

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; 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.

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 complete 5 minutes a day on Numbots. Doing 5 minutes every day is better than an hour in one block. Please do NOT do the Numbots 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!**

If you have any questions about what your child is learning about in school or how you can support them at home then please come and chat to me or email me for a phone conversation.

Physical Development

Writing activities (see literacy): Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

PE: Races/ball skills/circuit training/obstacle course - 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, climbing.

Mathematics

My favourite flower - In practical activities adds one and subtracts one with numbers to 10.

How many beans? - In practical activities adds one and subtracts one with numbers to 10.

Odds and evens game – explore and represent patterns within numbers to 10, including odds and even, double facts and quantities can be distributed equally.

How many fish in your bucket? - Automatically recall number bonds to 5 and some number bonds to 10.

Maps to get to the beach – makes simple maps of familiar and imaginative environments with landmarks.

How many sharks? – Compares quantities to 10 in different contexts, recognises when one quantity is greater than, less than or the same as the other quantity.

Understanding the World

Research into what makes a good garden and designing a garden. Explore the natural world around them, making observation and drawing pictures of animals and plants. Understands some important processes and changes in the natural world around them, including the seasons and changing state of matter.

My family tree - Talk about the lives of people around them.

I want to be... Talk about the lives of the people around them and their roles in society.

Science Week: details to be confirmed at a later date.

Personal, Social and Emotional Development

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Communication and Language

To be developed during CLPE sessions, carpet times, story times and adult supported/child-initiated learning opportunities:
Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. making use of conjunctions.

Literacy

Save the sharks posters - Starts to develop their phonics knowledge by linking sounds to letters, identifying letters and writing recognisable letters in sequence.

Make your own goldfish information book - Use their developing phonics knowledge to write things such as labels and captions, later progressing to simple sentences.

What's in your bucket - Write simple phrases and sentences that can be read by others.

My dream garden (group poem) - Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Reasons to set the goldfish free - Write recognisable letters, most of which are correctly formed.

Expressive Arts and Design

Observational drawing – flowers – share their creations, explaining the process they have used.

Create your own bucket/ Sea collage - make props and materials, tools and techniques, experimenting with colour, designs, texture, form and function.

Garden Centre role play/Travel agent's role play/Beach Day/- Invent, adapt and recount narratives and stories with peers and their teacher. Make use of props and materials when role playing characters in narratives and stories.

Art Week - photography focus.

Song of the week - see overleaf for details.

Reception Summer 2026

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

Our core texts:



Our supporting texts:

