

Down at the Bottom
of the Garden
Summer Term 2026
Reception



Literacy

Mathematics

Rights Respecting Article 31 – 'Every child has the right to play and rest.'



Comprehension – We will be rereading stories and narratives to show their understanding of the texts. Non-fiction texts will inform language choices around minibeast.

Word Reading – We will be using the 'Read, Write, Inc' scheme to continue to work on phonics. We will be embedding set 1 sounds and beginning to learn set 2 sounds. We will explore different ways that authors present their text.

Writing – We will have opportunities for mark making inside and out. We will use our phonic knowledge to sound out words for a holiday recount, bean diary, labelling a life cycle of a frog, describing parts of a story and minibeast riddles. We will reread what we have written to check that it makes sense. We will start to write sentences that begin with a capital letter. We will begin to use finger spaces to separate our words.

To 20 and Beyond:

- Build numbers beyond 10
- Continue patterns beyond 10
- Verbal counting beyond 20
- Verbal counting patterns

How Many Now?

- Add more
- How many did I add?
- Take away
- How many did I take away?

Manipulate, compose and decompose:

- Select shapes for a purpose
- Rotate and manipulate shapes
- Explain shape arrangements
- Compose and decompose shapes
- Copy 2D shape pictures
- Find 2D shapes within 3D shapes

Personal, Social and Emotional Education

Communication and Language

Physical Development

Self-regulation, managing self and building relationships
We will focus on the theme of relationships in more detail thinking about how we can control our own feelings.
We will explore how families come in different shapes and sizes and how to be a good friend.

Listening and Attention and Understanding and Speaking
The children will offer explanations about why things happen, centred around nature and habitats.
They will ask questions to clarify they understand what they have heard about facts.
They will speak conversationally with their peers and adults, listening and offering their own information and viewpoint.

Gross motor – In PE we will focus on ball skills developing confidence, competence, precision and accuracy when engaging in activities. Specific focus: Simple ball skills in tennis, with a range of balls. Bat, pat and hit a ball. **Fine motor** – Letter formation is accurate and practised daily so that it becomes automatic, efficient and fluent over time. Beginning to show accuracy and care when drawing.

Expressive Arts and Design

Understanding the World

Characteristics of Learning

Curriculum Enrichment

Creating with materials– Looking at paintings and other forms of art and discuss content and style including the insect artist Lucy Arnold and Matisse's Snail.
Being imaginative and expressive – Sing Up – Five Fine Bumblebees

Past and Present – Studying the famous Botanist David Attenborough.
The Natural World – Exploring plant and animal life cycles and creating animal habitats. **People, Culture and Communities** – Researching insects around the world in different habitats.
RE: Does everyone believe in God?

As **engaged learners** we will find out and explore, play with what we know and be willing to have a go.
As **motivated learners** we will be involved and concentrate, keep on trying and enjoy achieving what we set out to do.
As **creative and critical thinkers** we will have our own ideas, make links, and choose ways to do things.

Gardening day – We will learn about the life cycle of a bean and plant a runner bean for Jack to climb up. We will all go to Forest School to create a bug hotel and plant seeds in the garden.

French: Learning songs and rhymes that fit with topic. Learning to greet teacher in French when answering name in the register.