



# Reception Learning Narrative - Summer 2026<sup>5</sup>

## Communication & Language

This term the children will be continuing to develop how to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

We will also be Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. We will be *Using sequencing words to give instructions, focusing on how to plant a seed. We will be learning new vocabulary such as germination, pollination, metamorphosis and all about life cycles. We will have tadpoles and chrysalis in our FSU so that we can see animals changing before our eyes.*

Through the use of stories and non-fiction books the children will have lots of opportunities to explore new thinking and language. We will continue to build our repertoire of songs and poems.

## Personal, Social & Emotional Development

We will be supporting children with the importance of following rules and how rules help to keep us safe and happy. We will also support and encourage ch to think about their own feelings and those of others in a range of scenarios they might face.

As children gain more independence we will also be talking about how to travel safely in their local environment i.e the beach or swimming pool.

Phonics - Phase 4, children focus on blending and reading words further solidifying their understanding of the phoneme-grapheme correspondence learned in previous phases. This involves working with CCVC and CVCC words, such as "slip" and "tent," and practicing both segmenting (breaking words into sounds) and blending (combining sounds).

## Understanding the World

We will be developing further our understanding of life cycles by looking at minibeasts. We will be looking at forces and floating and sinking. shadows are explored as part of understanding light and dark, through hands-on activities like shadow puppet shows and tracing shadows. This helps children develop an understanding of how light is blocked and shadows are formed, fostering their spatial awareness and cause-and-effect reasoning.

We will consider your child's needs and interests to plan challenging and enjoyable activities and experiences.

There are also three **characteristics of effective teaching and learning:**

- Playing and exploring
- Active learning
- Creating and thinking critically

These tell us about **how each child learns** not *what* they are learning

## The Wonder of Maths

This term we will continue to explore the early number system and to apply this to different areas in maths such as height and capacity to help to embed learning. The areas we will be exploring are: comparing height and capacity by comparing-which numbers are smaller, larger or the same? Conceptual subitising – what's not there yet? Subitising - knowing how many objects there are without the need to count them. Counting up to 20 -forwards and backwards. Cardinality – how many of something there is in a set, manipulating shape. Composition of number - how numbers are made up of other numbers e.g 8 is 4 + 4 a key foundation for later mathematical learning.



Some of the books we will be sharing



RE

Which places are special and why?  
Which stories are special and why?