



Reception Termly Overview

Summer 2026

We can't wait for the Summer Term in Reception! In our Termly Overview, you will find more details about what we will be covering in school this term. You will also see Early Learning Goals (ELGs) in each area. These are national standards that Reception pupils are expected to achieve by the end of the year. Take a look at our class and curriculum webpages for more detail! If you have any further questions, please email us:

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Communication and Language

Listening, attention and understanding

- To ask questions to find out more.
- To begin to understand humour
- To understand a range of complex sentence structures
- To have conversations with adults and peers with back and forth exchanges
- To ask questions to clarify their understanding

Early Learning Goal: 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. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- To link statements and stick to a main theme
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To learn and use new vocabulary.
- To talk to different adults around the school
- To talk about why things happen
- To talk in full sentences using a range of tenses and conjunctions
- To learn and use new vocabulary.

Early Learning Goal: 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, no-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.

Personal, social and emotional development

Self-regulation

- To control their emotions using a range of techniques
- To set a target and reflect on progress throughout
- To maintain focus during extended whole class teaching
- To follow instructions of three steps or more

Early Learning Goal: 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 focussed 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

- To identify and name healthy foods
- To manage own basic needs independently
- To understand the importance of healthy food choices
- To show resilience and perseverance in the face of challenge
- To show a 'can do' attitude

Early Learning Goal: 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

- To work as a group
- To begin to develop relationships with other adults around the school
- To have confidence to communicate with adults around the school
- To have strong friendships

Early Learning Goal: 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 art and design

Being imaginative and expressive

- Imaginatively create patterns and shapes using natural materials.
- Learn and perform some Summer poems and song
- Learn and perform Pirate songs and poems

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



Reading

Comprehension

- To begin to answer questions about what they have read
- To use vocabulary that is influenced by their experiences of books
- To know that information can be retrieved from books

Early Learning Goal: 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, non-fiction, rhymes and poems and during role play.

Word reading

Following Song of Sounds Phonics scheme:

- Practice reading cvc words then learn to read cvcc, ccvc, ccvcc, cccvc, cccvcc words
- To read books matching their phonic ability.
- To read tricky words (some come, love have, here, there, were, out, house, one, once, what, when, said, ask, little, like) and revise all previously learnt tricky words
- To learn more about syllables, alphabetical order and upper and lower case

Early Learning Goal: 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.

Understanding the world: The Natural World (science)

- To ask questions about the natural environment. Signs of Spring/Summer
- Investigation station
- Growing plants and lifecycles (plants, butterflies, frogs)
- Observational drawings.
- Changing materials (cooking)
- Investigating materials and changing states (floating, sinking, mixing, dissolving)

Early Learning Goal: 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 season and changing states of matter.



Physical Development

Fine motor skills

- To hold scissors correctly and cut out small shapes and various materials
- To paint using thinner paintbrushes
- To create drawings with details
- To independently use a knife, fork and spoon to eat a range of meals

Early Learning Goal: Hold a pencil effectively in preparations 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.

Gross motor skills:

Early Learning Goal: 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.

Understanding the world: People, culture and communities (geography)

- Compare differences and similarities between this country and other countries through crops grown due to differences in climates through stories and non-fiction texts.
- Identify land and water on a map.
- Identify countries on a map.
- Make simple maps

Early Learning Goal: 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 (where appropriate) maps.

Writing

- To form lower-case and capital letters correctly
- To copy letters using a lead in and lead out
- To begin to write longer words and compound words which are spelt phonetically
- To write sentences using a capital letter, finger spaces and full stop
- To spell some taught tricky words correctly
- To read their work back and check it makes sense

Early Learning Goal: 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.

Expressive art and design

Creating with materials

- To use natural resources to make a piece of art work (Andy Goldsworthy)
- Share their creations and talk about their techniques.
- Use different materials (clay/mud to create tree sculpture)
- To use techniques to create an effect (masking tape and watery paint-Monet)
- Observe and create animal prints using marks, printing with objects

Early Learning Goal: 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.



Mathematics

Number & Numerical patterns

Following NCETM Mastering Number

- Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Early Learning Goal: 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.





Understanding the world: Past and present (history)

- Life cycles, discuss how they illustrate past, present and future events.
- Placing events in chronological order
- To know about the past through settings, characters and events encountered in books read in class and storytelling (Pirates)

Early Learning Goal: 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Looking for ways to help at home? Here are some things you may wish to practise to support your child's development:

- Continue to work on independence skills, getting dressed, putting on coats and shoes, using the toilet independently.
- Sharing stories. Reading for 10 minutes daily
- Simple maths, counting stairs, steps, cars or toys to 20. Recognising numerals to 20. Play games using more and fewer, 1 more, 1 less and doubles.
- Going to bed at around the same time each night, ensuring plenty of sleep
- Limit screen time to the recommended daily amounts (up to 1 hour a day is recommended by the NHS and World Health Authority)
- Sound out and write simple words for shopping lists, in greetings cards
- Encourage resilience and independence by praising effort not results
- Talk positively about moving up to Y1 so they feel confident

