

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own 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 teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- 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.
- ### Building Relationships
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Early Learning Goals

The knowledge, skills, and understanding that children are expected to achieve by the end of their reception year

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Communication & Language

Listening, Attention & Understanding

- Listen attentively 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.
- Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one 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.

Understanding the World

Past and Present

- 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, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Holy Trinity Rosehill CofE (VA) Primary School

Reception

Summer Term 2025

Journeys- What adventures do we go on and what journeys happen within our world?

PSED

Children will be looking at what endurance is in more detail and how it is essential when facing a challenge. They will be exploring feelings and how to moderate their own feelings and emotions. Children will learn to understand that people have feelings and that these can be gauged through facial expressions, body language and language. The children will be thinking about what they want their creations to look like and how to use resources (including adults and peers) in order to improve them.

Physical Development

Children will be developing a more fluent, controlled handwriting style. We will also work on the use of tools e.g. scissors, knife and forks and paintbrushes, continuing to develop small motor skills. Children will develop their core muscles, this helps to sit comfortably on the floor and at tables.

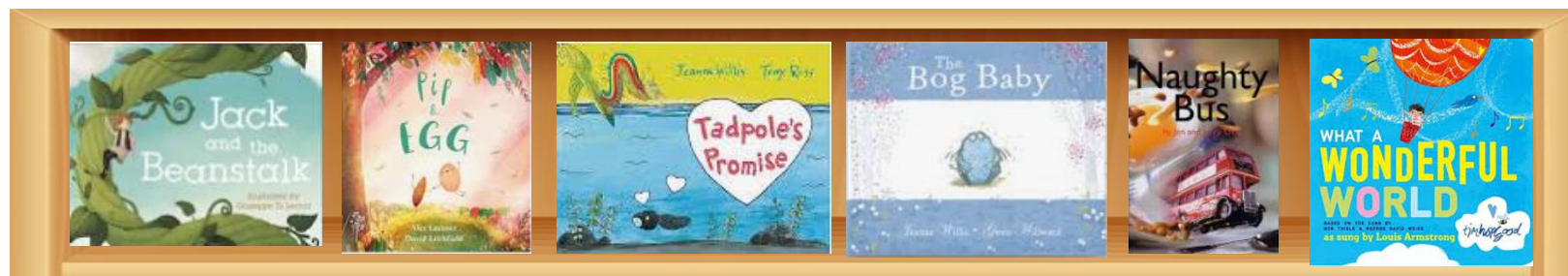
We will continue to have PE on Monday and Friday.

Communication & Language

Through the use of stories and discussions, children will be encouraged to ask and answer a variety of questions and use vocabulary in different context. We will support children in organising their sentences and to develop social phrases. We will continue to read a range of fiction and non-fiction books and enjoy rhymes and songs- paying attention to how they sound.

Reading across the curriculum this term

Jack and the Beanstalk
Pip and Egg
Tadpoles Promise
Bog Baby
Naughty Bus
What a Wonderful World



Literacy

Children have been working hard in phonics. During this term, Reception will recap and review phase 3 and phase 4, using this to write words and sentences. In Summer 2, they will learn new Phase 5 sounds that prepare them for Year One learning. By the end of this term, we expect that children should be reading and writing words, captions and short sentences. Children will have opportunities to read and write throughout the day and spend time sharing and discussing stories.

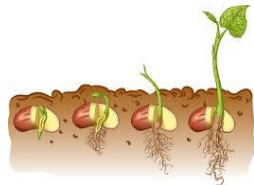


Maths

Children will be counting beyond 10, comparing numbers and exploring the composition of numbers. They will be learning how to automatically recall number bonds for numbers 0–5 and some to 10. Children will talk about and explore 2D and 3D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Children will compose and decompose shapes. They will then select, rotate and manipulate shapes to develop spatial reasoning skills. Children will then continue, copy and create repeating patterns. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.

Understanding the World

The children will start off the term by looking at journeys in nature. They will spot signs of spring and summer as well as notice the life cycles of plants and animals. Each child will plant a bean and nurture it, looking at what’s needed to help it grow and flourish. Children will later learn about ways to go on journeys and how transport has changed over time. We are looking forward to visiting Hopetown to learn about trains and the history of locomotion.



Expressive Art and Design

Children will be developing their own ideas and deciding which materials to use to express them. We will be creating our own patterns by printing, rubbing and stencilling as well as creating different paint textures. Reception will be looking at a range of artists, talking about and describing simple techniques and media used. We will be explore and engaging in music making and dance, performing solo or in small groups. The children are looking forward to singing and performing songs at The Glass House, matching pitch and following a melody.



Religious Education

Reception will be working on which places are special and why. They will be looking at different religions and what places are special to different people. After half term, the children will be looking at which stories are special and why. During this, Reception will look at a range of religions and what stories they find special.

Characteristics of Effective Learning

Throughout this term, we will be developing our skills in these areas:

- Finding out and exploring
- Keep trying
- Having their own ideas



Our School Values – How are we living out our school values in Reception this term?



We will show friendship to others in our community.



We will learn about how we can care for others.



We will try our best to keep going when things are difficult.



We will forgive others when needed.



We will be thankful for our lovely world and everything in it.