

 <p>Ettington Church of England Primary School</p>	<b>PLANNING OVERVIEW</b> <b>Topic Theme: Amazing Animals</b>	<b>Summer Term 2</b> <b>Reception 2025/2026</b>
	<b>Class Teachers: Mrs Hudspith &amp; Miss Sewell/Mrs Petty</b> <i>Learning for Fullness of Life</i>	<b>Collective Worship Value:</b> Compassion

Prime Areas of Learning	Specific Areas of Learning
<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own and others' feelings.</li> <li>• Begin to regulate their behaviour.</li> <li>• Wait for what they want.</li> <li>• Set and work towards simple goals.</li> <li>• Give focussed attention during carpet, group and 1 to 1 time.</li> <li>• Follow instructions involving several ideas or actions.</li> <li>• Be confident to try new activities.</li> <li>• Show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain why we have rules.</li> <li>• Manage their own basic hygiene (hand washing, toileting, dressing).</li> <li>• Understand the importance of healthy food choices.</li> <li>• Take turns with others.</li> <li>• Make good relationships and friendships.</li> <li>• Be sensitive to their own and others' needs.</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Retell stories they have heard.</li> <li>• Use new vocabulary.</li> <li>• Anticipate what might happen next in a story.</li> <li>• Know the sounds for each letter in the alphabet (a-z).</li> <li>• Know at least 10 digraphs (zz, ll, ff, ss, ck, ch, sh, th, th, ng, oo, oo, ar, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure).</li> <li>• Read simple sentences.</li> <li>• Read some common exception words (I, go, to, the, into, no, we, be, me, you, my, he, she, they, was, her, are, all,</li> <li>• Sounding-blend unknown words but increase in reading fluency (able to read without blending).</li> <li>• Write recognisable letters, forming them correctly by starting and finishing in the right place.</li> <li>• Spell words by knowing which sounds are in them and how to write these sounds.</li> <li>• Write simple phrases and sentences that they can read back and a grown up can read.</li> </ul>
<p style="text-align: center;"><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Ask questions when listening to a story.</li> <li>• Make comments about what they have heard.</li> <li>• Have back-and-forth conversations.</li> <li>• Take part in group discussions.</li> <li>• Explain why things might happen.</li> <li>• Use new vocabulary.</li> <li>• Speak in full sentences.</li> <li>• Use the past, present and future tenses.</li> <li>• Use connecting words (conjunctions) E.g And, but, so, or, because.</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10.</li> <li>• Know how to make numbers to 10 (e.g. 9 could be 3 and 3 and 3).</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Know the number bonds to 5 and some to 10. These are the pairs of numbers when added or subtracted make a number. E.g. Number bonds of 4. 2+2=4. Also knowing 4-2=2</li> <li>• To say numbers in order to 20 and beyond.</li> <li>• To know 'more' and 'fewer' and 'same' when looking at two amounts.</li> <li>• Odds and evens to 10.</li> <li>• Double facts to 10. E.g. Double 1 is 2, double 2 is 4.</li> <li>• Sharing amounts up to 10 by physically moving objects. E.g. Sharing 6 apples between 2 teddies is 3 each.</li> </ul>
	<p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Know about some key jobs.</li> <li>• Compare the past and now.</li> <li>• Hear stories set in the past.</li> <li>• Use simple maps.</li> <li>• Describe their environment/the world around them.</li> <li>• Know some differences between different religious and cultural communities in their country.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare life in this country to life in other countries.</li> <li>• Explore the natural world.</li> <li>• Make observations and draw pictures of animals and plants.</li> <li>• Compare the natural world and contrasting environments (such as cities).</li> <li>• Notice the 4 seasons (Spring, Summer, Autumn, Winter).</li> <li>• Notice changing states of matter, such as melting, freezing and evaporating.</li> </ul>
<p style="text-align: center;"><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Move around obstacles and people safely.</li> <li>• Strength, balance and coordination.</li> <li>• Move energetically – running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil in a tripod grip.</li> <li>• Use scissors, paint brushes and cutlery.</li> <li>• Draw with accuracy and care.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Use a variety of materials, such as paper, card, lolly sticks and blocks.</li> <li>• Use a variety of tools, such as pencils, pens, paint brushes, glue spreaders and sponges.</li> <li>• Use a variety of techniques.</li> <li>• Experiment with colour, design, texture, form and function.</li> <li>• Share their creations and explain how they made it.</li> <li>• Use props in role play.</li> <li>• Make up their own stories.</li> <li>• Sing nursery rhymes.</li> <li>• Move in time to the music.</li> <li>• Perform songs, rhymes, poems and stories with others.</li> </ul>

<p><b>PARENT INFORMATION AND GUIDANCE</b> <i>Learning for Fullness of Life</i></p>
<ul style="list-style-type: none"> <li>• <b>UNIFORM</b> should be labelled, appropriate and suitable for weather conditions. <b>Please bring in named sun hats.</b></li> <li>• <b>SUNCREAM</b>-please apply at home before school each morning.</li> <li>• <b>LABELLED WATER BOTTLES</b> brought into school each day with fresh water (not squash).</li> <li>• <b>BOOK BAGS</b> to be checked daily for messages or letters.</li> <li>• <b>TAPESTRY</b> to be checked regularly for messages.</li> <li>• <b>PE</b> will be on Fridays. Children need to come to school wearing their PE kit (blue T-shirt, blue leggings/joggers/skort/shorts) and trainers.</li> <li>• <b>Reading books</b> 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.</li> <li>• <b>FOREST SCHOOL</b> will usually be on Mondays. Children need to come to school wearing forest school clothes (long sleeved clothing and blue leggings/joggers) and trainers. On very hot days they can bring in their PE kits (T-shirt and shorts) to change into after Forest School. <b>There will be no Forest School on Monday 8<sup>th</sup> June as we have our Zoolab visit so please can children wear their uniform.</b> Any other changes will be posted on Tapestry.</li> </ul>