

Reception Spring 1 2026

Weekly overview

Wk: no/date	1. 5.1.26	2. 12.1.26	3. 19.1.26	4. WC 26.1.26	5. WC 2.2.26	6. WC 9.2.26
EYFS Curriculum area	Learning intentions					
Communication and language	I can listen to stories, songs and rhymes in a class group.	I can anticipate/ repeat refrains (repeated phrase) and phrases in familiar stories. I can use vocabulary, that has been newly taught e.g. icicles, hibernate	I can use vocabulary that has been newly taught e.g. siren, baton, paramedic, stethoscope. I can recall key information from a story or event told to them.	I can retell a familiar story, giving details to a listener. I can use 'and' when forming sentences to give more detail when talking.	I can use a range of verbs correctly e.g. racing, wriggling, sweeping, exercising, bounce. I can listen to a partner speak and take responsive turns.	I can use a range of verbs correctly e.g. racing, wriggling, sweeping, exercising, bounce I can listen to a partner speak and take responsive turns.
Personal, social and emotional development	I can choose a range of busy learning areas including those that are newly put out. I can adhere to school rules and expectations.	I can find ways to keep calm when emotions are high. I can develop respectful relationships with familiar adults and children.	I can confidently identify feelings such as; sad, happy, angry, worried, happy and excited and know why they are feeling a certain emotion. I can understand the importance of tooth brushing and how to	I can know that their actions can affect others. I can tell/show adults or peers something they are proud of e.g. their artwork, writing, their skills on a bike	I can talk to adults and peers about their individual interests. I can understand the importance of eating fruit and vegetables daily and a balanced diet	I can understand that other people may have different interests to own and know that both are equally important.
On-going						

<p>To put own coat on / off and use a zip.</p>		<p>I can manage my own toileting needs, dressing/undressing independently and arrive at the toilet in time.</p>	<p>brush their teeth properly.</p>	<p>/climbing frame etc.</p>		
<p>Physical development</p> <p>Begin to use cutlery to cut food.</p>	<p>I can form some letters correctly by starting in the right place and moving the pencil in the right direction.</p> <p>I can use scissors with growing control</p>	<p>I can throw and catch a large ball solo and adjust position when catching.</p> <p>I can combine a range of movement (balance bikes and go go bus).</p> <p>I can lift and push a wheelbarrow and manoeuvre it around a course.</p>	<p>I can throw and catch a large ball with a partner.</p> <p>I can lift and carry heavy objects e.g. real bricks, wooden blocks.</p> <p>I can safely use hammers and real tools.</p>	<p>I can form some more letters correctly by starting in the right place and moving the pencil in the right direction.</p> <p>I can use a range of media e.g. matchsticks and beads in collage.</p> <p>I can adjust position when catching a ball with a partner.</p>	<p>I can use a range of media e.g. matchsticks and beads in collage.</p> <p>I can throw and catch a small ball.</p>	<p>I can throw and catch a small ball with a partner.</p> <p>I can use small construction kits eg screwdriver set, lego.</p>

<p>Literacy</p>	<p>I can talk about characters in familiar stories (at story time).</p> <p>I can blend short words (CVC).</p> <p>Phonics: ai ee igh oa</p>	<p>I can talk about characters in Percy the Park keeper stories.</p> <p>I can blend short words (CVC).</p> <p>I write short captions using word space word.</p> <p>I can spell some tricky words.</p> <p>Phonics: oo oo ar or</p> <p>Tricky words - was, you, they</p>	<p>I can use new words I have heard in stories.</p> <p>I can write simple phrases including some phase 2 tricky words.</p> <p>I can read letters and begin to read groups of letters (digraphs) by saying their sounds.</p> <p>Phonics: ur ow oi ear</p> <p>Tricky words - my, by, all</p>	<p>I can read some phase 2 and phase 3 tricky words.</p> <p>I can write simple phrases including some phase 2 tricky words.</p> <p>I can begin to write most lower case letters with.</p> <p>Phonics: air er</p> <p>Words with double letters – dd mm tt bb rr gg pp ff</p> <p>Tricky words - are sure pure</p>	<p>I can begin to read simple phrases and respond to what they say.</p> <p>I can begin to write some capital letters.</p> <p>I am starting to compose my own sentences.</p> <p>Phonics: Longer words</p>	<p>I can begin to read simple phrases around the classroom and respond to what they say.</p> <p>I can write my first name with most letters formed correctly.</p> <p>Phonics: catch up/consolidation</p>
<p>Mathematics</p>	<p>I know that zero (0) represents 'nothing there'.</p> <p>I can find 0-5</p> <p>I can represent 0-5</p>	<p>I know the composition of 1-5</p> <p>I can conceptually subitise to 5</p> <p>I know 1 more or 1 less of a number up to 5</p>	<p>I can compare mass</p> <p>I can explore and compare capacity</p> <p>I know 1 more or 1 less of a number up to 5</p>	<p>I can find 6,7,8</p> <p>I can represent 6,7,8</p> <p>I can know different compositions of 6,7,8</p>	<p>I can make pairs – odd and even</p> <p>I can double to 8 (find a double)</p> <p>I can double to 8 (make a double)</p>	<p>I can compare height, length and breadth using the language of taller/shorter, longer/shorter, wider/narrower</p>

Understanding the world	<p>I can talk about changes in Winter.</p> <p>I can talk about recent past events eg the holidays</p>	<p>I can compare Winter to other seasons</p> <p>I can talk about changes I observe e.g. ice melting</p>	<p>I know about the work of familiar community workers e.g doctors, bus drivers.</p> <p>I can talk about the emergency services that came to visit us.</p>	<p>I can find out information about 'people who help us' using non-fiction books.</p> <p>I can talk about how people celebrate CNY</p>	<p>I can explore and discuss photos and video clips of emergency services from the past.</p>	<p>I can begin to compare emergency services then and now.</p>
Expressive art and design	<p>I can experiment with texture.</p> <p>I can select and use a range of media.</p>	<p>I can experiment with texture.</p> <p>I can create props for role play.</p> <p>I can use playdoh to create models e.g. snowmen</p>	<p>I can notice how material can change e.g dry, wet, flaky.</p> <p>I can use recycling to make 3D models e.g. fire engine using cardboard box.</p>	<p>I can start to plan what I will create.</p> <p>I can use my imagination to begin to develop more complex narratives in my role play.</p> <p>I can use techniques such as folding card into concertina to make a model.</p>	<p>I can continue to plan what I will create.</p> <p>I can perform dance moves e.g. Chinese dance workshop.</p> <p>I can use my imagination to begin to develop more complex narratives in my role play.</p>	<p>I can continue to plan what I will create.</p> <p>I can create movement to music.</p>