

## Personal, Social & Emotional Development

### We will be learning:

- how to take steps to resolve conflicts with other children by negotiating and finding a compromise.
- to continue to seek adult support, articulating their wants and needs
- to begin to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- to have a clear idea about what they want to do in their play and how they want to go about it
- to continue to follow behavioural expectations and sensitive to ideas of justice and fairness
- to understand their own and other people's feelings, offering empathy and comfort
- continue to develop the ability to play co-operatively, taking turns with others.

## Physical Development

### We will be learning:

- to become more skilled using a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.
- to develop increasing control over an object in pushing, patting, throwing, catching or kicking it.
- to develop an understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- how and why we need to eat a healthy range of food and understands need for variety in food.
- to continue to understand the need for safety when tackling new challenges, considering risks more independently.
- to use simple tools to effect changes to materials.
- to handle tools, objects, construction and malleable materials safely and with increasing control and intention.

Class: Reception Class

Class Teacher: Mrs Ramanandi

Miss Hill

Term: Summer 1 2026



*Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

## Learning Hook:

### The Secret Life of the Garden

This term, we will be exploring learning in the outdoors, especially in our garden. The children will discover how plants grow and learn about the different stages of their life cycle. They will have hands-on experience planting, caring for, and observing the plants as they develop over time. As part of our healthy eating focus, the children will learn about a variety of fruits and vegetables. They will have the chance to taste different produce, including the crops we harvest from the plants we have grown ourselves.

## Communication & Language Development

### We will be learning:

- how to develop an ability to listen attentively in a range of situations. Listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions.
- to develop attention to what others say and respond appropriately. Listening and responding to ideas expressed by others in conversation or discussion.
- how to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- continue to use and understand questions such as who; why; when; where and how.

## Literacy

### We will be learning:

- the names of the letters as well as the sounds they make.
- about new words and developing and using new vocabulary.
- to use phonic knowledge to read regular words.
- how to segment the sounds in simple words and blend them together.
- to read some common irregular words.
- how to show understanding when talking with others about what they have read.
- to recognise digraphs when reading and incorporate these into our writing.
- to develop phonic knowledge to write words in ways which match spoken sounds and also write some irregular common words.
- to write simple sentences which can be read by ourselves and others.
- how to spell words correctly and others are phonetically plausible.
- to write with increasing independence, writing through a wide range of activities.

## Mathematical Development

### We will be learning:

- to develop our knowledge that numbers are made up of smaller numbers, exploring partitioning in different ways.
- to add one and subtract one with numbers to 10.
- how to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and “+” or “-”.
- to create simple maps of familiar and imaginative environments, with landmarks.
- use informal and mathematical language to describe shapes.
- to order and sequence events using everyday language related to time.
- how to predict and discuss comparisons of length, weight or capacity, paying attention to fairness and accuracy.

## British Values

**Individual Liberty & Democracy:** Children make good choices, try their best, and take part in learning. They share their ideas, take turns, and have a say in class decisions.

**Mutual Respect & Tolerance:** Children are kind, listen to others, and value everyone’s beliefs, feelings, and opinions. They welcome visitors and learn about different cultures and religions.

**Rule of Law:** Children follow rules that help keep everyone safe. They know the difference between right and wrong and help make our school a safe place to learn.

**Democracy:** Children share their ideas and listen to the ideas of others. They take turns, vote on choices, and understand that everyone’s voice matters.

## Understanding the world

### We will be learning:

- to exploring similarities and differences in relation to places, objects, materials and living things.
- to talk about features of their own immediate environment and how environments might vary from one another
- how and encouraged to make observations of animals and plants and explain why some things occur, and talk about changes. (Mini-beast, plants, fruit and vegetables)
- to recognise that a range of technology is used in places such as homes and schools.
- how to select and use technology for particular purposes.

## RRSA Links

**Article 2:** All children have the same rights and must be treated fairly, no matter who they are or where they come from.

**Article 3:** Adults must always do what is best for children and think about how their decisions affect them.

**Article 12:** Children have the right to share their opinions, and adults must listen and take them seriously.

**Article 13:** Children can find out information and express their ideas in different ways, as long as it does not harm others.

**Article 14:** Children have the right to choose their beliefs, with guidance from their parents.

**Article 17:** Children should receive safe, helpful information from different sources, with adults supporting them to understand it.

**Article 19:** Children must be protected from harm, both physically and emotionally.

**Article 28:** Every child has the right to a good-quality education and should be supported to achieve their best.

**Article 29:** Education should help children develop their talents, learn to live peacefully, care for the environment, and respect others.

## Expressive arts and design

### We will be learning:

- to make music and dance, and experiment singing songs, making music and dance, and experimenting with ways of changing them.
- to use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- to use different forms of art to communicate feeling and opinions; e.g. drama, movement, dance, and music.
- to carry on introducing a storyline or narrative into their play
- to play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
- to respond imaginatively to different art forms and sharing their opinions on them.
- to create representations of both imaginary and real-life ideas, events, people and objects
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## Characteristics of learning

### **Playing and exploring – engagement:**

Finding out and exploring  
Playing with what they know  
Being willing to ‘have a go’

### **Active learning – motivation:**

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking:**

Having their own ideas  
Making links  
Choosing to do things