

Reception Summer 1 2026		Weekly overview					
Wk: no/date	1. 13/4/26	2. 20/4/26	3. 27/4/26	4. 4/5/26	5. 11/5/26	6. 18/5/26	
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 use vocabulary to describe feelings (Big Bright Feelings books)</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 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 clarify my understanding</p> <p>I can use new vocabulary in imaginative play</p>	
Personal, social and emotional development I can sustain attention during tasks	<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 can follow the school rules and know why we have them</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 plan my work and what resources I might need</p> <p>I know that exercise is important</p> <p>I know that sleep is important</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 know that dental hygiene is important and I know how to brush my teeth.</p>	<p>I can think about the perspective of others through stories</p> <p>I can talk about how to keep 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 travel down a slide in different ways.</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 water spray bottle.</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 balance on a narrow beam.</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 pour water carefully.</p> <p>I can jump over hurdles.</p>	<p>I can form most letters correctly.</p> <p>I can draw pictures with detail.</p> <p>I can ride a scooter competently.</p> <p>I can pour water carefully.</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><u>Phonics - Phase 4: short vowels CVCC</u></p> <p><u>Tricky words – said, so, have, like</u></p>	<p>I can read phrases that contain common exception words</p> <p>I can write simple sentences to recount the farm trip</p> <p><u>Phonics Phase 4: short vowels CVCC CCVC</u></p> <p><u>Tricky words – some, come, love, do</u></p>	<p>I can use story language learnt in imaginative play</p> <p>I can predict what they think might happen next in a story</p> <p>I can write simple sentences with digraphs by myself.</p> <p><u>Phonics – Phase 4 short vowels CCVCC CCCVC CCCVCC longer words</u></p> <p><u>Tricky words - were, here, little, says</u></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 longer words compound words</u></p> <p><u>Tricky words – there, when, what, one</u></p>	<p>I can listen and respond to rhymes and poems</p> <p><u>Phonics – Phase 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</u></p> <p><u>Tricky words – out, today</u></p>	<p>I can make up my own stories (orally/act out) using story language.</p> <p>I can write short sentences with common exception words to write a set of instructions.</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 quantity can be changed by taking away – first, then, now</p>	<p>I can rotate shapes to fit patterns and pictures</p>	<p>I understand that shapes can be combined and separated to make new shapes</p>	<p>I can recall number bonds to 5 and some to 10</p>
<p>Understanding the world</p>	<p>I can name baby animals e.g. foal, calf, gosling etc.</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>Expressive art and design</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 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 select resources and create something I have planned</p>	<p>I can talk about my work and how I could improve it</p> <p>I can use a range of media to recreate what I have observed (Farm animals)</p>	<p>I can begin to adapt and change joining techniques I use as necessary</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 begin to adapt and change joining techniques I use as necessary</p> <p>I can make up own words to songs</p>	

