



WELCOME TO RECEPTION AT



RUDYARD KIPLING
Primary School & Nursery,
Woodingdean

Summer 2025 Topic Chat Information for Parents and Carers



WHAT TO BRING EACH DAY

- Water bottle
- Sun hat
- Book bag and reading book/record
- Please apply sun cream to your child in the morning,

Please name **everything!**

Ready, steady, GROW!

Our topic for this term will be Ready, Steady, GROW! – We will be looking closely at the natural world around us, learning about how plants and flowers grow, and exploring the different types of food we can grow and eat. We will also be thinking about how to keep our bodies healthy, including learning about hygiene, the importance of exercise, and what makes a balanced diet. To bring our learning to life, we'll be getting hands-on with some sensory food tasting experiences and spending time planting and observing how things grow over time. We have already started growing our own sunflowers and encourage you to keep them growing when we send them home.

There will be a small prize and a certificate for the largest sunflower at the end of the school year.



Summer 2 – The Big Blue

This is what we will be covering this half term

Communication and Language <ul style="list-style-type: none">• Listen to and talk about selected non-fiction• 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.• Participate in discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen• Express their ideas and feelings about their experiences using full sentences	Personal, Social, Emotional Development <ul style="list-style-type: none">• Know and talk about ways to be healthy• Show an understanding of feelings and regulate behaviour• Showing 2-channelled attention (listen and do)• Follow instructions involving several actions• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.	Physical Development <ul style="list-style-type: none">• Negotiate space and obstacles safely• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.	
Maths <ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.• Explore 3D shapes.	Summer 1 Ready, Steady, Grow!		Literacy <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them• Say a sound for each letter in the alphabet and some digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.
Understanding the World <ul style="list-style-type: none">• Describe their immediate environment• Explore the natural world around them• 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.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Expressive Arts and Design <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.• Invent, adapt and recount narratives and stories with peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	At home: <ul style="list-style-type: none">• Talk about oral hygiene at teeth brushing time and supervise other good practises• Practise letter formation at home and writing in meaningful ways, such as lists, cards, letters, etc• Apply reading skills more widely such as reading recipes, instructions, signs, bedtime stories etc together• Explore numbers to 10 and different ways of making them• Listen to Cbeebies radio and audio books and discuss what happened afterwards• Go on walks around and see what plants you can see, can you name the different parts? Maybe even have a go at planting your own	

LITERACY

We will be covering lots of digraphs this term.

TWO LETTERS, ONE SOUND

As well as the Sounds Write books, we will also be sending some books home that are not always phonetically decodable. It is helpful to look at the tricky words and talk about them or try to spot them being repeated throughout the story.

We have sent home all the Watch Out Words we have covered this year, so far. We love a Watch Out Word hunt or simply hanging them somewhere can be enough to help the children remember them.

Please continue to listen to your child read regularly and write in their reading record.

SOUNDS WRITE

Free parent course available: <https://www.udemy.com/course/help-your-child-to-read-and-write/>



MATHS

Summer 1

Counting larger amounts

Subitising, doubling

Representing numbers to 5

Representing numbers to 10

Ordering to 10, more than, less than

Summer 2

Recap

Practise at home

Writing numerals

1 more, 1 less

Number bonds to 10*





PE AND FOREST SCHOOL

PE dates

Thunberg – Monday and Wednesday

Rashford – Monday and Thursday

Please send your child in their PE kit on these days

Forest School

We are lucky to have a Forest School expert, who will be working with the children at least once every half term. We need parent helpers to make this work. There will be a PING that goes out the week before and if you can spare the afternoon, you can let the office know then.

PE kit will be required on these days and wellies are strongly recommended.

We try to get down to Forest School whenever we can too.



By the end of Reception year, children should typically be achieving the Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

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

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The background of the slide is a dense, repeating pattern of question marks in various colors including red, blue, teal, purple, yellow, orange, and green. The question marks are scattered across the entire frame, creating a vibrant and thematic backdrop.

**ANY
QUESTIONS?**
