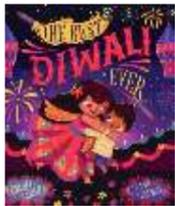
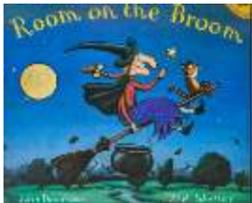
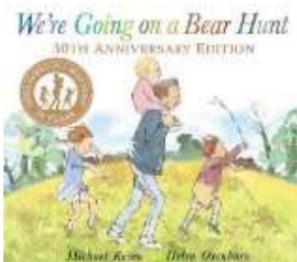
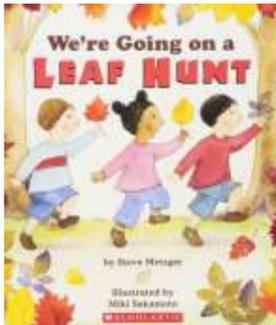
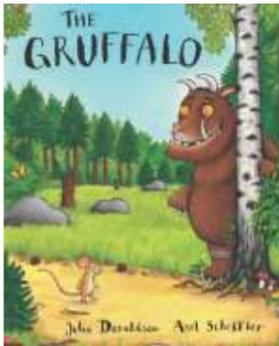


Rotherhithe Primary School Half Termly Curriculum Plan 2021-22

Reception Autumn 2

Theme – Woodland Wonders & Celebrations



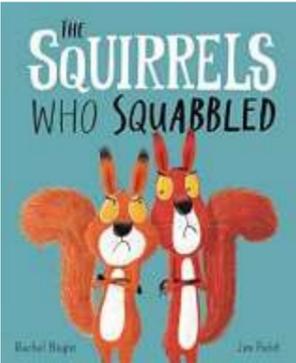
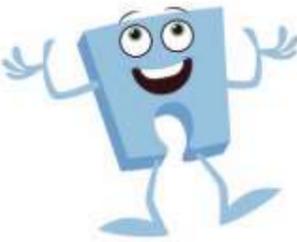
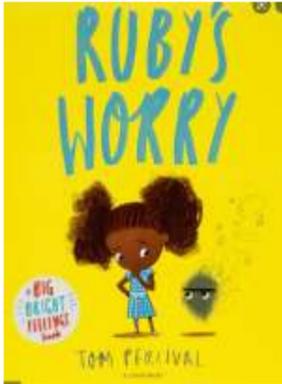
Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication, Language & Literacy	<p>Core Stories: The Best Diwali Ever by Sonali Shah</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Learning about the celebration of Diwali the festival of light - Discussing how people celebrate festivals in different ways (including the use of fireworks) - Following instructions to make Diva lamps - Learning about bonfire night and firework safety 	<p>Core Stories: Room on the Broom by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Writing a letter to the witch to share with her our fantastic designs for a super strong broom! - Writing speech and thought bubbles for the animals as the broom gets heavier, and heavier! - Describing characters from the story - Reading and writing clues for characters 	<p>Core Stories: We're Going on a Bear Hunt by Michael Rosen</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Look closely at the final page of the story... what do we think has happened? How is the bear feeling? Together write a new page for 'We're going on a bear hunt' - Writing a letter from the Bear to the family. - Retell the story in play using repeated refrains - Write our own version of the story hunting for the bear in Forest School! Where might we look for him? 	<p>Core Stories: We're Going on a Leaf Hunt by Steve Metzger</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Children to go on their own leaf hunt and look closely at different leaves and describe their appearance - To write captions for our own 'Leaf Hunt' pictures - To write our own seasons poem using onomatopoeia and alliteration - To write a list of our observations of the seasons changing 	<p>Core Stories: The Gruffalo by Julia Donaldson</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Create a bank of adjectives to describe the creatures we meet in the story - Writing a description of the Gruffalo - Designing our own 'Monster' who lives in our Forest School! Is he kind? Where might he hide? What does he look like? Is he camouflaged? - Writing our own recipes for Gruffalo crumble, scrambled snake, owl ice cream 	<p>Core Stories: Stick Man by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Write our own Stick Man adventures using our Stick Man from Forest School - Writing a Diary entry from the perspective of Stick Man's family - Make a map of Stick Mans journey home to his family 	<p>Stories: Selection of Christmas Stories</p> <p>Genre: Fiction</p>  <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Writing half term reviews - Writing to Father Christmas - Writing Christmas cards - Acting out a narrative for a Christmas Performance
Communication & Language	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Diwali - Diva - Festival - Hindu - decorations - celebration 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - friendship - witch - frog - dragon - cauldron - bow - snapped 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - cave - family - adventure - explore - hunt - narrow - gloomy 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Seasons; Spring, Summer, Autumn, Winter - Adventures - Wood cutter - Forest - Cottage - Grandmother 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - knobbly - turned out toes - poisonous - wart - scrambled - crumble - tree top 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - seasons; spring, summer, autumn, winter - whiskers - claws - footprints - shadow - cave 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - family - troublesome - children - journey - lady - seasons; spring, summer, autumn, winter

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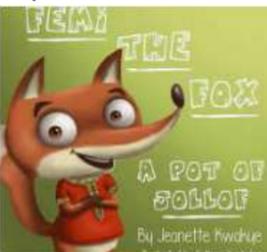
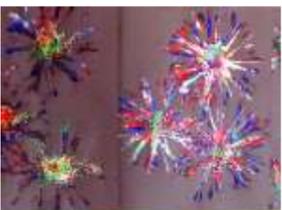
		- spell	- stumble - snow storm - narrow - whirling - thick - prepositional language: over, under, through	- Basket - Woods - Forest - rescue	- prickles - stream - jaws - tusks - claws	- creature - friend - adventure	- knight - bells - choir - snowman - Christmas
Maths	<u>Maths Week Activities</u> Voting and estimating Learning about symmetry and exploring symmetry in art Making symmetrical Rangoli patterns	Numbers within 10 Count reliably, place in order, recognise numerals, use ordinals, understand zero	Numbers within 10 Count reliably, place in order, recognise numerals, use ordinals, understand zero	Addition and subtraction within 10 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.	Addition and subtraction within 10 Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.	Calendar and Time Use everyday language to discuss time. Record periods of time.	Calendar and Time Use everyday language to discuss time. Record periods of time.
Personal Social and Emotional Development Skills Builder  School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks	Jigsaw Talking about our cultures and celebrating our own family backgrounds.	Making relationships  Explore the story <i>The Squirrels who Squabbled</i> and use this text to think about sharing in a classroom context. Practise turn taking and play parachute games - thinking about how to work together as a team!	How our Brain Works: Introducing Brain Breaks.  To learn about the different parts of our brain... introducing the guard dog, the wise owl and the hippo and talk about the importance of mindfulness and opportunity for reflection.	Sense of self Jigsaw! <i>Celebrating difference</i>  Talk about what makes each person special and different and what makes a kind friend.	Understanding emotions  Explore the story " Ruby's Worry " to support conversation around sharing our worries and concerns. Talk about what things help us feel better when we have a worry.	Understanding emotions Create our own social stories from pictures on Tapestry evidencing the skills children have learnt and developed this half term! - Sharing - Team work!	School Values: Ambition Talk about how we are coming to the end of the year and this is a time when people reflect on the year they have had and make 'resolutions'. What would you like to achieve next year?

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<p>Understanding of the World</p>	<p>Forest School: Bonfire night!</p> <p>Children to celebrate Bonfire night with a pretend campfire, marshmallows, hot chocolate and sparklers!</p> <p>Fire safety</p>  <p>Diwali</p> <p>Learn about the festival of light, who celebrates this and how do the celebrate</p>	<p>Seasonal Changes</p> <p>Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?</p> <p>Drainpipes</p> <p>Investigate drainpipes and water. Where is the water coming from? Can we change the direction? Can we collect the water. Use tubes and guttering to problem solve.</p>	<p>Forest School: We are Going on a Bear Hunt!</p> <p>Children to explore retelling the story in our Forest School environment. Can we move through swishy swashy grass? Can we splash splosh in a river? Can we make mud for our feet to go squelch squerch? Can we make our own 'cave' structure using wood, tarpaulin, nets etc.</p>	<p>Forest School: Scavenger hunt!</p> <p>Children carry out a scavenger hunt of various natural objects that they can find in the environment! Can we identify the leaves and work out which trees they might have come from?</p> <p>Children to use leaves in their art e.g leaf crowns, leaf rubbing, leaf printing</p> <p>Forest School: Making a Pot of Jellof rice/ autumnal stew!</p>  <p>Children to make their own pots of stews to take to Grandma's house!</p>	<p>Forest School: What creatures can we find?</p> <p>Explore the outdoor environment and see who lives in our forest school... Can we find the creatures from <i>the Gruffalo</i> story?</p>	<p>Forest School: Woodland creatures</p> <p>Children to use natural resources to make characters from <i>the Gruffalo</i> story</p>  <p>Life now and long ago</p> <p>Learning and acting out the Christmas story.</p> <p>Comparing life now and then.</p>	<p>Forest School: Stick man!</p> <p>Children to have the opportunity to make their own stick man and use him to retell the story!</p> 
<p>Expressive Art and Design</p>	<p>3D work</p> <p>Children to make a clay tea light as part of Diwali celebrations</p> 	<p>Painting and colour</p> <p>Children to create their own fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> 	<p>Role Play</p> <p>Begin to introduce new role play with children.</p>	<p>Textiles and texture</p> <p>Children to create textured scenes from the leaf hunt using natural objects</p> 	<p>Drawing</p> <p>Children to draw their own "terrible creatures" like the Gruffalo</p> 	<p>3D work</p> <p>Children to make their own christmas decoration using salt dough</p> 	<p>Painting and colour</p> <p>Children to make their own Christmas cards to send to members of their family</p> 
<p>Physical development</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and through</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around,</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and through</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Balance</p> <p>To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p>

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	balancing and climbing equipment	under, over and through balancing and climbing equipment	balancing and climbing equipment		through balancing and climbing equipment		
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