

Reception Spring 2 2024				Weekly overview		
Wk: no/date	1. 19.2.24	2. 26.2.24	3. 4.3.24	4. 11.3.24	5. 18.3.24	6. 25.3.24
EYFS Curriculum area	Learning intentions					
Communication and language	I can continue to listen to a partner, speak and take responsive turns.	I can continue to listen to a partner, speak and take responsive turns. I can ask questions to find out more.	I can use vocabulary that has been newly taught e.g. beak, incubator, egg tooth, hatch. I can explain how and why things happen.	I can begin to use because and so to extend explanations and discussions. I can learn poems and rhymes.	I can ask questions to find out more. I can begin to use because and so to extend explanations and discussions.	I can use vocabulary that has been newly taught e.g. melting, crunchy, sticky, coated. I can explain how and why things happen.
Personal, social and emotional development	I can use descriptive vocabulary, to express how I am feeling.	I can listen to other children, as well as, to staff. I can recognise when my behaviour adheres to school rules and when it does not.	I can share resources and co-operate when playing. I can talk about the importance of eating fruit and vegetables daily and a balanced diet.	I can share resources and co-operate when playing. I can talk about how to keep healthy.	I can focus when doing observational drawing of spring flowers. I can focus on listening and observing during a spring walk.	I can focus when examining Easter artefacts in detail.

<p>Physical development</p> <p>On-going To form more letters correctly by starting in the right place and moving the pencil in the right direction.</p> <p>To use cutlery more efficiently</p>	<p>I can balance arabesque, Pencil roll egg roll, Balance along bench, Jump 2 feet to 2 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 balance arabesque, Pencil roll Egg roll, Balance along bench and step off Jump 2 feet to 1 foot</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 forward roll with support, Pencil roll, Egg roll, Balance along bench kicking legs out, Jump 1 foot to 2 feet</p> <p>I can cut materials to shape when collaging.</p> <p>I can use a range of media e.g. small gems and pipe cleaners in collage.</p>	<p>I can Egg roll - keeping rolled up, Dish balance Walking backwards along bench, Jump 1 foot to 1 foot, forward roll with support</p> <p>I can use a range of media e.g. small gems and pipe cleaners in collage.</p>	<p>I can Dish balance, Superman balance, Jump off bench in pencil shape, Walk backwards along bench, forward roll</p> <p>I can use small paint brushes to paint daffodils.</p>	<p>I can use spoons to mix melted chocolate for Easter nests.</p>
<p>Literacy</p>	<p>I can read groups of letters (digraphs) by saying their sounds.</p> <p>I can begin to suggest what might happen next in stories.</p> <p>I can write words with digraphs.</p>	<p>I can blend words that contain digraphs.</p> <p>I can begin to suggest what might happen next in stories.</p> <p>I can write words with digraphs.</p>	<p>I can blend words that contain digraphs.</p> <p>I can read phase 3 tricky words.</p> <p>I can begin to write short sentences with words with known sound- letter correspondences.</p>	<p>I can read simple phrases and respond to what they say.</p> <p>I can read phase 3 tricky words.</p> <p>I can begin to write short sentences with words with known sound-</p>	<p>I can read simple phrases and respond to what they say.</p> <p>I can begin to form capital letters correctly.</p> <p>I can begin to compose sentences orally before writing.</p>	<p>I predict what is going to happen next in a story</p>

	Phonics - Review phase 3 ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear.	Phonics - Review phase 3 er, ear words with double letters longer words.	Phonics - words with two or more digraphs.	letter correspondences. Phonics - longer words words ending in ing compound words	Phonics - longer words words with s in the middle /z/ s words ending - s	
Mathematics	I can represent and sort 9 and 10. I can conceptually subitise to 10	I can find 1 more/1 less to 10	I can explore composition to 10. I can explore number bonds to 10.	I can combine two amounts within 10. I can make models using 3D shapes. I can recognise and name 3D shapes	I can explore number bonds to 5 - addition and subtraction. I can spot 2D shapes on 3D shapes.	I can make more complex repeating patterns e.g ABB, AABB.
Understanding the world	I can talk about my family. I can talk about animals that come from eggs.	I can observe the changes from egg to chick. I can ask what, where, why questions to find out more. I can talk about the feature of a chick	I can observe the changes from egg to chick. I understand how to care for the chicks I can talk about how a chick changes to a hen.	I can talk about the signs of Spring during a Spring walk. I can notice changes in daffodil bulbs. I can learn about the Easter story	I can talk about about the Easter story I know why Easter is important for Christians I can notice the changes in popcorn seeds when planted	I can talk about changes when cooking e.g melting chocolate for Easter nests.

<p>Expressive art and design</p>	<p>I can plan what I will make including resources, I will need.</p> <p>I can listen to songs and explain how they make me feel.</p>	<p>I can plan what they will make including resources they will need.</p> <p>I can listen to songs and explain how they make them feel.</p>	<p>I can talk about the work they have made.</p> <p>I can change the words to familiar songs.</p> <p>I can paint and collage representations of chicks</p>	<p>I can talk about the work I have made.</p> <p>I can change the words to familiar songs.</p> <p>I can do an observational drawing</p>	<p>I can combine singing and dancing.</p> <p>I can use different joining techniques in my work e.g split pins, string, tape, glue.</p>	<p>I can use different media to create</p>
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