



# Reception Curriculum News

## Summer 2 2026



This half term we are exploring 'Under the Sea' learning all about beaches, under the sea and holidays.



This half term, our topic is '**Under the Sea**', where we will be exploring beaches, holidays, and life under the sea. Through this topic, children will develop their knowledge of the world, build language skills, and deepen their curiosity through hands-on, engaging experiences.

As this is the final half term in Reception, it will be a busy and exciting time. Alongside our topic learning, we will be focusing on preparing the children for their transition to Year 1. This includes developing independence, confidence, and resilience, as well as reflecting on their learning journey in Reception—what they have enjoyed, what they are proud of, and how much they have grown.

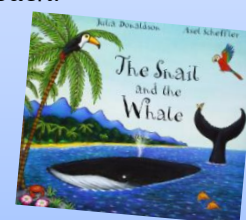
The children will also take part in transition visits to their new Year 1 classes. These visits will help them feel confident and familiar with their new environment, routines, and teachers.

### Our Learning This Half Term

Through our topic *On the Beach*, we will:

- Explore different beaches and seaside environments.
- Learn about sea creatures, including those found in rock pools and under the sea.
- Develop vocabulary linked to the seaside (e.g., waves, shore, coast, tide).
- Use stories to support early reading, writing, and discussion skills.
- Encourage children to describe what they can see, hear, and feel at the beach.

Key books we will be focusing on:

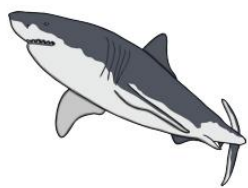


### How You Can Help at Home

You can support your child's learning by talking together about our topic and their experiences:

- What would you see, hear, and smell at the beach?
- What activities might you do at the seaside?
- Can you name and describe sea creatures?
- What do you remember learning about in Reception?
- What has been your favourite activity or memory?
- What are you looking forward to in Year 1?

## Key Vocabulary



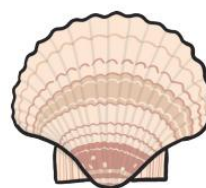
shark



jellyfish



squid



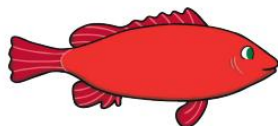
shell



crab



starfish



fish



seahorse



turtle



angelfish



hermit crab



swordfish



diver



anchor



whale

## Dates for your diary:

|                                 |                                                                                                                                                                                                           |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday 1 <sup>st</sup> June     | School closed for INSET                                                                                                                                                                                   |
| Tuesday 2 <sup>nd</sup> June    | Children return back to school.                                                                                                                                                                           |
| Thursday 4 <sup>th</sup> June   | Reception Sports Day<br>(Sports day will be on Arboretum Park in the afternoon. Children must be wearing a full PE kit with a water bottle. You are invited to watch your child taking part at 1:30 p.m.) |
| Wednesday 24 <sup>th</sup> June | Reception Trip<br>(More details and payment information to follow)                                                                                                                                        |
| Saturday 4 <sup>th</sup> July   | Summer Fair at Arboretum Park<br>All families welcome!<br>                                                           |
| Wednesday 22 <sup>nd</sup> July | Children break up for the Summer Holiday                                                                                                                                                                  |
| Thursday 23 <sup>rd</sup> July  | INSET DAY- school closed                                                                                                                                                                                  |

## Assessment Information

Over the coming weeks, we will be completing assessments against the Early Learning Goals (ELGs). These assessments help us understand your child's progress across all areas of the EYFS curriculum and will be shared with you at the end of term.

Please remember, children develop at different rates—there is no need to worry if your child has not met all goals yet. Children will continue to build on these goals in Year 1 with their new class teachers.

### Early Learning Goals

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| <b>Communication and Language</b><br><b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Personal, Social and Emotional Development</b><br><b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> | <b>Physical Development</b><br><b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Understanding the World</b><br><b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>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.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <b>Expressive Arts and Design</b><br><b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Mathematics</b><br><b>Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                     |
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Thank you for your continued support. We are very proud of all the children and look forward to celebrating their achievements, as they prepare for their exciting next step into Year 1.

Don't forget we are always here to help. Please let us know if you have any questions or would like some more information.

We have an open door policy.

Check out our class pages at [www.rosehillinfants.co.uk](http://www.rosehillinfants.co.uk)

Many thanks,  
Miss Rani, Mrs Sangh, Miss Barkes and the team.