

Reception Summer Term First Half 2026

Life Cycles linked to the traditional tale of 'The Little Red Hen'.



<p>Communication, Language and Literacy</p>	<ul style="list-style-type: none">• Daily phonics• Phonic activities• Pencil grip and letter/number formation• Story mapping 'The Little Red Hen'• Retelling the story using Makaton signing• Writing sentences linked to the story of the Little Red Hen• Speaking and Listening 'My Special Box'• Rhyming activities• Various role-play areas in each classroom linked to topic and children's interests• Hot seating of characters• Character descriptions• Speech and thinking bubbles• Writing a list• Writing factual sentences• Big Write• Poem of the Week• Makaton sign of the week
<p>Personal, Social and Emotional Development</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none">• Identifying some of the jobs carried out in the family• How to make friends and stop feeling lonely• Ways to solve problems and stay friends• Beginning to understand the impact of unkind words• Managing feeling to be a calm person• Knowing how to be a good friend <ul style="list-style-type: none">• Keeping safe and transporting equipment safely• Developing independence when getting ready for outside learning• Revision of class rules• Revision of red and green behaviours

<p style="text-align: center;">Physical Development</p>	<p>Gross and Fine Motor Skills:</p> <p>Games</p> <ul style="list-style-type: none"> • To work safely and develop running and stopping • To develop throwing and learn how to keep score • To be able to play games showing an understanding of the different roles within it • To follow instructions and move safely when playing tagging games • To work co-operatively and learn to take turns • To work with others to play team games <ul style="list-style-type: none"> • Brain Gym: Developing control and coordination • Cosmic Yoga • Daily Mile • Outdoor activities to promote fine and gross motor skills • Maintaining good posture and good seating position for writing • Dough Disco activities • Using tweezers, peg, threading, and malleable materials • Cutting activities
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> • Maths Week 'Number bonds to 10' • Daily maths fluency activities • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Add more • How many did I add? • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes
<p style="text-align: center;">Understanding the World</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> • 'My Special Box' • Circle and snack time <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • What can we learn from stories? <p>The Natural World</p> <ul style="list-style-type: none"> • Signs of spring (seasonal artwork of a tree in school grounds) • Using magnifying glasses to look at the structure of spring and summer flowers • Questions to ask about chicks • Life cycle of a chick • Generating facts about chicks • Map work: looking at aerial maps and creating a simple map using symbols to show the journey of the Little Red Hen.

Expressive arts and design	<p>Exploring and using media and materials:</p> <p>Creating with materials:</p> <ul style="list-style-type: none"> • Collage hens • Artwork using 'Sketchbook' app on an iPad in the style of the artist, Claude Monet • Collage flowers <p>Being imaginative:</p> <ul style="list-style-type: none"> • Role-play areas: cottage, farm shop, vets, animal sanctuary • Drama: retelling the story using props and musical instruments • Responding to music through story, drama, and dance • Songs based on journeys and accompanied by musical instruments <p>Music:</p> <p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p> <p>Summer 1: Big Bear Funk:</p> <p>To be able to sing Big Bear Funk</p> <p>To be able to listen and appraise funk music</p> <p>To be able to play instruments within songs</p> <p>To begin to compose riff-based music</p> <p>Learning that is continuous throughout all units:</p> <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch <p>Musician of the Month:</p> <ul style="list-style-type: none"> • Listening to pieces of music or songs composed by the musician <p>Facts about the musician (April: James Bay, May: Queen)</p>
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In addition, during **child-initiated learning** activities to be planned focusing on STEAM (Science, Technology, Engineering, Art, and Maths) and additional activities linked to children's own interests.