

Reception Summer 2 2024		Weekly overview				
Wk: no/date	1. 03.06.24	2. 10.06.24	3 17.06.24	4. 24.06.24	5. 01.07.24	6. 8.07.24
EYFS Curriculum area	Learning intentions					
Communication and language	I can describe details in conversation using vocabulary taught I can answer questions about stories in detail	I can describe details in conversation using vocabulary taught I can use a range of connectives including and, because, so, but.	I can correctly use tenses of past, present and future I can use a range of connectives including and, because, so, but.	I can use a range of vocabulary including story language I can answer questions about stories in detail	I can continue to use correctly use tenses of past, present and future I can answer questions about stories in detail	I can continue to use correctly use tenses of past, present and future I can answer questions about stories in detail
Personal, social and emotional development I can sustain attention during tasks	I can set a goal and plan how to achieve it I can understand my own feelings and the feelings of others	I can set a goal and plan how to achieve it I can understand the importance of being healthy -road safety -sensible amounts of screen time	I can wait for resources needed if necessary and understand why I might need to wait. I can set a goal and plan how to achieve it	I can work co-operatively with other children I can understand why we have rules and why it is important to follow them	I can work co-operatively with other children	I can work co-operatively with other children
Physical development On-going I can form letters correctly by starting in the right place and moving the pencil in the right direction including capitals. I can use cutlery more efficiently	I can walk at speed whilst balancing an egg on a spoon I can walk at speed whilst balancing a beanbag/quoit I can look closely at objects and draw more accurate representations using a pencil.	I can jump as far as I can from a stationary position I can throw a javelin as far as I can I can thread a line of wool in holes in cardboard I can form letters correctly to use a tripod grip when writing	I can run as fast as I can in running races I can throw a bean bag into a hoop I can form letters correctly by starting in the right place and moving the pencil in the right direction with efficiency and fluency.	I can jump as fast as I can whilst in a jumping sack I can use clay tools to make patterns in clay	I can control different types of balls eg tennis balls, ping pong balls, beach balls, balloons I can use a range of materials in collage and use tools such as scissors and hole punches to change the materials as necessary	I can move in different ways eg rolling, crawling, walking, running , jumping, hopping, skipping, climbing I can confidently use tools with precision and control
Literacy	I can read aloud sentences reading	I can write short sentences with	I can write short sentences with words	I can write short sentences with	I can anticipate key events in stories	I can write short sentences with

<p>On-going</p> <p>I can form most lower-case and capital letters</p>	<p>common exception words and blending words using current phonic knowledge</p> <p>I can form most of my letters correctly.</p>	<p>words with known sound- letter correspondences.</p> <p>I can read aloud sentences reading common exception words and blending words using current phonic knowledge</p>	<p>with known sound- letter correspondences.</p> <p>I can form most of my letters correctly.</p> <p>I can re- read what I have written to check it makes sense</p> <p>I can anticipate key events in stories and explain what is happening</p>	<p>words with known sound- letter correspondences using a capital letter and full stop</p> <p>I can re- read what I have written to check it makes sense</p>	<p>and explain what is happening</p>	<p>words with known sound- letter correspondences using a capital letter and full stop</p>
<p>Mathematics</p>	<p>I can confidently recall number bonds to 5 and some to 10.</p> <p>I can use positional language to describe where objects are in relation to other objects</p>	<p>I can understand that some amounts can be shared into 2 equal groups and some cannot.</p> <p>I can compare and measure the length and height of 3 objects using the correct language</p>	<p>I can compare amounts using the language of greater/more/fewer/equal</p> <p>I can compare and measure the weight of 2 objects using the correct language</p>	<p>I can add two amounts together First, then, now</p> <p>I can compare the capacity of 2 items using the correct language</p>	<p>I can take an amount away from another amount First, then, now</p> <p>I can compose and decompose shapes</p>	<p>I can notice patterns with numbers within 10.</p> <p>I can make complex repeating patterns</p>
<p>Understanding the world</p>	<p>I can talk about changes in my teachers from when they were younger.</p> <p>I can find out about where people worship using photos and videos</p>	<p>I can find out about marine animals using non-fiction books, videos and pictures</p> <p>I can compare life in another country</p>	<p>I can name features of marine animals eg gills, blow hole, flippers</p> <p>I can compare life in another country</p>	<p>I can notice similarities and differences between animals that live on land and in water.</p>	<p>I can look at and read simple maps</p>	<p>I can compare the season of summer to the other seasons</p>
<p>Expressive art and design</p>	<p>I can evaluate what I have done talk about changes</p>	<p>I can continue to evaluate and adapt work and</p>	<p>I can adapt and change joining techniques</p>	<p>I can compose own music using instruments</p>	<p>I can compose own music using instruments</p>	<p>I can create dances and songs collaboratively</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 want to make or other tools or materials I need</p>	<p>joining techniques I have used as necessary</p>	<p>they have used as necessary</p> <p>I can adapt narratives with peers and adults</p> <p>I can begin to match the pitch and melody when singing</p>	<p>I can adapt narratives with peers and adults</p> <p>I can create dances and songs collaboratively</p>	<p>I can create dances and songs collaboratively</p>	
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