

Spring 1 - Planning Calendar for Reception: CORE BOOK - Emily Brown and the Thing - Cressida Brown

	Week 1 - 5th Jan	Week 2 - 12th Jan	Week 3 - 19th Jan	Week 4 - 26th Jan	Week 5 - 2nd Feb	Week 6-9th Feb
Whole School		Assessment Week 14th Jan: Year 2 Phonics retakes Parents Workshop 15th Jan : Year 1 Targeted Phonics Parents Meeting 19th Jan: Year 3 Skateboarding	19th Jan: 6LD Windrush workshop at the British Museum 21st January: Year 5 Workshop in Hall with parents (Secrets of the Amazon) Reception Pyjama Day 22nd Jan: 6LT Windrush workshop at the British Museum	27th Jan: 6PM Windrush workshop at the British Museum 28th Jan: Year 4 Times Tables Screening Parent Workshop 28th Jan: Emily Brown Parent Workshop - Reception	Whole School Book Fair 3rd Feb: Year 6 SATs Parent Meeting 2nd Feb: Year 6 visit to Buddhist Temple	Safer Internet Day 12th Feb: Year 3 Parents Assembly
Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activity					
Weekly Theme	Brave Girls	Night-time and Bedtime		Imaginary Worlds - Witches and Things		Light and Dark - Funny Bones
Enrichment & Focus (Special Book)	Season changes - Winter	Draw maps of the local environment linked to Emily Brown.	Tues 21st - Reception Pyjama Day	Jan 29th- Parent Workshop - 2:30 - 3:30 Reception Fundraiser	Season changes - Winter	Light and dark 17th Feb - Lunar New Year
Weekly Text	Izzy Gizmo She's Not just Good... I'm a Girl	Emily Brown and the Thing Five Minutes Peace	Emily Brown and the Thing Can't You Sleep, Little Bear?	The Witch's cat The Witches Children The Day the crayons quit	Room on the Broom	Funny Bones
Nursery Rhymes	Rock a bye baby Five Little Monkeys	Tommy Thumb 10 in the bed	Hush Little Baby Wee Willy Winkie	Slippery Fish Miss Polly had a dolly	The big ship sails Slippery Fish	London's burning London bridge is falling down
Vocabulary	Must: Cuddly, Scary, Medicine Should: Witches, Borrowed, Exhausted Could: Thorniest, Whirling, Gritted					
Vocabulary <i>CL skill: Learn & use</i>	Early Years Tiered Vocabulary: PD - Movement Must: Jump, Climb, Hop, Stop, Run Should: Throw, Kick, Hit, Aim, Bounce Could: Spin, Rock, Slide Maths - Size Must: Tall, Short, Long, Heavy, Light Should: taller/est, shorter/est, longer/est, heavier/est, lighter/est Could: Weight, Capacity, Length, Volume UW - Animals Must: Insects, (spider, fly, ant), Wing, Tail, Feathers, Fur Should: Whiskers, Tusk, Fin, Paw, Claw Could: Antler, Snout, Hoof, Trotter					
PSED <i>Self Regulation Managing Self</i>	<u>Managing Self</u> <u>Dreams and goals</u> Preserving with challenges.	<u>Self Regulation</u> Emotions Behaviour	<u>Building Relationships</u> Forming relationships Showing sensitivity	<u>Managing Self</u> <u>Dreams and goals</u> Preserving with challenges	<u>Building Relationships</u> Forming relationships Showing sensitivity	<u>Self Regulation</u> Emotions, Behaviour

<i>Relationships</i>	Working towards a goal.	Attention Perseverance	Taking turns Working cooperatively	Working towards a goal. Feeling proud of myself.	Taking turns Working cooperatively	Attention Perseverance
PD <i>Gross & Fine Motor</i>	Gross Motor: I can develop my ball skills when throwing and catching Fine Motor: Clothing I can use press studs, zips and large buttons	Gross Motor: I can develop my ball skills when throwing and catching Fine Motor: Pencil grip I have good pencil control and a comfortable grip	Gross Motor: I can develop my ball skills when kicking and passing Fine Motor: Pencil grip I have good pencil control and a comfortable grip	Gross Motor: I can develop my ball skills when kicking and passing Fine Motor: Mark Making I can copy diagonal lines. Squares, triangles and X	Gross Motor: I can develop my ball skills when batting and aiming Fine Motor: Mark Making I can copy diagonal lines. Squares, triangles and X	Gross motor: Develop overall body strength Fine motor: Use chalks, crayons, paintbrush to write vertically.
C&L <i>Listening Speaking</i>	I can ask my talk partner questions and listen to their answers.	I can use the vocabulary I have learnt to describe how Emily Brown is feeling.	Describe events with detail using story maps	Role Play : the witch's bedroom.	Speaking in full sentences using new vocabulary.	Use talk to understand, organise and explain
Tricky words	we, me, be, my, by	into, are, was, you, your	they, there, here, said	have, all, her, live, give	like, some, come	they, there, was, have
Letter Formation	Zig zag v, w, x, z	Curly caterpillar d, g, q, f	Long ladder j, y, u, i	Robot arms k, p, h, b	Zig zag v, w, x, z	Curly caterpillar c, a, o, e
Writing	<u>Handwriting practice - zig zag</u> 1. v 2. w 3. x 4. z	1. Phonics/tricky word Assessment. 2. CVC word Assessment	<u>Emily Brown: Predictions</u> <u>Who is behind the curtains:</u> 1. It is a _____ 2. It is a _____ 3. It is _____ Challenge: I think it is a _____	<u>Making a Recipe - My spell</u> 1. 1 dog paw 2. 4 rat tails 3. 3 spider webs 4. 100 ants 5. 20 cat whiskers Challenge: 1 big smelly elephant	The room on the broom 1. The cat went meow 2. The dog went woof 3. The frog went ribbit Challenge: The dragon went roar.	<u>Funny Bones: Retell the story.</u> 1. It was a dark dark... 2. They went for a walk. 3. The dog broke. Challenge: to independently write their own retell
Maths <i>Number Numerical Patterns</i>	<u>Number of the week: 5</u> Count things to 10 Represent and order numbers 5 - 10 Automatically recall number bonds to 5 Introduce 3D shapes	<u>Number of the week: 6/7</u> 1 more than/1 less than consecutive numbers to 10 Composition of numbers 6 and 7 (addition and subtraction, number bonds, manipulatives) Maths Assessment	<u>Number of the week: 8</u> Verbally count to 15 Composition of number 8 Capacity - explore, estimate, order, compare and discuss	<u>Number of the week: 9</u> Verbally count to 15 Composition of number 9 Weight - explore, estimate, order, compare and discuss	<u>Number of the week: 10</u> Verbally count to 20 Composition of number 10 Length - explore, estimate, order, compare and discuss	<u>Number of the week: 10</u> Verbally count to 30 Number formation from 0 - 10 Ordering numbers beyond 10
UW <i>Past & Present Culture & Community The Natural World</i>	<u>Seasonal change</u> I can play and explore outside in all seasons and weathers	<u>People, culture and communities</u> I can compare and contrast characters	<u>People, culture and communities</u> I can name places of worship and say why they are special	<u>People, cultures and communities</u> I can name features in my immediate area such as park, road, house, school	<u>Earth and Space</u> I can explore the night sky - sun, moon and stars, know we live on Earth, explore the names of planets.	<u>Light and dark</u> I can explore light sources, shadows and nocturnal animals
EAD <i>Materials Being Imaginative</i>	I can draw an accurate person - link to Brave girls	Small world - I can design and imagine own story setting (link to UW)	I can explore and discuss how colours are changed	Play Doh - I can follow a simple recipe, weighing and measuring using spoons	Instruments Experimenting with different ways of playing	Dragon Dance I can join a range of movements together

	I can design and make a simple collage using a range of materials and glue- Link to Brave girls	Resist printing - cover parts of paper and use a roller, spray or brush to apply paint over the top - link to night sky	I can create simple patterns	Witch's bedroom - I can use different voices and expression in role	instruments (e.g. loud, quiet, fast and slow) I can copy and tap out a simple rhythm	
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