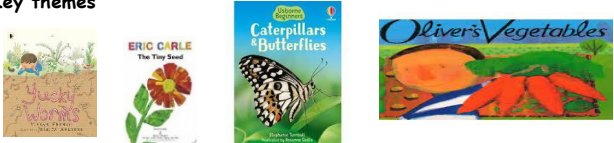

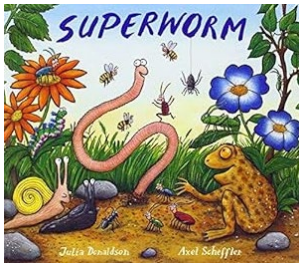


<p>What are we learning?</p>	<p>Key themes</p> 	<p>Key Experiences Arts week Growing beans - Gardening and caring for the outdoors Working in the polytunnel Lifecycle of a butterfly Developing our bug hotel</p>
<p>PSED</p> <ul style="list-style-type: none"> Express feelings - Feelivelle emotional literacy Begin to know that children think and respond in different ways to them. Talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Feeling Good Feeling Safe - body awareness 		<p>MATHS</p> <ul style="list-style-type: none"> Counting - larger sets and things that cannot be seen Subitising - to 6, including in structured arrangements Composition - 5 and a bit Composition - of 10 Comparison - linked to ordinality- Play track games Talk about time - sequencing time Recognise and name 2D and 3D shapes Consolidating key skills - subitising, counting, composition, sorting and matching and comparing and ordering
<p>CLL</p> <ul style="list-style-type: none"> Developing vocabulary - Concept words Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell a story when familiar with text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. 	<p>I wonder what happens in The Great Outdoors? Reception Summer Term 1 2026</p> 	<p>Literacy</p> <ul style="list-style-type: none"> Writing sentences and use simple conjunctions - Drawing Club Write a sentence with a capital letter and a full stop. Writing speech bubbles Writing lists Labelling captions and instruction writing Reciting and performing poems - Poetry Basket minibeasts Retelling stories in the correct sequence Show understanding of many common words and phrases in stories that are read Phonics - Consolidation Phase 4. Adding ed/ er and est Make a simple prediction based on the pictures or text Give a simple opinion on a book Correctly sequence a story or event using pictures and/or captions. Make simple suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence with a full stop.
<p>PD</p> <ul style="list-style-type: none"> Develop confidence and movement skills using apparatus and space outdoors. Develop fine motor skills and hand eye coordination needed for writing. Use a variety of tools including knives and cutlery and hammers Independently dress and undress Hold a pencil with a comfortable tripod grip Developing strength on playground equipment PE Ball skills 1 Handwriting - Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words 		
<p>UW</p> <ul style="list-style-type: none"> Know how to care for plants Know the life cycle of a plant Nature Detectives - David Attenborough / Jane Goodall/ Greta Thunburg People in the community - gardeners Life cycle of animals including humans Naming body parts How we grow and change Grandparent memories Signs of Summer and related weather 	<p>EAD</p> <ul style="list-style-type: none"> Artist study - Matisse Snail collage Vegetable printing Colour mixing Keep to a steady pulse Retelling stories using puppets Perform songs, rhymes, poems and stories with others, Select instruments based on the appropriate sounds for the intended purpose - telling a story 	

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| | <ul style="list-style-type: none">• Recognising and exploring how sounds can be organised.• Respond to music in a variety of ways (Musicals)• Planning, adapting and improving models• Pleats and Fringing and character split pins |
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