

Reception Summer 1 2024		Proposed Weekly overview				
Wk: no/date	1. 15.4.24	2. 22.4.23	3 29.4.24	4. 6.5.24	5. 13.5.24	6. 20.5.24
EYFS Curriculum area	Learning intentions					
Communication and language	<p>I can ask questions to find out more</p> <p>I can use vocabulary to describe feelings (Big Bright Feelings books)</p>	<p>I can ask questions to find out more</p> <p>I can retell stories using language from stories with my own words</p>	<p>I can use talk to help work out problems</p> <p>I can retell stories using language from stories with my own words</p>	<p>I can use talk to organise my thinking and activities</p> <p>I can use new vocabulary in imaginative play</p>	<p>I can use talk to organise my thinking and activities</p> <p>I can use new vocabulary in imaginative play</p> <p>I can clarify my understanding</p>	<p>I can clarify my understanding</p> <p>I can retell stories using language from stories with my own words</p>
Personal, social and emotional development I can sustain attention during tasks	<p>I can take account of others feelings and views during play</p> <p>I can follow the school rules and know why we have them</p>	<p>I understand road safety and how to stay safe on the farm</p> <p>I can focus whilst on the farm trip</p> <p>I can wait for what I need</p>	<p>I can take account of others feelings and views during play</p> <p>I understand healthy food choices</p> <p>I can wait for what I need</p>	<p>I can think about the perspective of others through stories</p> <p>I can plan my work and what resources I might need</p> <p>I can talk about how to keep healthy.</p>	<p>I can think about the perspective of others through stories</p> <p>I can plan my work and what resources I might need</p>	<p>I can think about the perspective of others through stories</p> <p>I understand how exercise keeps us healthy</p>

<p>Physical development</p> <p>On-going To form letters correctly by starting in the right place and moving the pencil in the right direction including capitals.</p> <p>To use cutlery more efficiently</p>	<p>I can control a large ball with my feet.</p> <p>I can safely use scissors and use them competently</p> <p>I can sit with good posture when using tools/writing</p>	<p>I can kick a large ball to a partner.</p> <p>I can safely use scissors and use them competently</p> <p>I can sit with good posture when using tools/writing</p>	<p>I can pass a large ball to each other using both hands and feet.</p> <p>I can cut materials to shape when collaging</p> <p>I can use a range of media e.g. small buttons and pipe cleaners in collage.</p>	<p>I can use a racket to hit a large, then a small ball.</p> <p>I can use a range of media e.g. matchsticks and pipe cleaners in collage.</p>	<p>I can aim a ball at a partner's racket.</p> <p>I can use small paint brushes to paint</p>	<p>I can pass a ball to each other when playing a simple game.</p> <p>I can draw more accurate representations using a pencil.</p>
<p>Literacy</p> <p>On-going</p> <p>I can form most lower-case and capital letters</p>	<p>I can read phrases that contain common exception words</p> <p>I can write simple sentences with digraphs</p> <p><u>Phonics - Phase 4:</u> short vowels CVCC</p> <p><u>Tricky words -</u> said, so, have, like</p>	<p>I can read phrases that contain common exception words</p> <p>I can predict what they think might happen next in a story</p> <p><u>Phonics Phase 4:</u> short vowels CVCC CCVC</p> <p><u>Tricky words -</u> some, come, love, do</p>	<p>I can use story language learnt in imaginative play</p> <p>I can write simple sentences to recount the farm trip</p> <p><u>Phonics - Phase 4</u> short vowels CCVCC CCCVC CCCVCC longer words</p> <p><u>Tricky words -</u> were, here, little, says</p>	<p>I can use story language learnt in imaginative play</p> <p>I can retell the Little Red Hen</p> <p>I can predict what they think might happen next in a story</p> <p><u>Phonics - Phase 4</u> longer words compound words</p> <p><u>Tricky words -</u> there, when, what, one</p>	<p>I can write short sentences with common exception words to write a set of instructions.</p> <p>I can listen and respond to rhymes and poems</p> <p><u>Phonics - Phase 4</u> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><u>Tricky words -</u> out, today</p>	<p>to write short sentences with words with known sound- letter correspondences beginning to use a capital letter and full stop</p> <p>I can listen and respond to rhymes and poems</p> <p><u>Phonics - assessment</u></p>

<p>Mathematics</p>	<p>I can build and identify numbers to 20 using 10s frames, numerals, -bead strings, cubes.</p> <p>I can notice the repeating 1-9 patterns when counting past 20.</p>	<p>I can count forwards and backwards beyond 10</p> <p>I understand that quantity can be changed by adding more - first, then, now</p> <p>I understand that shapes can be combined and separated to make new shapes</p>	<p>I can count forwards and backwards beyond 10</p> <p>I understand that quantity can be changed by taking away - first, then, now</p> <p>I can rotate shapes to fit patterns and pictures</p>	<p>I can count forwards and backwards beyond 10</p> <p>I can share an amount into equal groups and notice when there are some left over</p>	<p>I can recall number bonds to 5</p> <p>I can group an amount evenly</p> <p>I can double numbers to 10</p>	<p>I can recall number bonds to 5</p> <p>Number consolidation</p>
<p>Understanding the world</p>	<p>I can talk about how people celebrate Eid</p> <p>I know what Muslims do at Ramadan</p>	<p>I can look at a farm map and use this to talk about what might be found on a farm</p> <p>I can talk about observations of different farm animals and their features.</p>	<p>I can look at animals and environments in other countries</p> <p>I can compare local area to the farm</p> <p>I can look at simple maps</p>	<p>I can look at pictures, books and videos and compare farms in the past to present</p> <p>I can talk about the changes in matter when making bread</p>	<p>I can talk about environments in stories and non-fiction books and compare to own experiences</p>	<p>I can find out about where people worship using photos and videos</p>
<p>Expressive art and design</p>	<p>I can talk about my work and how I could improve it</p>	<p>I can talk about my work and how I could improve it</p>	<p>I can talk about my work and how I could improve it</p>	<p>I can begin to adapt and change joining techniques I use as necessary</p>	<p>I can begin to adapt and change joining techniques I use as necessary</p>	<p>I can plan what I am going to make, select the resources and</p>

<p>Continued: I can use tools safely and efficiently</p> <p>I can develop a range of narratives in role play</p>		<p>I can select resources and create something I have planned</p>	<p>I can use a range of media to recreate what I have observed (Farm animals)</p>	<p>I can watch and talk about how dances make me feel</p> <p>I can begin to choreograph own dance</p>	<p>I can make up own words to songs</p>	<p>adapt where necessary</p> <p>I can make up own words to songs</p>
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