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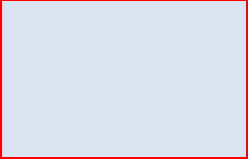
Curriculum Information Letter – Reception 2025-2026 – Summer 1

Dear Parents and Carers,

Welcome back after the Easter break. This half-term our learning will be focused around Traditional Tales / Fairytales.

Curriculum Plan for 2025-2026 – Summer 1	
Communication and Language	This half-term we will be focusing on developing children’s ability to explain how things work, what has happened and why. Children will be encouraged to use talk to solve problems, reason with others and work through friendship situations. We will support children to build longer sentences by adding more detail and using new vocabulary. They will also have opportunities to talk about their own experiences, describing events from their lives with increasing confidence and clarity.
Personal, Social and Emotional Development	<p>This half-term we will support children to confidently share, take turns and show kindness and care towards others. Through discussions and role play, they will talk about their own feelings, understand how others may feel, and know when and how to say sorry.</p> <p>Children will be encouraged to show resilience by trying new things and persevering when challenges arise. They will continue to develop independence, managing their own needs and following routines with confidence. We will also reinforce how to stay safe and the importance of listening carefully and responding appropriately to instructions.</p>
Physical Development	<p>This half-term in PE, we will begin our games unit with Coach Rae, developing control, coordination and safe use of equipment. Outdoors, children will build core strength using the circle carts and continue to move confidently in a range of ways, including running, jumping, climbing and balancing.</p> <p>In the classroom, we will focus on fine motor skills, including cutting, using tools such as tweezers, and strengthening fingers through playdough. Children will also develop pencil control and a secure tripod grip, using tools independently and with increasing accuracy.</p>
Religious Education	This half-term we will be learning about world faiths through the big question, ‘What makes a place special?’ Children will explore why the Church is a special place for Christians and why the Mosque is a special place for Muslims. Through stories and discussion, they will begin to understand how different places are important to different people.
Phonics	In Phonics, we will be starting Phase 4, focusing on reading and writing longer words with adjacent consonants, such as CVCC and CCVC words. Children will practise

	<p>blending and segmenting words with increasing confidence, including words ending in –ing and –ed, as well as compound words like sandpit and lunchbox. We will continue to review Phase 3 sounds and build fluency when reading and writing sentences. Children will also revisit and learn new tricky words. Reading practice sessions with fully decodable books will take place three times a week to support confidence, accuracy and fluency.</p>
Literacy	<p>This half-term our Literacy learning is based on the traditional tales Little Red Riding Hood, The Three Little Pigs and Jack and the Beanstalk. Children will explore these stories through reading, discussion and role play, developing their understanding of story structure, including the beginning, middle and end.</p> <p>They will have opportunities to write for different purposes, including speech bubbles, lists, simple sentences and short story retells. Children will describe characters, share their opinions and begin to explain their ideas using “because”. We will also explore creative writing, where children can change parts of a story to make their own versions.</p> <p>Alongside this, children will take part in activities to develop comprehension skills, such as answering questions, making predictions and identifying key events. Through these experiences, children will build confidence in reading, writing and expressing their ideas clearly.</p>
Maths	<p>In Maths, we will be exploring numbers up to 20. Children will develop their understanding of the composition of numbers, as well as addition and subtraction within 20. We will also revisit key concepts, including 2D shapes, number bonds and doubles to 10, to build confidence and fluency.</p>
Understanding the World	<p>This half-term we will be learning about the world around us and our local community. Children will talk about their own experiences, recounting events and beginning to sequence what happened using simple language such as “then” and “next”.</p> <p>We will learn about people who help us, including key workers such as the police, fire service and doctors, and explore how they support our community. Children will also look at special places in our local area, discussing why they are important and how we show respect.</p> <p>In our learning about the natural world, children will explore plants and growing, identifying parts of a plant and learning what plants need to grow. We will observe changes in nature, including common flowers, and learn about simple life cycles, such as the lifecycle of a frog.</p>
Expressive Arts and Design	<p>This half-term children will explore a range of creative skills through art and design. They will experiment with printing techniques, creating patterns and simple symmetrical designs inspired by the artist Emma Bridgewater. Children will also develop their understanding of colour, mixing paints to create new shades and beginning to choose colours for a purpose.</p> <p>We will explore painting using a variety of tools and surfaces, encouraging children to experiment and talk about their choices. Alongside this, children will develop their drawing skills through observational artwork, looking closely at shape, colour and detail.</p>



Children will also take part in creative projects involving textiles and 3D modelling, using a range of materials to create models, puppets and woven pieces, while developing their cutting and joining skills.

If you have any questions about our learning this half-term, please feel free to ask me at the classroom door.

Thank you for your continued support,
Michael