

## Overview of 7 weeks planning for Year Reception

<b>Spring 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Phonics</b>	Review GPCS - ai, ee, igh, oa, oo,oo,ar,or,ur,ow,oi,e ar,er	Review GPCS - ai, ee, igh, oa, oo,oo,ar,or,ur,ow,oi,ear, er  review Phase 3: er air words with double letters longer words	Review GPCS - ai, ee, igh, oa, oo,oo,ar,or,ur,ow,oi,ear, er  words with two or more digraphs	Review GPCS - ai, ee, igh, oa, oo,oo,ar,or,ur,ow,oi,ear, er  longer words words ending in -ing compound words	Review GPCS - ai, ee, igh, oa, oo,oo,ar,or,ur,ow,oi,ear, er  longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Assess and plug gaps where needed
<b>Common Exception Words</b>	Tricky word- Is,as,his,has,the I	Tricky word - Is,as,his,has,the I	Tricky word - Is,as,his,has,the I	Tricky word - Is,as,his,has,the I	Tricky word - review all taught and check secure with spelling	
<b>Comprehension C AND I</b>	Articulate their ideas and thoughts in well-formed sentences. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Describe events in some detail.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Describe events in some detail.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Describe events in some detail.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Describe events in some detail.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Describe events in some detail.

<p><b>Writing</b></p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>. Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense May start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>
<p><b>PD</b> <b>PE</b> <b>Lessons</b></p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>

<p>PD</p> <p><b>Fine Motor Skills</b></p> <p>Continuous provision</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>
<p><b>Maths</b></p>	<p>Count beyond ten. Compare numbers to 10</p>	<p>Explore the composition of numbers to 10. (numberbonds to 10)</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</p>	<p>Numbers beyond 10</p>	<p>Counting patterns beyond 10</p>
<p><b>Topic</b></p>	<p><b>KWL GRID</b></p> <p><b>KUW</b> - Looks closely at similarities, differences, patterns and change in nature <b>Different types of transport</b></p> <p><b>EAD</b>- Set up a stage area with instruments and song prompts for children to sing transport songs, such as <b>'The Wheels on the Bus'</b> or <b>'Row, Row, Row Your Boat'</b>.</p> <p><b>PSE</b> - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p>	<p><b>PSE</b>- Hide some small world vehicles or photos of different types of transport around the setting. Encourage the children to work together to find all of the hidden items.</p> <p><b>KUW</b>- Pretend to go on a train or bus ride around the outside area.</p> <p><b>PD</b>- Make some <b>Paper Helicopters</b> for children to explore in an outside area. Encourage them to explore throwing the helicopters into the air and see if they can catch them.</p>	<p><b>PSE</b>_ Read <b>Super Cat's Road Safety PowerPoint</b> and talk about road safety. Encourage children to talk about how to keep themselves safe around roads and vehicles.</p> <p><b>KUW</b>- large paper. Encourage children to draw a map to use with the toys.</p> <p><b>EAD</b> -read percys bumpy ride - Paper aeroplanes</p>	<p><b>RE</b>- easter what do we know? Easter story</p> <p><b>KUW</b>- talk about different types of transport and where you would find these different types of transport</p> <p><b>EAD</b>- Explore and work collaboratively to make a papier-mache hot-air balloon for a teddy bear.</p>	<p><b>RE- easter story</b></p> <p><b>KUW</b> travelling o water - experiment floating and sinking</p> <p><b>PSE</b></p> <p><b>EAD</b>- design vehicle</p>	<p><b>RE</b>- easter story</p> <p><b>KWL</b> - What have we learnt?</p> <p><b>PSE</b>-</p> <p><b>KUW</b> -</p> <p><b>EAD</b> - make own vehicle using recyclable materials</p>

--	--	--	--	--	--	--