

# Reception Summer Term Second Half 2026

## 'Growing'



<p><b>Communication, Language and Literacy</b></p>	<ul style="list-style-type: none"><li>• Pencil grip and letter/number formation</li><li>• Daily phonics</li><li>• Role-play areas</li><li>• 'My Special Box' (Speaking and Listening)</li><li>• Sentence writing</li><li>• Writing factual sentences</li><li>• Writing lists</li><li>• Writing recipes</li><li>• Poem of the Week</li><li>• Makaton sign of the week</li></ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Jigsaw:</b> <b>Changing Me</b></p> <ul style="list-style-type: none"><li>• Naming parts of the body</li><li>• Naming activities which are enjoyable and naming healthy foods</li><li>• Knowing the development of a human from baby to an adult</li><li>• Expressing feelings about moving on to a new year group</li><li>• Discussing worries or concerns about moving on to a new year group and looking forward to being in year 1</li><li>• Recalling the best bits of being in Reception</li></ul> <ul style="list-style-type: none"><li>• Developing independence when getting ready for outside learning</li><li>• Revision of class rules</li><li>• Revision of red and green behaviours</li></ul>

<b>Physical Development</b>	<p><b>Gross and Fine Motor Skills:</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To use counts of 8 to know when to change action</li> <li>• To explore different body parts and how they move</li> <li>• To explore different body parts and how they move and remember and repeat actions</li> <li>• To express and communicate ideas through movement exploring directions and levels</li> <li>• To move with control and coordination, linking, copying, and repeating actions</li>   <li>• To practise participating in team event in preparation for Sports Day</li>   <li>• Brain Gym: Developing control and coordination</li> <li>• Cosmic Yoga</li> <li>• Daily Mile</li> <li>• Outdoor activities to promote fine and gross motor skills</li> <li>• Maintaining good posture and good seating position for writing</li> <li>• Dough Disco activities</li> <li>• Using tweezers, peg, threading, and malleable materials</li> <li>• Cutting activities</li> <li>• Kneading dough</li> <li>• Making sandwiches</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Daily maths fluency activities</li> <li>• Copy 2D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul>

## Understanding the World

### **Past and Present:**

- 'My Special Box'
- Circle and snack time
- History of farming

### **People, Culture and Communities**

- What makes a place special?
- Celebrations: Father's Day
- Breads from around the world

### **The Natural World**

- Floating and sinking
- Signs summer
- Using magnifying glasses to look at the structure of summer flowers and leaves
- Bread and how yeast makes the dough rise

<b>Expressive arts and design</b>	<p><b>Exploring and using media and materials:</b></p> <p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>• Father's Day cards</li> <li>• 2D and 3D shaped windmills</li> <li>• Clay leaf coasters</li> <li>• Using 'Sketchbook' app to draw a rainbow</li> <li>• Doves with zigzag folded wings</li> <li>• Rainbow plates</li> </ul> <p><b>Being imaginative:</b></p> <ul style="list-style-type: none"> <li>• Role-play areas: garden centre, bakery, Noah's ark</li> <li>• Drama: retelling the story using props and musical instruments</li> <li>• Responding to music through story, drama, and dance</li> <li>• Songs based on journeys and accompanied by musical instruments</li> <li>• Helicopter stories</li> </ul> <p><b>Music:</b></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><b><i>Summer 2: Reflect, Rewind, Replay</i></b></p> <p>To consolidate their music learning from throughout the year through the revisiting of selected nursery rhymes</p> <p>Learning that is continuous throughout all units:</p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> </ul> <p><b>Musician of the Month:</b></p> <ul style="list-style-type: none"> <li>• Listening to pieces of music or songs composed by the musician</li> </ul> <p>Facts about the musician (June: Bob Marley and the Wailers, July: George Ezra)</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.