

Spring 2 - Planning Calendar for Reception: CORE BOOK - Happy Birthday Madame Chapeau - Andrea Beaty Rosie Revere, Engineer - Andrea Beaty

	Week 1 23rd February	Week 2 2nd March	Week 3 9th March	Week 4 16th March	Week 5 23rd March
Events	Assessment Week Rec to Yr 5 Phonics Assessments- Year 1 and 2 Year 4 Swimming	Year 3 Workshop for parents Years 5 and 6 Publishing House visit World Book Day and International Women's Day Year 4 Swimming	Year 6 Mocks in the hall Year 1 visit to Stepney Farm Year 4 Timestables Mocks Reception to West Ham Park (12.3) Reports to Parents	Parent Consultation Day Year 5- No Planet b Workshop Year 2- I am a Warrior Parent Workshop	Year 5 visit to St. Paul's Year 4 Parent Assembly National Earth Hour Mum's Afternoon for Mothering Sunday EY - Easter Egg Hunt
Article	Article 28: Children have a right to an education	Article 31: Every child has the right to relax and play	Article 31: Every child has the right to relax and play	Article 24 & 27 Every child has the right to healthcare.	Article 29: Education must develop a child's potential
Weekly Theme	Occupations and Careers	Emergency Services	<u>Being Kind</u>	Hat <u>designing</u>	Easter
Enrichment	Dress up role career clothes	A Police Officer and Nurse visitors	West Ham Park visit	Hat making	Mum's Afternoon: Easter Egg Hunt
Special Book	Healthy Eating: Healthy Eating Plate, physical activity, heart rate, puffed out and rosey cheeks	Emergency services: visitors, dressing up, role play etc	Seasonal changes (Spring): CP activities, park visit	Madame Chapeau: Hat making & parade, CP activities, writing	Easter Mum's Morning
Weekly Text	'Rosie Revere, Engineer' Andrea Beaty	Non Fiction texts: nurse, optician, dentist, Emergency Services	Happy birthday Madame Chapeau	Happy birthday Madame Chapeau	The Easter Story
Nursery Rhyme	Miss Polly had a dolly* London's Burning* Spring 2 Song lyrics	Miss Polly had a Dolly* Rock a bye Baby* Spring 2 Song lyrics	Five little monkeys* Slippery Fish*	10 in the bed* The Big Ship Sails* Spring 2 Song lyrics	I'm a Spring Chicken Spring 2 Song lyrics
Vocabulary <i>CL skill: I can learn & use new vocabulary</i>	Engineer Proud Success/failure Brave Hardworking	Dentist: Molar, Canine, Incisor, Cavity Emergency Services: Police Officer, Firefighter, Nurse, Doctors, Fire engine	Paris Florist Baker Milliner Haberdashery	Cowboy's Stetson Guard's Fez Chef's Toque Police Officer's Helmet Farmer's Sombrero	Easter Christian Bible Church Jesus
	<p>Early Years Tiered Vocabulary: PD/ Literacy (preposition) - Gross Motor Must: Forwards, Backwards, In front, Behind, On top, Underneath Should: Over, Under, Through, Around, Beside, In Between Could: First, Next Then, After that, Finally</p> <p>Early Years Tiered Vocabulary: Maths - Shape Must: Round, Straight, Corner, Curve, Zigzag Should: 2D, Triangle, Rectangle, Pentagon, Hexagon Could: 3D, Sphere, Cube, Cuboid, Pyramid</p>				

PSED <i>Self Regulation Managing Self Relationships</i>	<u>Healthy Me:</u> I can name foods I can eat lots of, and foods I should only eat a little of.	<u>Healthy Me:</u> I can discuss factors that support dental care.	<u>Managing Self and self-regulation:</u> I can express feelings & consider feelings of others: happy	<u>Managing Self and self-regulation:</u> I can express feelings & consider feelings of others: angry (inc. strategies)	<u>Managing Self and self-regulation:</u> I can express feelings & consider feelings of others: anxiety / worry
PD <i>Gross Motor - obstacles and balancing Fine Motor</i>	<u>Gross motor:</u> I can move over and under objects. <u>Fine motor:</u> I can write recognisable letters mostly in correct form	<u>Gross motor:</u> I can move through and around equipment. <u>Fine motor:</u> I can write recognisable letters mostly in correct form	<u>Gross motor:</u> I can negotiate space, I can balance and climb. <u>Fine motor:</u> I can draw a 4 part person and colour inside the lines	<u>Gross motor:</u> I can use classroom tools safely and confidently. <u>Fine motor:</u> I can use a Toothbrush	<u>Gross motor:</u> I can develop motor skills using tools safely. <u>Fine motor:</u> I can cut along a curved line e.g. circle and simple shapes
C&L <i>Listening & Speaking</i>	I can explain why it is important to eat a balanced diet.	I can engage in non-fiction books.	I can retell a story using the correct sequence of events.	I can talk about how I can use different strategies to support my emotions.	I can express feelings & consider others.
Tricky Words	<u>into</u> are was you your	into <u>are</u> was you your	into are <u>was</u> you your	into are was <u>you</u> your	into are was you <u>your</u>
Letter Formation	Caterpillar - lowercase g q f	Ladder letters 2 - lowercase descenders u y j	Robot arms 1 - lowercase r n m p	Robot arms 2 - lowercase ascenders b h k	Zig zag letters uppercase V W X Z
Writing	Bedtime routines: Brushing Teeth I can brush the top/bottom	I can write fire pit rules. 1. 1. Fire is hot. 2. 2. Sit on a chair. 3. 3. Do not touch it. 4. 4. Be safe.	I can write about the hat I made. (zig zag/ spotty, etc) My hat is... It is a ... hat etc.	Character description of our Mums 1. She is brave. 2. She is kind. 3. She is lovely. 4. She is caring.	I can write about my mum. 1. My mum is kind. 2. She is fun.
Maths <i>Number Numerical Patterns</i>	Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Subitise to 10	1 more 1 less Composition to 10 Number bonds to 10	Number bonds to 10 Doubles to 10 Odd and even	Recognise and name 3D shapes Find 2D and 3D shapes Use 3D shapes 3D shapes in the environment	Identify patterns Copy and continue complex patterns Patterns in the environment
UW <i>Past & Present Culture & Community The Natural World</i>	<u>Animals inc Humans</u> I know how to keep healthy (food and exercise) I can name body parts (inc. heart and lungs)	<u>Past and Present</u> Know the emergency services and how they help us <u>Chemical reactions</u> Observing fire - Light and heat	<u>People, cultures and communities</u> I know that there are other countries and Madame Chapeau is set in France	<u>The natural world:</u> Park visit: explore the natural world around them. Describe what they can see and hear. Draw information from a simple map (map of local area and of park)	<u>Animals inc Humans:</u> Life cycles - Humans and animals (Chicks/caterpillar) <u>People, cultures and communities</u> Easter, Ramadan
EAD <i>Materials Being Imaginative</i>	I know the primary colours and can recognise them on a colour wheel.	I can mix two primary colours together to make secondary colours.	I can use and explore a variety of materials to weave.	I can use junk modelling to make my own hat.	I can adapt a recipe - Chocolate Nests add own colour/design