

EYFS Reception Curriculum – Summer Term 2026

Dear Parents/Carers,

As we begin our summer term in reception, we would like to share with you the different aspects of your child's learning.

<p style="text-align: center;">Communication and Language</p> <p>We will be:</p> <ul style="list-style-type: none">• Using new vocabulary from stories and topics taught throughout the day.• Confidently talk in small group and class situations.• Hold a back and forth conversation with an adult and peers• Describe events in some detail using Tier 2 and 3 vocabulary accurately.• Using talk to help work out problems and organise thinking and activities.• Explaining how things work and why they might happen.• Articulating their ideas and thoughts in well-formed sentences.	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>We will be:</p> <ul style="list-style-type: none">• Identifying and moderating their own feelings socially and emotionally.• Children show resilience and perseverance in the face of a challenge.• Talking about and express their feelings and the feelings of others.• Talking about and know the different factors that support their overall health and wellbeing• Partaking in regular physical activity• Talking about healthy eating• Talking about the importance of teeth brushing• Talk about the perspectives of others.
<p style="text-align: center;">Physical Development - Move</p> <p>We will:</p> <ul style="list-style-type: none">• Develop confidence, competence, precision and accuracy when engaging in activities that involve apparatus.• March/run for coordination.• Experiment with different ways of throwing under/overarm.• Explore different ways of jumping.• Show good control and coordination when balancing and stretching.• Work with friends in a team – taking turns effectively.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop overall body strength, balance, co-ordination and agility.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Further develop the skills they need to manage school day successfully• * lining up and queuing• * mealtimes	<p style="text-align: center;">Literacy - Write</p> <p>We will:</p> <ul style="list-style-type: none">• Re-read what they have written to check that it makes sense.• Form lower-case and capital letters correctly.• Attempt to writes simple sentences.• Begin to put finger spaces between words.• Sometimes uses a capital letter for a sentence.• Sometimes uses full stops• Identifies a beginning, middle and end when writing a story.
<p style="text-align: center;">Expressive Arts and Design - Create and Perform</p> <p>We will:</p> <ul style="list-style-type: none">• Have a go at drawing an object from observation• Print independently to create a pattern or image• Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent	<p style="text-align: center;">Literacy - Read</p> <p>We will:</p> <ul style="list-style-type: none">• Re-read what they have written to check that it makes sense.• Confidently use story telling language such as -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after.

<p>them.</p> <ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Tap a beat/ clap in time to a piece of music/simple song. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonics knowledge (inc. some common exception words.)
<p>Maths – Count, Shape and Measure</p> <p>We will:</p> <ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds to 5 • Recall some number bonds to 10 • Begin to count beyond 20 verbally. • Remember some double facts. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p>Understanding of the World – Investigate</p> <p>We will:</p> <ul style="list-style-type: none"> • Begin to discuss why the word God is important to Christians (RE) • Know that London is the capital city of England. (Geog) • Use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes. (Geog) • Know that there are different countries in the world and recognise and talk about the some similarities and differences they have experienced or seen in photos. (Geog) • Recognise and name some common Polar and African animals: polar bear, penguin, arctic fox, giraffe, zebra monkey, etc. (Sci) • Record what they see in the natural world around them through drawings or diagrams. • Begin to understand what they can do to help the environment. (Sci) • Begin to understand what impact humans have had on animals and their environments. (Sci) • Begin to understand about camouflage. (Sci) • Identify and sort animals according to where they live. (Sci) • Label the key parts of an animal. (Sci) • Identify that certain UK animals live in certain habitats/environments (woodland/ farm/sea/ponds) (Geog and Sci) • Be able to point these out on a Globe/ Atlas with support. (Geog) • Understand and talk about parts of the world being hotter or colder. (Geog)

Kind regards,
Miss Ryan, Miss Wilson & Mrs Carter