

## Communication and Language

**Listening, Attention and Understanding:** The children will continue to develop their attentive and listening skills and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions, showing their understanding. They will hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

**Speaking:** The children will strengthen their explanation skills, explaining why things might happen, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They will express their ideas and feelings about their experiences using complete sentences, including past, present and future tenses and conjunctions, with modelling and support from their teacher.

## Literacy

In Literacy, the children will continue to re-read books to build up their confidence in word reading, fluency, understanding, and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

-Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words (tricky words).

-Write simple phrases and sentences that others can read using capital letters, spaces and full stops.

-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

-Predict (where appropriate) key events in stories

-Say a sound for each letter in the alphabet and at least 10 digraphs.

### Reception core books for Summer 2:

*Jack and the Beanstalk, Billy's Bucket, Salty and Button, The Beasties*

### Wider reading:

*Non-fiction books about life cycles. The Troll*

## Expressive Arts and Design

**Creating with Materials:** Children will safely use and explore a variety of materials, tools, and techniques, allowing them to experiment with colour, design, texture, form, and function. They will share their creations and explain the processes they used. Additionally, they will use created props and materials while role-playing characters in narratives and stories.

### **Art Progression of Skills**

*Form:* Exploring Various Materials: Constructing, Building, and Demolishing.

*Textiles & Collage:* Create simple collages, weave with materials, handle and manipulate textures, and enjoy various sensory experiences.

**Being Imaginative and Expressive:** They will invent, adapt, and share narratives and stories with their peers and teachers. They will sing a variety of well-known nursery rhymes and songs and perform songs, rhymes, poems, and stories collaboratively. When appropriate, they will also practice moving in time with the music. Additionally, students will explore, use, and refine different artistic effects to express their ideas and feelings.

## Personal, Social and Emotional Development

**Mindfulness** - The children will continue to learn how to maintain a moment-by-moment awareness of their thoughts, feelings, bodily sensations, and surrounding environment - slowing themselves down and not rushing.

### **JIGSAW: CHANGING ME:**

- My Body
- Respecting My Body
- Growing Up
- Fun and Fears
- Celebration



## Summer 2 2025—Reception

## Understanding the World

**Past and Present:** The children will talk about the lives of the people around them and their societal roles. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** Know some similarities and differences between different religious and cultural communities in this country;

**The Natural World:** Explore the natural world around them, observing and drawing detailed pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons, life cycles and changing states of matter.

## Trips

Maritime Museum and Greenwich Park Picnic  
(July 9th)

## Physical Development

**Gross Motor Skills:** The children will continue to navigate space and obstacles safely, considering themselves and others. They will demonstrate strength, balance, and coordination while playing. They will move energetically through activities such as running, jumping, dancing, hopping, skipping, and climbing.

**Fine Motor Skills:** Hold a pencil correctly (tripod grip) for fluent writing, forming most letters correctly (starting at the correct starting point and continuing in the correct direction - clockwise/anticlockwise). They will continue to develop their skills using small, one-handed tools like scissors, paintbrushes, and cutlery and demonstrate accuracy and care when drawing.

## Maths

The children will consolidate their counting skills and develop a wider range of counting strategies. They will secure knowledge of number facts through:

### **Cardinality, ordinality and counting**

- developing confidence in counting strategies, including counting on from different starting numbers.
- developing strategies for counting larger numbers of objects, including those that cannot be moved
- further opportunities to hear, and join in with, counts beyond 20, and practise key differences in the number names e.g. between 'teen' and '-ty' numbers

### **Subitising**

- Continuing to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements
- using their understanding of doubles to support their subitising skills. Continue to develop their abstract understanding of number, to support future calculation strategies
- using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part-part-whole relations and allow them to further consider composition

### **Composition**

- consolidating their understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible (Number bonds to 5)
- building on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'
- exploring how 10 can be composed of 2 parts (Number bonds to 10)