



## **Reception Curriculum Newsletter** **Summer Term (Second Half) 2026**

Dear Parents and Carers,

Welcome to the final half term of Reception! We hope you have had a relaxing break. It was lovely to see all the children return to school looking happy and ready for new learning adventures!

Please ensure that you continue to read with your child at home a **minimum** of 5 times a week (for 10 minutes) and record this in their reading diary, by either commenting on how they found reading the book or initialling/signing that they have read on a particular day.

**Children who regularly read at home consistently make better progress than those who do not, so please do support them with this.** If you have any questions, please do not hesitate to ask.

### **Learning Themes**

This half-term, the children will be exploring the fascinating topic of wild animals from around the world. They have already shown a great deal of enthusiasm, particularly when learning about endangered species in the UK and globally and discussing how we can help to protect them. During our Drawing Club sessions, we have been enjoying a range of engaging stories, including *The Snail and the Whale* by Julia Donaldson, *Commotion in the Ocean* by Giles Andreae, and *The Odd Egg* by Emily Gravett. Over the coming weeks, we will continue to develop our learning about wild animals, with a special focus on identifying similarities and differences between wildlife in our local area and animals found in other parts of the world.

**As the children are now approaching the end of the EYFS, we will be assessing them as either working towards or achieving in each of the early learning goals. There is a copy of the early learning goals at the end of this document for your reference.**

### **Supporting Your Child at Home**

#### **Reading**

Frequently sharing books with your child and talking about the main characters and sequence of events will support your child to develop their comprehension skills. Supporting your child to read from left to right, encouraging them to point to each word as they read, using the picture if they get stuck on a word, using the words they know already to help them, segmenting and blending the phonemes in words, and reading repeated words throughout the book, will help your child to improve their reading skills.

## **Mathematics**

Using numbers in everyday contexts, such as recognising house numbers, counting the number of stairs climbed when going to bed at night and counting the number of shoes found on the shoe rack at home, will enable your child to practise and apply their mathematical skills in real life contexts. Incorporating mathematics and mathematical vocabulary into everyday routines and activities, e.g. tidy up time and mealtimes in particular, provide opportunities for conversations about counting, comparing, time and sharing. Playing board games, particularly with linear, numbered, equal-sized spaces can also be useful for the development of early number skills. At school, the children have been exploring the pairs of numbers that make 5, e.g.  $2 + 3 = 5$  and  $6 - 1 = 5$ , so incorporating these number facts into every day circumstances would be useful. It will also become increasingly important for the children to be able to write numbers from 0 up to 10, so finding time for the children to do this using a variety of media and materials will help.

## **Reminders**

### **Uniform**

We encourage the children to take pride in their school and its uniform. Please can you support this by ensuring that your child wears appropriate uniform, including black school shoes (not trainers or wellies), a navy jumper or cardigan (not a hoodie please), and grey school trousers (not tracksuit bottoms). Thank you for your help with this. Additionally, we would very much appreciate it if you could ensure that all your child's uniform (including school shoes) is named. As you can imagine, it becomes difficult to ensure these items do not get lost or sent home with the wrong owner if they are not labelled. Thank you.

### **P.E.**

The children will continue to have P.E. on Tuesday mornings throughout this half term. Please ensure that you provide a **fully named** P.E. kit that is suitable for outdoor P.E. lessons, as P.E. will sometimes be outside. This needs to be in school for **every Tuesday**. If your child has pierced ears, please ensure that their earrings are removed on P.E. days for health and safety reasons. Long hair should always be tied up whilst the children are at school and especially during P.E. lessons.

### **Books and Reading Records**

We are finding that books and reading records are not always in the children's book bags when we come to change their books. Please can you ensure that your child has both their reading record and their books in their bag every day.

### **Snack Time**

All the children in Reception are given either fresh fruit or vegetables for a healthy snack every day and this initiative is funded by the government. Milk is also provided free of charge up until your child's fifth birthday.

### **Water Bottles**

Now that Summer is upon us, it is particularly important that children bring a **named** water bottle to school every day. Please can this be placed on the trolley each morning, rather than stored in book bags, as we have seen many

books ruined by leaking water bottles. Please also ensure that the bottles **only contain water and not juice or squash.**

### **Outdoor Learning**

With the changeable UK weather, please ensure that your child has both a **sun hat** and a **raincoat** in school **every day**, so that they will be able to safely and comfortably enjoy learning in the outdoor area. Also, please could sun cream be applied to children before they come to school and then the children will be able to top this up for the afternoon? Please provide a named bottle of sun cream in your child's book bag. There are also brands available that last all day (e.g., P20).

### **Health and Safety**

We would be very grateful if all parents and carers can support us by not letting their children use any of the resources that are in the outdoor area, including the climbing frame, during the morning drop off and afternoon pick up.

### **Dates For Your Diaries**

**Summer Fair:** Thursday 18<sup>th</sup> June (3.30pm – 5.00pm)

**Reception Trip to Sacrewell Farm:** Friday 10<sup>th</sup> July

**End of Term For Pupils:** Friday 17<sup>th</sup> July

If you have any questions or queries, please do not hesitate to contact us.

Thank you for your continued support.

## Communication and Language

### Listening, Attention and Understanding

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- 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, non-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

- 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 focused 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

- 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

- 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.

## Physical Development

### Gross Motor Skills

- 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.

### Fine Motor Skills

- Hold a pencil effectively in preparation 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.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- 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.

## Literacy

### Comprehension

- 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

- 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.

### Writing

- 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 Arts and Design

### Creating with Materials

- 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.

### Being Imaginative and Expressive

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

## Understanding the World

### Past and Present

- 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 experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- 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 (when appropriate) maps.

### The Natural World

- 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 seasons and changing states of matter.