



Reception Learning – Summer Term



Personal, Social and Emotional Development
(Self-Regulation, Managing Self, Building Relationships)

- Recognising different feelings (their own and others) and managing these (e.g. knowing what we can do to help ourselves and others when angry, sad etc...)
- All About Me - reflecting on things (e.g. what we are good at / like) and think about the future (make goals e.g. what we would like to be when we grow up, what we want to get better at in Year 1 etc...)
- Listen and do – give someone else their attention when ‘busy’
- Play games where there are instructions to follow involving several parts (e.g. jump in the pirate ship, get the treasure from the chest and put it in the bag)
- Talk about why it’s important to look after ourselves (exercise, eat healthily, share when we are worried / sad etc...)
- Think about ‘right’ and ‘wrong’ and get children to reflect on this (e.g. when reading stories)
- Follow the school rules and adapt out behaviour for different situations
- Prepare for moving to Year 1 – transition activities
- Play group games and practise sharing, taking turns and organising them with less support from adults



Communication and Language
(Speaking, Listening, Attention and Understanding)

- Listen to stories attentively and answer how and why questions, referring to parts of the story to explain
- Listen to and take into account other children’s ideas (e.g. during circle time or when playing group games)
- Talk about the stories read to them (e.g. say what their favourite part of the story was and why they liked that bit the best)
- Act out familiar experiences and take on different roles when playing in the role play area with other children
- Use different tenses when speaking (past, future and present)
- Speak in full sentences and use conjunctions such as ‘and’ / ‘because’ to expand their ideas
- Use a range of vocabulary in their speech, including recently introduced vocabulary that has been taught / modelled (e.g. when playing in the pirate small world use vocabulary such as ‘treasure’, ‘jewels’, ‘shiny’ etc...)
- Re-tell and act out stories (e.g. Jack and the Beanstalk) using props, puppets, pictures as prompts
- Explain why something might happen (e.g. bean experiment – why the bean in the cupboard didn’t grow, ‘because it didn’t have light and beans need light to grow’)



Physical
(Fine and Gross Motor Skills)

- Use large playground equipment with ease, showing good control, balance and co-ordination in large movements
- Playing games using different sized spaces and moving around obstacles with care, confidence and ease, adapting their speed appropriately
- Move in a range of ways confidently (e.g. run, hop, skip, gallop)
- Make up their own dances / movement to music and follow simple dance routines
- Follow simple yoga routines / poses making their body into different shapes
- Hold a pencil and form most letters correctly
- Handle different tools with care and control such as paintbrushes and scissors when making things
- Use cutlery with control when eating
- Draw pictures with care and attention



Literacy
(Comprehension, Word Reading, Writing)

- Predict what might happen next in stories
- Answer ‘how’ and ‘why’ questions in detail, referring to parts of the story
- Retell stories using props / puppets and new vocabulary
- Read individual reading books and topic sentences...
 - Recognise all of the single letter sounds and a range of digraphs taught in phonics and use these when sound-blending words
 - Recognise and read on sight a range of high frequency words
 - Use other strategies such as looking at the pictures to work out unfamiliar words
- Write simple sentences independently...
 - Saying a sentence out loud
 - Sounding out words and using sounds taught, forming letters mostly correctly
 - Leaving finger spaces between words
 - Spelling some high frequency words
 - Reading sentence back to check it
- Start to write different narratives (stories, letters etc...)



Mathematics
(Number, Numerical Patterns)

Number and Numerical Patterns

- Work confidently with numbers to 10, solving different problems (e.g. adding and taking away different amounts)
- Compare quantities using the words more / greater than / less than / same to describe them
- Know the composition of numbers to 20
- Subitise amounts up to 5 and use this knowledge to help count large groups of objects / compare them quickly
- Recall number bonds to 5 (addition and subtraction) and know some number bonds to 10
- Know some double facts to 10
- Understand the relationship between doubling and halving
- Share amounts up to 10
- Know even and odd numbers up to 10
- Count beyond 20 (recognise the pattern of the counting system – look at a 100 square)
- Start to count in 10s / 5s and / 2s

Shape, Space and Measures

- Describe, name and sort different 2D and 3D shapes
- Use and understand a range of positional language
- Recognise, copy, make and extend a range of more complex repeating patterns (AAB), identifying the unit of repeat
- Estimate, compare, order and measure capacity, length and weight of objects
- Talk about time / order / sequence of events
- Use vocabulary related to money



Expressive Arts and Design
(Creating with Materials, Being Imaginative and Expressive)

- Build complex models (building horizontally and vertically) with a variety of construction materials
- Work with and combine a variety of media and materials when creating things (e.g. using junk modelling and then decorating their model using self-selection materials)
- Come up with their own design ideas using pictures / examples as inspiration
- Adapt their ideas during the making process (e.g. change the way they stick things together if it’s not working)
- Evaluate what they have made – saying what is good about it and how they could make it even better next time
- Talk about and explain what they have made to others and how they made it
- Act out stories
- Act out experiences / take on roles when playing games or playing in role play area
- Make up their own songs / sing along to songs and nursery rhymes, joining in with actions and use a range of instruments experimenting with volume / speed when playing
- Dance / move to music



Understanding the World
(Past and Present, People, Culture and Communities, The Natural World)

Past and Present

- Talk about what’s the same / what’s different between now and things in the past...
 - Dinosaurs – extinct now but were alive a long time ago. Talk about how the world looked different then (e.g. no people, no buildings, lots of volcanoes)
 - Under the Sea – world used to be very different (all countries joined together with sea all around)
- Understand the past through stories
 - Jack and the Beanstalk – talk about what’s different in way of life between then and now (e.g. more people had animals / grew their own food then, people go to shops now)

People, Culture and Communities

- Talk about and describe where we live (All About Me)
- Compare where we live to different beaches / coast around the world – look on maps to see where they are

The Natural World

- Talk about how we have changed / grown up from babies to now
- Look at different types of plants and compare them
- Find out about different lifecycles (e.g. bean / butterfly / chick etc...)
- Compare where we live to other places when reading stories (e.g. The Snail and the Whale)

