
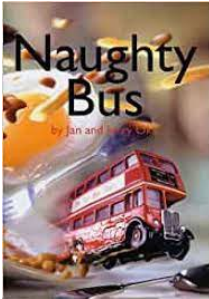
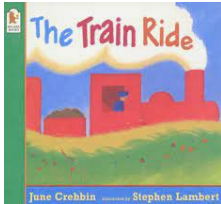


<p>What are we learning?</p>	<p>Key themes</p> 	<p>Key Experiences</p> <p>Healthy Week - Dance . Making Sushi Mini Marathon Visit to local church Trip to Amberley Musuem Toothbrush pack Fathers Day Forest School Session Sports Day End of Year Celebration Transport worker vists Transition</p>
<p>PSED</p> <ul style="list-style-type: none"> • Oral health - toothbrush packs • Behaviour Curriculum - the right to learn • Feelsville - exploring emotions • Moving on - changes that are coming. Transition to Year One • <i>Able to identify and moderate own feelings.</i> • <i>See themselves as a unique and valued individual.</i> • Can seek out a challenge and enjoy the process. • Show sensitivity to others' needs and feelings. 	 <p>I wonder what moves? Reception Summer Term 2 2026</p>	<p>MATHS</p> <ul style="list-style-type: none"> • Subitise to 5 • Introduce the rekenrek • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison Number patterns • Counting • 2D and 3D shapes • Copy and continue patterns
<p>CLL</p> <ul style="list-style-type: none"> • Listen and respond with relevant questions, comments or actions. • Attend to others in play. • Make comments and clarify thinking with questions. • Retell a story once they have developed familiarity with the text; some as exact repetition and some in their own words • Speak in well formed sentences with some detail • Use new vocab in different contexts • Use past, present and future tenses in conversations with peers and adults. Use conjunctions to extend and articulate their ideas 		<p>Literacy</p> <ul style="list-style-type: none"> • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Write different text forms for different purposes (e.g. lists, stories, instructions). • Begin to discuss features of their own writing e.g. what kind of story have they written. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment • Phonics - Essential letters and Sounds Phase 5 • HRSW - Oh their people Mr Mrs your ask should would could house mouse water want very • Re-read what they have written to check that it makes sense.
<p>PD</p> <ul style="list-style-type: none"> • Work safely and develop running and stopping • Develop throwing and keep score • Play games with an understanding of roles • Follow instructions safely in tagging games • Work co-operatively and learn to take turns • Work with others to play team games • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly 		
<p>UW</p> <ul style="list-style-type: none"> • People from the past Amelia Earhart • Comparing vehicles from past and present • Forces all around us • Signs of Summer and related weather • Making a map and adding symbols. • People in the community - our links to the local community 	<p>EAD</p> <ul style="list-style-type: none"> • Art - creating with clay • Binca sewing - mini enterprise project • Making Sushi - cutting and peeling skills • Performing songs and poems to an audience 	