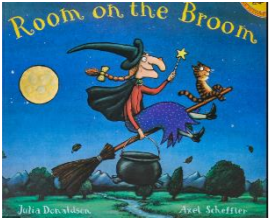
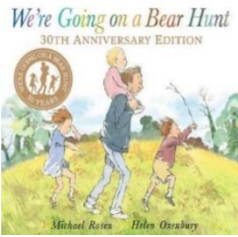
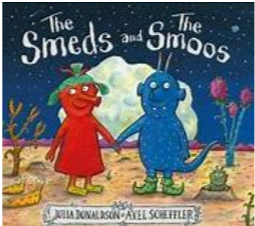
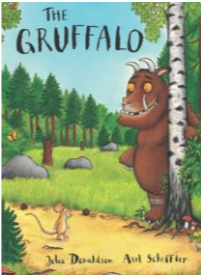





Rotherhithe Primary School Half Termly Curriculum Plan 2023-24
Reception Autumn 2
Theme – Woodland Wonders & Celebrations



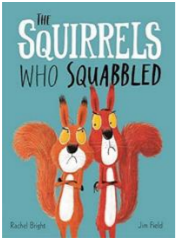




Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication, Language & Literacy	<p>Core Stories: Room on the Broom by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Writing a letter to the witch to share with her our fantastic designs for a super strong broom!</p> <p>Writing speech and thought bubbles for the animals as the broom gets heavier, and heavier!</p> <p>Describing characters from the story</p> <p>Writing spells</p>	<p>Core Stories: We're Going on a Bear Hunt by Michael Rosen</p> <p>Genre: Fiction</p>  <p>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'</p> <p>Writing a letter from the Bear to the family.</p> <p>Retell the story in play using repeated refrains</p> <p>Write our own version of the story hunting for the bear in Forest School! Where might we look for him?</p>	<p>Core Stories: The Smoos and the Smoo's By Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Discuss the differences between the two characters. Talk about what makes us each unique. What helps build a friendship – finding things in common. Tell the story from another point of view. Make friendship cards. Writing a manual on how to be a good friend. Taking surveys on likes and interest.</p>	<p>Core Stories: The Gruffalo by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Create a bank of adjectives to describe the creatures we meet in the story</p> <p>Writing a description of the Gruffalo</p> <p>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?</p> <p>Writing our own recipes for Gruffalo crumble, scrambled snake, owl ice cream</p>	<p>Core Stories: The Gruffalo's Child by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Discuss what to do if you get lost? Identify places that you feel safe and secure. Map out journeys like the journey the child takes. Sequence the story. Role play the story and make up different characters and endings.</p>	<p>Core Stories: Stick Man by Julia Donaldson</p> <p>Genre: Fiction</p>  <p>Write our own Stick Man adventures using our Stick Man from Forest School</p> <p>Writing a Diary entry from the perspective of Stick Man's family</p> <p>Make a map of Stick Man's journey home to his family</p>	<p>Stories: Selection of Christmas Stories</p> <p>Genre: Fiction</p>  <p>Writing to Father Christmas</p> <p>Acting out a narrative for a Christmas Performance</p>
Maths	<p>Numbers within 6 U3</p> <p>Count reliably, place in order, recognise numerals, use</p> <p>ordinals, understand zero</p> <p>NCETM: Subitising</p> <p>continue from first half-term</p> <p>subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Numbers within 6 U3</p> <p>Count reliably, place in order, recognise numerals, use</p> <p>ordinals, understand zero, say which number share 'more or less'</p> <p>NCETM: Cardinality, ordinality and counting</p> <p>continue to develop their counting skills</p> <p>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>begin to count beyond 5</p>	<p>Addition and subtraction within 6 U4</p> <p>Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.</p> <p>NCETM: Cardinality, ordinality and counting</p> <p>continue to develop their counting skills</p> <p>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>begin to count beyond 5</p>	<p>Measure U5</p> <p>Ordering objects by size. Compare capacity and weight. Estimating and exploring length.</p> <p>NCETM: Composition</p> <p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>explore the composition of numbers within 5.</p>	<p>Shape and sorting U6</p> <p>Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures.</p> <p>Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language</p> <p>NCETM: Composition</p> <p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken</p>	<p>Shape and sorting U6</p> <p>Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures.</p> <p>Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language</p> <p>NCETM: Comparison</p> <p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p>	<p>Review Units U3 – U6</p> <p>NCETM: Comparison</p> <p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>

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		begin to recognise numerals, relating these to quantities they can subitise and count.	begin to recognise numerals, relating these to quantities they can subitise and count.		apart and some of which cannot explore the composition of numbers within 5.	compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	
Personal Social and Emotional Development School Values Ambition, Creativity, Courage, Empathy, Resilience, and Respect. MindUp! Gratitude Brain Breaks	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!	Sense of self  Jigsaw! <i>Celebrating difference</i> Talk about what makes each person special and different. Learning to identify things we are good at and understand that everyone is good at different things. Story Along Came a Different	Sense of self  Jigsaw! <i>Celebrating difference</i> To discuss ways we can be kind to one another. Discuss what makes a good friend and how can we show kindness and good friendship towards one another. To know what to do if someone is unkind to you or your hear or see someone doing something unkind. Through role play learn words and phrases that you can use in these situations. Children in Need	How our Brain Works: Building on 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.	Patience Explore the story 'Femi Fox' a tale about the importance of patience. Good things come to those who wait 😊 Write and read recipes for Jollof Rice. 	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! Gratitude When writing letters to Santa and asking for gifts to reflect on all the things we have in our lives that we are grateful for. The express and show gratitude.	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?
Understanding of the World	Weather and Seasons Learn about rain, ice, and water. Describe what clothes you need to wear in the rain. Explain the difference between rain, ice and water. Understand the role of the clouds. Bonfire Night To learn about how people celebrate fireworks night and why. To understand how fireworks work and how to be safe around them.	Weather and Seasons Describe why the air moves. Understand wind direction. Describe what causes wind. Recall that wind is the movement of air. Diwali To learn about how people celebrate Diwali and why. Forest School: We are Going on a Bear Hunt! Ch ildren 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	Weather and Seasons Explore snow and melting. Understand that snow melts when the weather gets warmer. Model and construct using different media. The Senses Learn about the sense, sight and touch. Name which body parts are linked by senses.	Weather and Seasons Discover how rainbows are formed. Identify objects which are the same colour as the colours in the rainbow. Investigate how to make a rainbow. The Senses Explore ways to make sounds. Make a simple musical instrument. Learn how the sound is being made. Use to retell the Gruffalo story. Forest School: What creatures can we find? Explore the outdoor environment and see who lives in our forest school... Can we find the creatures from <i>the Gruffalo</i> story?	Weather and Seasons Learn about the seasonal changes that happen in Autumn and Winter. The Senses Discover the senses of hearing and sight. Understand sound vibrations. Draw and write items from memory using clues from my memory.	The Senses Explore the sense of smell and touch. Feel an objects without seeing it and describe it in detail. Hanukkah To understand how Jewish people celebrate Hanukkah. To learn about the food people eat at Hanukkah.	The Senses Learn about the sense of taste. Christmas To listen to the Nativity Story. To understand why Christians believe Jesus is special. To share and talk about how people in different countries celebrate Christmas. To look at how celebrations have changed over time. Past & Present To compare toys now to long ago. Sort the pictures and discuss

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