

Physical Development and Physical Education

We are learning to:

- Continue to work on developing overall body strength, balance, co-ordination and agility in PE lessons, and continuous provision;
- Balance and jumping skills;
- Risk taking - self consideration of safety;
- Racing;
- Work on our pencil grip and control (consolidate the tripod grip);
- Draw more detailed artwork;
- Hold scissors to cut shapes;
- Use tools more effectively;
- Form letter shapes correctly.

Personal, Social and Emotional Development

We are learning to:

- Show an understanding of our feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;
- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs;
- Continue to see self as a valuable individual.

Being Imaginative and Expressive

We are learning to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music (perform at an assembly);
- Use our prior learning to play a simple nursery rhyme on the glockenspiel.

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Holidays



Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Recognise British Value—Mutual Respect and Tolerance for Others;
- Continue our discussion about the characters in our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay post box
- Talk about the transition into Year 1.

Communication and Language

We are learning to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers;
- Understand humour more readily e.g. *nonsense rhymes/jokes*;
- Participate in discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Key Vocabulary

- Words, lyrics, music, pulse, dynamics, volume, tempo, speed, percussion, tuned.
- Behaviour, emotions, impulse, focus, patience, wrong, right, choice, expression, tolerance, opinion, listening, humour/joke/rhyme, explanation, feelings;
- Past, present, future, tenses, photographs, beach, seaside, holidays, transport—plane/train/car/walk, globe;
- Africa, Kenya, climate, temperature, environment, countries;
- Bible, creation, earth, planet, sun, moon, plants, people;
- Desert, mountain, rubbish, recycling, reusing, litter, bin,
- Alphabet, capital letter, poems, seaside, crab, responsibility;
- Number, pattern, visualise, map, build, create, addition, subtraction, double, half, odd, even, number bond;
- Transition, change, Year 1, assembly, class, teacher, playground.



Understanding the World

In Past and Presence we are learning to:

- Understand the different types of holiday people went/ go on;
- Comment on images of familiar situations in the past (bring in their own holiday/special day photos);
- Know some similarities and differences between things in the past and now - ask questions.

In People, Cultures and Communities we are learning to:

- Name and describe people who are familiar to them as they describe family holidays/special days out;
- Begin to understand that there are other countries in the world - compare England to Kenya and talk about similarities and differences between life, environment and celebrations and explain some similarities and differences between life in this country and life in other countries (drawing on knowledge from stories, non-fiction texts - and maps);

- Conduct fieldwork (rubbish in our community).

In Natural World we are learning to:

- Investigate the characteristics of materials to decide what to wear to keep cool and warm;
- Identify why the weather affects environments;
- Recognise some environments that are different to the one in which they live (compare Kenya to England);
- Understand what we can do to take care of our environment (recycling/climate change).

In Religious Education we are learning to:

- To express our ideas and feelings about the natural world and what makes our world special;
- To listen to the Creation Story from the Bible;
- Understand there are actions we can take to look after the world.

Art and Design

We are learning to:

- Create a textured picture of a crab;
- Design and create a vehicle out of junk model resources;
- Continue to develop accuracy with a range of creative tools;
- Add details to drawings;
- Explain process to make different projects/creations;
- Modify and improve previous creations/ models;
- Make and use props for role-play.

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Maths

We are learning about:

- Recalling number facts: number bonds, doubles, halving, odds and evens;
- Orally count beyond 20;
- Remind ourselves of the composition of number;
- Create repeating patterns;
- Visualising and recreating maps;
- Following instructions to build;
- Revisit previous learning to consolidate facts and skills.

Literacy

We are learning to:

- Continue to orally blend and segment words using Fred Talk;
- Recognise the letters shapes and sounds for Set 1 phonics both single sounds and special friends - ch, sh, th, qu, ng, nk, ck, ss, ll, ff, zz, ai, ee, igh;
- Some children will be working towards recognising and applying Set 2 sounds - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, ea, oi, er, ur;
- Recognise and write Red Words—I, to, no, go, the, he, she, we, me, be, so, do, was, said, have, my, are, of, all, some, what, want, her.
- Anticipate key events in stories;
- Talk about what has been read - answering questions in well-formed sentences and retell stories.
- Comment on and link knowledge from previous / known texts/ experiences;
- Say the sounds for the letters of the alphabet;
- Read text inline with and consistent with phonics knowledge;
- Use phonics sounds to identify and write sounds, using this knowledge to write captions/ phases/ sentences;
- Reread what we have written;
- Write correctly formed letters (lowercase), and begin to write common capital letters;
- Begin to consistently use word spacing;
- Use phonics knowledge and skills in other areas of learning.

