

Autumn 1 - Planning Calendar for Reception

CORE BOOK - Blue Penguin by Petr Horáček

	Week 1 1st Sept	Week 2 8th Sept	Week 3 15th Sept	Week 4 22nd Sept	Week 5 29th Sept	Week 6 6th Oct	Week 7 13th Oct
	Settling children into Reception	Reception Baseline	Harvest Assembly 1 Assessment Week Reception Baseline	MacMillan Cake Sale 25.9.25 Blue Penguin Parent Workshop and Meet the Teacher		Harvest Assembly 2	School Photo Day
Article		Article 2: No child should be treated unfairly					
Weekly Theme	Friendship and Belonging	Friendship and Belonging	Friendship and Belonging	Identity and Acceptance	Identity and Acceptance	Penguins and Arctic	Penguins and Arctic
Enrichment & Focus	Settling in	Introducing class book and to draw a self portrait for the book	Blue Penguin Day	Bring in family pictures and talk about who is in their family.	Make penguins for class book and display	Visit to Plashet Park?	Role play penguins/wear penguin suits/ Do the penguin dance and song.
Weekly Text	Blue Penguin	Blue Penguin	Blue Penguin	Colour Monster	Colour Monster	You Tube facts on penguins	You Tube facts on penguins.
Nursery Rhyme	Penguins come to tea	Penguins come to tea	We Care Assembly Poem	Rainbow Song	2 little dicky birds	We All Care Song	Penguin Poem
Vocabulary	<p align="center">Core book Vocabulary</p> <p align="center">Must: Penguin, Alone, Friends Should: Real, Diving, Ocean Could: Wandered, Rescued, Horizon</p>						
Vocabulary <i>CL skill:</i> Learn & use	<p align="center">Early Years Tiered Vocabulary: CL Functional Language</p> <p align="center">Must: Look, Listen, Walk, Stand, Sit down, Should: Eyes looking, Ears listening, Lips closed, Crossed legs, Line up Could: I have, I do not have, I do not understand, Can you help me? Can you repeat that?</p> <p align="center">Early Years Tiered Vocabulary: PD - Clothes</p> <p align="center">Must: Top, Trouser, Wellies, Hat, Scarf, Gloves, Should: T-shirt, Jumper, Dress, Tights, Zip, Button Could: P.E. Kit - Plimsolls, Vest, underwear</p> <p align="center">Early Years Tiered Vocabulary: PSED - Emotions</p> <p align="center">Must: Feeling, Tired, Worried, Surprised, Kindness Should: Excited, Surprised, Proud, Nervous, Confused Could: Astonished, Disappointed, Calm</p>						
PSED <i>Self Regulation Managing Self Relationships</i>	WE CARE poem-talk about it Getting to know you games	WE CARE poem-talk about it Getting to know you games	WE CARE poem-talk about it Getting to know you games	Drawing and talking about ourselves and our families.	Talk about classroom rules and routines - what it means to be part of a team.	Explore similarities and differences, promoting a positive attitude towards difference.	What does it mean to be a good friend?

PD <i>Gross & Fine Motor</i>	Gross motor: I can wash my hands Fine motor: how to use cutlery safely.	Gross motor: I can look after my personal needs Fine motor: Pre-writing mark making	Gross motor: Parachute games Fine motor: cutting, sticking	Gross motor: Climbing Fine motor: Pinching, twisting, poking malleable	Gross motor: Crates and Beams Fine Motor:	Gross motor: I can put my coat on	Gross motor: I can use classroom equipment and tools safely
C&L <i>Listening Speaking</i>	Modelling: Routines for the day, answering the register, learning names of peers	Modelling: Routines for the day, answering the register, learning names of peers	Modelling: Routines for the day, answering the register, learning names of peers	Story telling: Enjoying stories & build familiarity	Story telling: Enjoying stories & build familiarity	Role play: Home corner and role play area	Focus interactions: settling, talking about myself, making friends, nursery rhymes
Reading <i>Phonics Comprehension</i>	Whole class Phase 1	Set 1: s,a,t,p, Set 1: I, the, no,go,to	Set 2: i.n.m.d Set 2: so,do,of,he,she	Set 3: g,o,c,,k Set 3: me,we,be,my,by	Set 4: ck,e,u,r,f Set 4: into, are ,was ,you your	Set 5: h,b,l,ll, ff Set 5: all, her, live, give	Revise Set 1-set 5 Set 6: like, some,come
Letter Formation	Pre-writing skills	s,a,t,p	i.n.m.d	g,o,c,k	ck,e,u,r,f	h,b,l,	Practise formation
Writing	Pre-writing skills	Draw their self portrait. Write their names.	Story sequence: story map. Take quote from children and ask more able children to copy their sentences.	Talk about what makes them happy,sad, scared, calm, etc Draw the colour monster. I feel.....	Talk about who is in their family. Mark make/free write about who is in the family.	Draw simple picture of a penguin, modelled by the teacher. Copy the labels Wing, beak, feet,	Fact File book about penguins Draw penguin Label the penguin Collect quotes from children about penguins.
Maths <i>Number Numerical Patterns</i>	Maths songs Simple counting games 1-1 correspondence (fruit)	Counting objects/actions to 3. Recognise 1-3. Maths Book Talk The Hungry Caterpillar	Counting objects/actions to 3 (stop at 3 - that is the total). Recognise 1-3. Maths Book Talk One Fox	Sorting objects according to colour Ordering according to size. Maths Book Talk The Gigantic Turnip	Name and create with 2D shapes. Maths Book Talk The Shopping Basket	Counting verbally to 5/10. Estimate and check by counting (subitising to 3).	Counting objects/actions to 5 (cardinal value - total). Recognise and represent 3-5.
UW <i>Past & Present Culture & Community The Natural World</i>	<u>People, Culture and communities-Geography:</u> Get to know my new school and the people who will help. Remember where important areas of school are: lunch hall classroom, garden, toilet	<u>People, Culture and communities-Geography:</u> Get to know my new school and the people who will help. Remember where important areas of school are: lunch hall classroom, garden, toilet	<u>People, culture and communities:</u> I know that people have different beliefs and celebrate in different ways. I can discuss differences respectfully.	<u>Past and Present:</u> Discuss my family and how it may be different to others. Discuss what they do with their family.Comment on photos of their families.	<u>Natural World-Science:</u> <u>Living things and habitats:</u> Antarctic animals <u>States of matter:</u> Explore ice and melting. What habitats do different animals live in?	<u>Seasonal Change:</u> Seasonal visit to Plashet Park and observe seasons with a focus on weather, animals and plants.	<u>Natural World-Science:</u> <u>Living things and habitats:</u> Antarctic animals <u>Forces:</u> Floating and sinking.
EAD <i>Materials Being Imaginative</i>	<u>Explore colour:</u> Name primary colours Explore work by Kandinsky. Chn to use colours to	<u>Explores body percussion</u> Explore sounds made by the body. Make sure you include them. Adult	<u>Expressing an range of emotions in role</u> Blue Penguin role play. in groups . How do children feel when they	<u>Explores instruments</u> Use musical instruments along with colour monster story. Which colour do you think goes	<u>Explore a range of materials</u> Drawing with different tools and materials eg Charcoal crayons chalks	<u>Describe how their boy feels after dancing</u> Moving like different animals and birds. . How does your body	<u>Singing in a group / class</u> Penguin Roleplay Poems / songs.

	create their own Kandinsky circles.	modelling	are the one that's left out.	with each sound?	What is similar? Different?	feel?	
Physical Education			Computing			Music	
Space and Coordination			What is a computer?			Movement and Nursery Rhymes	