

Reception Medium Term Planning

SUMMER TERM 2026

Summer 2. What a wonderful World

Our key experiences this half term include:

A visit to a farm
Sports Day
Move up Day



Personal, Social and Emotional Development



Showing an understanding of their own feelings and the feelings of others using the Zones of Regulation – Green, Red, Blue and Yellow

Confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Work and play cooperatively and take turns with others.

Following the Jigsaw curriculum
My Body, Respecting My Body, Growing Up, Fun and Fears, Celebration

Focussing on naming parts of the body, things I can do and eat to stay healthy, understanding how we grow from babies to adults, expressing feelings about moving to Year 1 talking about worries or things we are looking forward to, sharing memories of the best parts of being in Reception.

Communication and Language



To listen attentively and respond to what they hear with relevant questions, comments and actions.

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.

Physical Development



To negotiate space and obstacles safely, with consideration for themselves and others.

To participate in team games developing skills such as rolling/pushing a piece of equipment, catching with both hands, moving and stopping safely, adjusting speed and direction.

To take turns with others and encourage your team mates

To follow instructions and play by the rules in team games

To demonstrate strength, balance and coordination when playing.

To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

To hold a pencil using the tripod grip.

Use a range of tools such as scissors, paintbrushes and cutlery safely and competently.



**Literacy:
Reading**



To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

To pick out simple information from books.

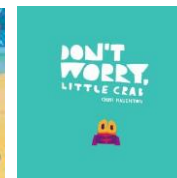
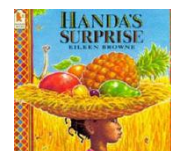
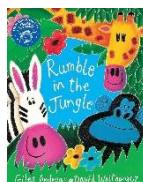
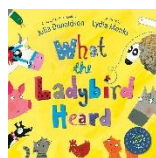
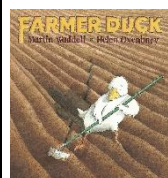
To understand that the title tells us something about the book

To say a sound for each letter in the alphabet and at least 10 digraphs e.g ch, sh, th, ng, ai, ee, oa, ar, or, oi

To read words consistent with their phonic knowledge by sound-blending.

To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words e.g. he she me be we you all are her was they my.

texts to support the topic and develop vocabulary:



**Literacy:
Writing**



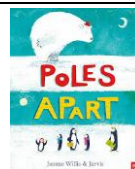
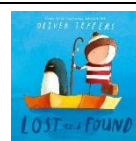
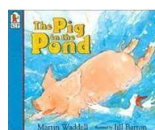
To write recognisable letters, most of which are correctly formed.

To spell words by identifying sounds in them and representing the sounds with a letter or letters.

To write simple phrases and sentences that can be read by others



Key Texts:



Developing literacy skills using Supersonic Phonics and Kinetic Letters handwriting to write simple dictated sentences

Understanding the world: The World



To know that animals live in different environments and to name some of the animals e.g. pig, goat, calf, penguin, lion, elephant, camel, whale, jellyfish etc.

To look at similarities and differences in relation to places, how environments vary from one to another such as land and sea.

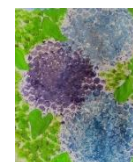
Talk about different environments and talk about key features e.g. Polar Regions, farm, jungle, desert, ocean
Maps and islands.

Expressive Arts and Design: Creating with materials



Exploring printing

To explore a range of materials that can be printed with print with e.g. stamps, fruit & veg, corks, feathers etc



To know that paint can be applied to different objects and used to create a print design

To know that William Morris used repeated pattern to create wallpaper and fabric

To be able to describe key features of my own work, sharing their creations and explaining the process they have used.



To make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design: Being imaginative and expressive



To invent, adapt and recount narratives and stories

To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

To sing a range of well-known nursery rhymes and songs.

Religious Education



Special Places – What makes places special?

Homes around the world

Our world

Churches

Mosques

Synagogues