

Literacy

- Noticing digraphs in their reading and treat these as one sound when blending to read a new word
(encourage to spy them before reading the word in their books)
- Listening with enjoyment to stories connected to our topic and writing in response to this, using similar language or structure
- Predicting what might happen next when reading or sharing a book. Attempting to read unfamiliar words using the pictures, sounds, and their knowledge of what will make sense
- Writing freely and confidently using the sounds they can 'hear' to attempt the spelling of words with more than one syllable— e.g. picnic
- Beginning to use a capital letter to start a sentence
- Using a full stop at the end of a sentence
- Using finger spaces in their writing to ensure that it can be read back by themselves and others.
- Learning the ed suffix ed=id (landed) ed=t (brushed) ed=d (burned)

Reception/Primary 1 Summer 1: Phase 4

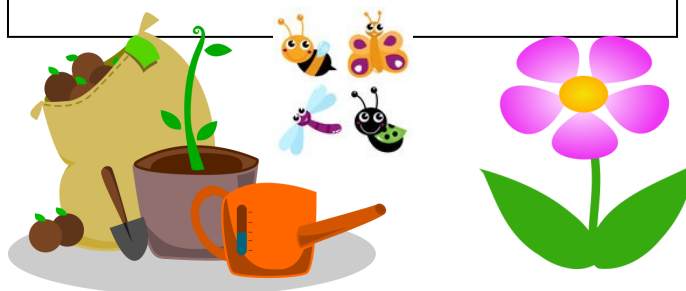
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Mathematics

- Subitising structured and unstructured patterns, including those which show numbers within 10
- Identifying when it is appropriate to count and when groups can be subitised.
- Continuing to practise increasingly familiar subitising arrangements; '1 more' or 'doubles' patterns
- Exploring the composition of 10.
- Continuing to develop verbal counting to 20 and beyond, including counting from different starting numbers
- Continuing to develop confidence and accuracy in both verbal and object counting
- Talking about, recognising and creating symmetrical patterns
- Learning about time—o'clock (Spider Spins song)

Personal, Social and Emotional Development

- Initiating ideas and make suggestions
- Working co-operatively with a partner and as part of a small group
- Being sensitive to the needs and feelings of others
- Being aware of and talk about their feelings
- SEAL curriculum – Good to be me, talking positively about themselves
- Identifying and using the correct coins to pay for items during role-play—financial capability
- Sun Smart—Learning how to stay safe in the sun



Reception Curriculum Overview

Term 5 2026- In the Garden

Communication and Language

- Explaining their ideas and learning
- Using appropriate language and take on different roles in role-play activities
- Speaking audibly and at greater length at circle time and listening carefully to others
- Learning new topic specific vocabulary e.g. pollen, nectar, petals, stem, shoot, insect, arachnid, antennae, chrysalis, symmetrical.

Understanding the World

- Recognising and naming "minibeasts" found in the garden (slugs, snails, ladybirds, worms, spiders, butterflies etc.)
- Sequencing and talking about the different stages in the lifecycle of the butterfly
- Planting seeds, caring for them and observing their growth
- Recognising and naming parts of a flowering plant – root, stem, leaf, flower, petal
- Understanding that plants need water and sunlight and air to grow
- Listening and responding to stories from different cultures about caring for the world
- Learning about special places in RE

Creative Arts and Design

- Communicating their ideas through dance
- Creating symmetrical paintings (printing)
- Making observational drawings of flowers
- Exploring a range of malleable media such as clay, and salt dough
- Kapow Unit - Music and Movement – expressing feelings and emotions through music
- Exploring the work of Matisse (The Snail)
- Singing songs about minibeasts

Physical Development

- Continuing ball skills. Practising fundamental movement skills; athletics/team games
- Recognising some of the changes that happen to their body when they are active and appreciating that exercise helps us to stay healthy
- Learning the formation of zig zag letters v w x z
- Learning how to form numerals 0-10