

# Reception – Summer 2 Under the Sea

Reception Summer 2 2026	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26
Key Dates	Phonic screening week	EYFS Review New starters meeting	Data to be done	Sports day Monday	6 <sup>th</sup> reserved sports day 8 <sup>th</sup> Transition day	Y6 Prom Y5 residential 15 <sup>th</sup> whole school mass 16 <sup>th</sup>
Literacy Book Focus						
	Children will learn ..... How to recognise some environments that are different from the one in which they live. To compare some similarities and differences. To learn about why it is important to care for our environment.					
Key Vocab	<p><b>Tier 3</b> Pollution Recycle Reuse Compare climate Rubbish Habitat/ environment</p> <p><b>Tier 2</b> Sea Ocean Shell Fish and other names of sea creatures</p>					



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	<p style="text-align: center;">Seahorse Crab Octopus Coral Shark – types of shark features Mountain Land Desert</p>					
<b>Literacy Word Reading</b>	<p>Read Green or purple Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p>41 sounds (First 6 set 2 sounds)</p>					
<b>Literacy comprehension</b>	<p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role-play.</p> <p>To share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>					
<b>Literacy Writing</b>	<p>To write simple sentences that can be read by others in a variety of contexts</p> <p>To read their own writing to check it makes sense</p> <p>To use connective 'and'.</p>					
<b>Writing ideas...</b>	<ol style="list-style-type: none"> <li>I can see.... Tuff spot image</li> <li>How pollution effects creatures in the sea – image and write.</li> </ol>	<ol style="list-style-type: none"> <li>A3 – journey of Stanley – what happened draw and write.</li> <li>Speaking and listening – small group about pollution in the ocean – perform</li> </ol>	<p>Sequencing images and simple sentence for each picture.</p>	<ol style="list-style-type: none"> <li>Drawing club - x1 Adventure time – On Monday....</li> <li>Drawing club - x1 Adventure time – On Tuesday....</li> </ol>	<p>Creating Shark Fact file over write 1 and 2.</p>	



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<b>Maths</b>	Unit 19: exploration of patterns within number. Final assessments	Unit 16: numbers patterns beyond 20	Unit 17: Money Unit 18: measures
<b>Communication and Language</b>	<p>To talk about characters, settings, and structures of stories</p> <p>To confidently join in with listening activities.</p> <p>To speak in full sentences using tenses and plurals correctly most of the time.</p> <p>To ask questions using a range of starters (who, what, where, why, how) in small group and within play.</p>		
<b>Personal, social and emotional development.</b>	<p>Self-regulation</p> <ul style="list-style-type: none"> <li>• Help children to set own goals and to achieve them.</li> <li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>• Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li> </ul> <p>Managing self</p> <ul style="list-style-type: none"> <li>• Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>• Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> <li>• Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>• Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</li> <li>• Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li> </ul>		
<b>Physical Development</b>	<p><b>Reception: Ball skills unit 2</b></p> <p>To develop rolling and tracking a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop dribbling with hands.</p> <p>To develop throwing and catching with a partner.</p> <p>To develop dribbling a ball with your feet.</p>		

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	<p>To develop kicking a ball to a target.</p> <p><b>Fine Motor</b>                  To hold a pencil effectively in a tripod grip                  To form letters correctly                  To use scissors, paintbrushes and cutlery effectively.</p>		
<p><b>Understanding the World</b></p>	<p>Week 1 - To know about the impact of pollution on the planet. To know how sea life is affected by sea pollution.                  Week 2 - To know about recycling and identify items that can be recycled. To know how to look after our planet. Make posters to put around the classroom/ outside area and school.</p>	<p>To compare one environment to another building on own experiences.                  To be able to identify key features on maps and photographs.                  To understand how some environments contrast to those they are familiar with and explain and reason ideas.</p>	<p>Information about different sharks – what they eat, where they live, how fierce of a predator are they.</p>
<p><b>ICT</b></p>			

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<b>Expressive Arts and Design</b>	<p><b>EAD – Being imaginative</b> Children will continue to practise their skills in story-telling, singing, dancing and performing through play and with provision enhancements.</p> <p><b>EAD</b> <b>Kapow - Structures: Boats</b> In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p> <p><b>EAD key skills</b> To carry out observational drawing building on drawing skills previously developed To attach using chosen attachments techniques to attach for purpose.</p> <p><b>Music – music and movement</b></p> <ul style="list-style-type: none"><li>- Action songs</li><li>- Exploring the beat</li><li>- Finding the tempo</li><li>- Exploring the tempi and pitch through dance</li><li>- Performing dance and movement</li></ul> <p><b>Spanish – nursery rhymes</b></p>
<b>RE</b>	<p><b>RE</b> <b>Dialogue and Encounter</b> St Peter is a friend of Jesus. St Paul is a friend of Jesus. Everyone is invited to be a friend of Jesus. People all over the world are friends of Jesus.</p> <p>Other Faiths - Through dress and traditional stories children will learn about other Christian faiths.</p>