

Personal, Social and Emotional Development:

Set and work towards simple goals, being able to wait for what they want and control their impulses. Give focused attention to what the teacher says and show ability to follow instructions involving several ideas or actions.

Children are aware of others classes within the school and begin transition to year one.

Children are aware of their next steps and challenge themselves within daily activities. Children can follow detailed instructions without the need for adult reminders. [Literacy, topic, PSED, THRIVE, adult focused, continuous provision, assemblies, trip, visitors to setting.](#)

Be confident to try new activities, showing independence, resilience, and perseverance. Manage their own personal hygiene, including healthy food choices.

Children to learn about and understand feelings. Children are aware of challenge and how they can challenge their own learning. Children are aware that all children are different and are respectful of this. Children are aware of the school ethos and embed this within their every day lives. [Literacy, topic, PSED, THRIVE, adult focused, continuous provision, assemblies, trip, visitors to setting.](#)

Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others needs. Children are able to understand the need for rules and follow these independently. Children are able to form friendships and know what a good friend looks like. Children are respectful of each others needs. [Literacy, topic, PSED, THRIVE, adult focused, continuous provision, assemblies, trip, visitors to setting.](#)

Reception – Summer 2

Communication and Language:

Participate in discussions offering their own ideas , using recently introduced vocabulary.

Offer explanations for why things might happen.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

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

Hold a conversation when engaged in back-and-forth exchanges.

Children talk about and discuss the stories. Children are able to talk about what has happened, how characters may feel and agree or disagree with the actions taken in the story. Children can retell stories and predict what may happen next in the story. Children can ask and answer questions about chose themes and the texts they have learnt. Children actively communicate with peers and adults within the setting and can answer questions and respond appropriately. [Literacy Sessions, Story Session, Adult focused activities, continuous provision.](#)

Physical Development:

Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and co-ordination when playing. Moves energetically.

Children to safely explore a range of large physical development apparatus. Children are able to use large outdoor apparatus. Children are able to explore the indoor and outdoor environment using their developing skills. Children engage in fitness, PE and gross motor sessions and are able to move in a range of ways. Children are aware of the need for space and safety and why these things are important.

[PE Sessions, Gross Motor Sessions, Outdoor Provision.](#)

Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Children are able to use a range of fine motor tools to write, mark make, grip, twist, pinch and cut a variety of materials. Children can write and mark make about the stories they have read. Children are able to use equipment effectively to make recognisable letters and drawings show detail and precision. [Adult focused, Topic, Art and Creative activities, Continuous provision, indoor and outdoor activities.](#)

E Safety Curriculum Links:

Literacy:

Demonstrate and understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary.

Children to listen to stories about animals and retell, sequence, predict and ask and answer questions about them. Children have an awareness of how stories are structured and use this knowledge to support them making their own stories. Children apply newly introduced vocabulary about animals and their habitats. **Adult led, literacy sessions, topic sessions, continuous provision, story time.**

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

Children are secure with their phase two and three phonic knowledge. Children are able to apply this when reading and writing. **Adult led, Phonics sessions, literacy sessions, topic sessions, continuous provision, story time.**

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 sentence what can be read by others.

Children to write about the texts they have experienced in various formats. Children are able to apply their phonic knowledge to their writing. The children can read their own sentences and they can also be read by adults within the setting. **Adult led, phonics sessions, literacy sessions, topic sessions, continuous provision, story time.**

Reception – Summer 2

Understanding the World:

Know similarities and differences between things in the past and now. Understand the past throughout settings, characters and event encountered in books.

Children to explore books about animals, from different countries and settings. Children to discuss these. Children to notice similarities and differences. Topic sessions, continuous provision, adult focused activities.

Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments.

Children to learn about different animals and their habitats and spot similarities and differences. Children to look at maps and globes to know where animals live and identify why. Topic sessions, continuous provision, adult focused activities.

EAD:

Safely use and explore a variety of materials, tools and techniques. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Children use a variety of creative materials to make their own models and representations on animals and habitats. Children are able to talk about what they have made and how they have made it. Children are able to use props and resources to retell and act out stories they have heard as well as those they have created themselves. **Literacy sessions, topic sessions, indoor and outdoor provision, adult led activities, continuous provision.**

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know rhymes and songs. Perform songs, rhymes, poems and stories with others.

Children are able to act out familiar stories and those learnt in class. Children are able to sing nursery and familiar, topic linked songs. Children are able to make up their own songs, rhymes and stories to perform. **Literacy sessions, topic sessions, indoor and outdoor provision, adult led activities, continuous provision.**

Maths:

Have a deep understanding of numbers to ten. Subitise. Automatically recall number bonds to five.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts. Explore and represent patterns within numbers up to 10 including odd and evens, doubles facts and how quantities can be evenly distributed.

Please also see maths overview. **Adult led, maths sessions, topic sessions, continuous provision.**