Askam Village School Curriculum Plan – 2025-2026 Reception Summer Term

Communication and Language	Literacy	Maths
➢ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ➢ Express their ideas and feelings about their experiences using full sentences ➢ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ➢ Listen attentively and respond to what they hear with relevant questions, comments and actions ➢ Make comments about what they have heard and ask questions to clarify their understanding ➢ Offer explanations for why things might happen	➢ RWI ➢ Read CVC words and simple sentences ➢ Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words ➢ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment ➢ Write short sentences / captions with words with known letter-sound correspondence ➢ Re-read what they have written to check that it makes sense ➢ Form lower-case correctly ➢ Begin to understand the structure of a sentence ➢ Recognise and use capital letters	➢ Exploring the composition of numbers up to 10, and then to 20 and beyond ➢ How many now? ➢ Manipulate, compose and decompose shapes ➢ Sharing and grouping ➢ Visualise, build and map

Personal, Social and Emotional Development	Understanding the World
➢ Be confident to try new activities and show independence, resilience and perseverance ➢ 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 to others' needs	➢ Know some similarities and differences between things in the past and now ➢ Understand the past through settings, characters and events encountered in books read in class and storytelling ➢ Reflect on special places and discover places that are important within different religions ➢ Encounter stories form different religious worldviews ➢ Explain some similarities and differences between life in this country and life in other countries ➢ Explore the natural world around them, making observations and understand how to care for it ➢ Know some similarities and differences between the natural world around them and contrasting environments ➢ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive arts and design	Physical Education
➢ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function ➢ Share creations, explaining the process used ➢ Explore 3D models and modelling materials ➢ Make use of props and materials when role playing characters in narratives and stories ➢ Invent, adapt and recount stories with peers and their teacher ➢ Sing a range of well-known nursery rhymes and songs ➢ Explore a range of instruments ➢ Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music	➢ To create short sequences using shapes, balances and travelling actions ➢ To develop balancing and safely using apparatus ➢ To develop jumping and landing safely from a height ➢ To create sequences using apparatus ➢ To explore and remember actions considering level, shape and direction ➢ To remember and repeat actions moving in time with the music ➢ To develop co-ordination and play by the rules ➢ To work co-operatively as a team ➢ To develop accuracy when throwing, catching, bouncing, dribbling and striking a ball