



Ettington Church of England
Primary School

PLANNING OVERVIEW

Topic Theme: Beside the Seaside

Class Teachers: Mrs Hudspith & Miss Sewell

Learning for Fullness of Life

Summer Term 1

Reception 2025/2026

Collective Worship Value:

Love & Friendship

Prime Areas of Learning

Personal, Social and Emotional Development

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 an activity, and show an ability to follow instructions involving several ideas or actions.

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.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and others' needs.

Communication and Language

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

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

To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

To 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.

Specific Areas of Learning

Literacy

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.

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Mathematics

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 (calculating frame).

Understanding the World

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 own experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.

Know some similarities 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.

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.

Physical Development

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.

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, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Expressive Arts and Design

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations, explaining the processes they have used

Make use of props and materials when role playing characters in narrative and stories

Invent, adapt and recount narrative and stories with peers and their teachers

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

PARENT INFORMATION AND GUIDANCE

Learning for Fullness of Life

INFORMATION TO REMEMBER

- **UNIFORM** should be labelled, appropriate and suitable for weather conditions. Please bring in named sun hats.
 - **LABELLED WATER BOTTLES** brought into school each day with fresh water (not squash).
 - **BOOK BAGS** to be checked daily for messages or letters.
 - **TAPESTRY** to be checked regularly for messages.
 - **PE** will be on Fridays. Children need to come to school wearing their PE kit (blue T-shirt, blue leggings/joggers/skort/shorts) and trainers.
 - **Reading books** will be collected in on a Monday and sent home on a Tuesday. Your child will bring home a reading book for them to read to you and a chosen picture book to be shared together. Please only write comments in the diary about the monster phonics reading book that your child has read to you, not the picture book.
 - **FOREST SCHOOL** will usually be on Mondays. Children need to come to school wearing forest school clothes (long sleeved clothing and blue leggings/joggers) and trainers. Please see below for any changes of days. Any further updates/changes will be posted on Tapestry.
- Week beginning 13/4/26** Forest School on Monday.
- Week beginning 20/4/26** Forest School on Monday.
- Week beginning 27/4/26** No Forest School on Monday. Please wear Forest School clothes on Tuesday for our school trip.
- Week beginning 4/5/26** Bank holiday Monday so no Forest School.
- Week beginning 11/5/26** Forest School on Monday.
- Week beginning 18/5/26** Forest School on Monday.