



Reception Summer 1 Planning 2026



Key Skills

<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Be confident to try new activities with independence, showing resilience and perseverance. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Set and work towards simple goals. • Understand the importance of healthy food choices. • Respond appropriately to what the teacher says. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Engage in non-fiction books. • Offer explanations for why things might happen using recently introduced vocabulary. • Use talk to help work out problems and organise thinking and activities. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Negotiate space and obstacles safely with consideration for themselves and others. • Further develop and refine a range of ball skills. • Demonstrate strength, balance and co-ordination. • Develop small motor skills- holding pencil correctly, using scissors etc • Combine different movements with ease and fluency. • Develop foundations of an accurate and efficient handwriting style. 	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Read known individual letters by saying the sounds for them. ▪ Read some letter groups that each represent one sound. ▪ Blend known sounds into words. ▪ Read and write known common exception words. ▪ Read words and sentences consistent with phonics knowledge. ▪ Write known recognisable letters, most of which are correctly formed. ▪ Write and read back short phrases/sentences consistent with phonics knowledge. ▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ▪ Count objects, actions and sounds. ▪ Subitise. ▪ Like the numeral with its cardinal number value. ▪ Verbally count beyond 20. ▪ Explore the composition of numbers to 10. ▪ Automatically recall number bonds for numbers 0-5. And some to 10. ▪ Understand the 'one more than/one less than' relationship between consecutive numbers. ▪ Compare quantities up to 10. ▪ Select, rotate and manipulate shapes. ▪ Compose and decompose shapes. ▪ Continue, copy and create repeated patterns. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ▪ Recognise that people have different beliefs and celebrate special times in different ways. ▪ Describe immediate environment using knowledge from observation, discussion, stories, texts and maps. ▪ Understand some important processes and changes in the natural world around them – changing seasons. ▪ Talk about the lives of the people around them and their roles in society. ▪ Know some similarities and differences between things in the past and now. ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ▪ Explore a variety of artistic effects to express their ideas and feelings. ▪ Safely use and explore tools and techniques. ▪ Share creations explaining the processes used. ▪ Listen attentively, move to and talk about music, expressing feelings. ▪ Make use of props and materials when role playing characters in narratives and stories. ▪ Invent, adapt and recount narratives and stories. ▪ Explore and engage in music making, performing solo or in groups.



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Outcomes

<p><u>Personal, Social and Emotional Development</u></p> <p>Mental Health Week - Think about and regulate own feelings. Consider the feelings of others and show sensitivity towards needs. National Smile Month – understand the importance of healthy food choices. Work towards simple goals independently and alongside peers, developing positive relationships.</p>	<p><u>Communication and Language</u></p> <p>Role play – Garden Centre – use of vocabulary linked to acting as a shop assistant or customer. Retell well known stories – Jack and the Beanstalk, Jaspers Beanstalk, The Very Hungry Caterpillar.. Use new vocabulary in different situations – when observing growing plants (beans) and animals (caterpillars). Express own ideas and feelings including use of tenses – discussing the growth of beans/caterpillars (what happened before and what will come). Ask questions to develop understanding – lifecycles of plants and animals. Explore non-fiction texts about growing & seasonal changes</p>	<p><u>Physical Development</u></p> <p>Independent undressing and dressing for P.E – opening and fastening shirt buttons. Specific P.E lesson planning using Get Set 4 PE – Ball Skills. Daily handwriting practice – develop small motor skills, effective pencil grip and handwriting style. Indoor and outdoor construction Bikes and scooters outdoors – develop balance and coordination. Sand kitchen-digging, patting, weighing, carrying Water activities- pouring, filling, emptying, full and empty Forest School</p>	
<p><u>Literacy</u></p> <p>Ready Steady Write – ‘The Extraordinary Gardener’ by Sam Boughton – instruct how to grow a garden plant, retell and write a transformational story. Daily phonics and reading sessions – Little Wandle Quality texts read and explored during topic lessons – Jack & the Beanstalk, The Tiny Seed, The Very Hungry Caterpillar. Using vocabulary from texts in different contexts – role-play, when planting, observing growth of caterpillars. Read and write words and sentences consistent with phonics knowledge. Story sequencing using repetitive texts – Jack and the Beanstalk & The Very Hungry Caterpillar. School Library session – borrow a book weekly. Daily access to mark making/reading areas both indoors and outdoor. Explore a variety of fiction and non-fiction books – linked to topics explored.</p>	<p><u>Mathematics</u></p> <p>NCETM – Basic Skills Counting beyond 20, subitising, explore a range of number representations, doubles, compare quantities, use of rekenrek.</p> <p>White Rose Maths To 20 and Beyond – Building numbers beyond 10, counting patterns beyond 10, spatial reasoning. How many now? – add more, how many did I add?, take away, how many did I take away? Manipulate, compose and decompose – select, rotate and manipulate shapes, compose & decompose shapes, explore 2D shapes within 3D shapes.</p>	<p><u>Understanding the World</u></p> <p>Computing – Using simple programs and equipment develop confidence of using a mouse. Exploring oral health during National Smile Month. Observations of Seasons and changes – Spring to Summer, growth of plants and animals. Exploring how environments support the growth of plants and animals and how they differ. Talking about the lives of people and their roles in society, understanding past events. Prayer and liturgy To know you more clearly</p>	<p><u>Expressive Arts and Design</u></p> <p>Using equipment safely and effectively to support designs and creations – planning, creating beanstalks, life-cycles, planting own beans. Exploring musical instruments. Develop storylines in their independent play – working/purchasing at the garden centre role-play.</p>
<p><u>Religious Education</u></p> <p>To Know you More Clearly – To the Ends of the Earth ‘Why is good news important in our world?’</p>		<p><u>Enhancements</u></p> <p>Garden Centre Role-play Mental Health Week Visit to Croxteth Farm</p>	<p><u>Spanish</u></p> <p>Greetings. How are you? Numbers to 20. Animals. Parts of the body. Spanish songs.</p>



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