively, showing awareness of listeners' needs.

Incubating eggs - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

What's inside the egg?/What makes a good friend/Tell me about your family - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Mathematics

Egg countdown –Verbally counting beyond 20, recognising the pattern.

The odd egg -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How many tadpoles? Practise counting on from a given number/1 less from a given number.

Numicon/part whole frames – doubles and halves amounts.

How many spiders? In practical activities is able to add and subtract 1 – with numbers to 10.

How many pets - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Reception Summer 2025

Here are some of the learning experiences we will use to explore our theme:

Growth



Ourselves and growth; eggs and chicks; caterpillars and butterflies; tadpoles and frogs

Literacy

Life cycles of frogs/butterflies/eggs/people – segment the sounds in words. Uses their developing phonic knowledge to write things such as labels and captions. What's inside the egg?/What makes a good friend - Writes simple phrases and sentences that can be read by others.

Information books about spiders -Writes simple phrases and sentences that can be read by others. Phonics – consolidate phase 3 sounds. Read longer words – recognising the digraphs and trigraphs in words. Read tricky words.

Understanding the World

Tadpole observations/life cycles/incubating eggs/pond dipping - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Pet adoption centre - talk about the lives of the people around them and their roles in society.

Wormery- explore the natural world around them, making observations and drawing pictures of animals and plants.

Visit to the farm – Shows care and concern for living things.

Book of the Week



Expressive Arts and Design

DT tadpoles - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Spiderman's superhero help centre - invent, adapt and recount narratives and stories with peers and their teacher.

Adoption/ Vet role play - invent, adapt and recount narratives and stories with peers and their teacher.

Crocodile painting - Share their creations, explaining the process they have used.

Class assembly – acts out a narrative as part of a group.