

## LITERACY

**Comprehension** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible 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. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.  
**Word Reading** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Guided reading to match current phonics phase.  
**Writing** Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.  
 Composition: Begin to write a simple sentence/caption including a full stop.  
 Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.  
 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.  
**Phonics** Phase 3/4 Continue to consolidate level 3 skills-spotting digraphs and trigraphs within words. Begin to read and write cvcc and ccvc words. 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.  
 Listen to key texts in small groups/whole class. Retell key texts with story props/small world toys/puppets. Respond to texts in a range of creative ways- drawing story maps/sequencing events/describe settings and characters.  
 Enhance reading area with animal themed books and puppets.

## MATHS

**Continue to consolidate key skills;**  
**Subitising:** regular opportunities to instantly recognise small quantities e.g., dice, dominoes, bingo.  
**Counting:** apply counting principles when counting forwards and backwards within and beyond 10.  
**Composition:** develop understanding that all quantities are composed of smaller quantities.  
**Comparing and Ordering:** regular opportunities to compare and order quantities and measures.  
**Shape:** Talk about and explore 2D and 3D shapes and their properties

**WRM Spring Block 6 Explore 3D shape** Recognise and name 3-D shapes, find 2-D shapes within 3-D shapes, use 3-D shapes for tasks, 3-D shapes in the environment

**WRM Block 1 To 20 and beyond** Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns.

**WRM Block 2 How many now?** Add more How many did I add? Take away How many did I take away?

**WRM Block 4 Sharing and grouping** Explore sharing Explore grouping Even and odd sharing Play with and build doubles.

## COMMUNICATION & LANGUAGE

### Listening, Attention and Understanding

Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time. Keep play going in response to the ideas of others and engage in conversation relevant to play theme.  
 Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.

### Speaking

Articulate thoughts and ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Use language to imagine and recreate roles and experiences in play situations. Use talk to clarify thinking, connect ideas and share thinking with others. Retell/create own stories. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities. Recount an event in the correct order, adding detail to help the listener.

**Ongoing throughout the year**-Learn new vocabulary and use it in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity. and understanding.

## RECEPTION

## Curriculum Planning Summer 1 2026

# All creatures great and small



**Key Texts** Hairy Maclary series  
 The Great Pet Sale  
 What the ladybird heard  
 The Very Hungry Caterpillar  
 Farmer Duck

**Role Play** Vets and pets enhancements



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### 'SCARF' theme:

**Rights and respect**- Looking after my friends, being helpful at home and caring for our classroom, caring for our world

### Self-Regulation

Identify, express and moderate own feelings socially and emotionally. Consider the feelings and perspectives of others. Show resilience and perseverance in the face of challenge. See self as a valuable individual.

### Managing Self

Manage own hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### Building relationships

Build constructive and respectful relationships with peers and adults. Show sensitivity to their own and others' needs.

**Ongoing throughout the year**-Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.

## EXPRESSIVE ARTS AND DESIGN

**Creating with Materials** Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Share their creations, explaining the processes they have used.

**Being imaginative and Expressive** Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing feelings and responses. Create collaboratively, sharing ideas, resources and skills. Invent, adapt and recount narratives with peers and adults.

**Sing Up unit**-Slap, clap, clap-. Sing a melody in waltz time and perform the actions. Compose a three-beat body percussion pattern and perform it to a steady beat.

**AccessArt links**- Insect hotels  
 Burton Hathow ducklings

## PHYSICAL DEVELOPMENT

### Gross Motor

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Develop overall body strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

### Fine Motor

Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to show accuracy and care when drawing.

### Health and Personal care

Further develop the skills needed to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene.

**Ongoing throughout the year**-Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

## UNDERSTANDING THE WORLD

**People, Culture and Communities** Understand the value of being curious and interested in finding out about people within their own community and in other countries, special places and events or objects through non-fiction texts and stories.

**RE theme Our Special World** Talk about the wonders of the natural world. Express ideas about how to care for animals and plants. Re tell stories to explain Christian and Muslim ideas about Creation and the natural world. Talk about ways in which people can harm the natural world. Talk about ways in which people can look after the natural world.

**The Natural World** Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Make observations and draw pictures of plants and animals. Explore the life cycle of a butterfly.