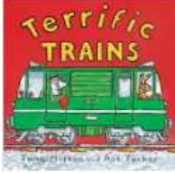






Rotherhithe Primary School Half Termly Curriculum Plan 2023-24

Reception Spring 1  
Theme – Things that Go!






Area	Week 1	Week 2	Week 3	Week 4	Week 5
<p>Communication, Language &amp; Literacy</p>	<p><b>Core Stories:</b> Terrific Trains By Tony Mitton <b>Genre:</b> Non-Fiction</p>  <p><b>Learning Outcomes:</b></p> <p>Writing New Years Resolutions.</p> <p>Share Holiday News.</p> <p>Listening to different types of transport. Identify the mode of transport. <b>Explore the role of a Train Driver</b> <b>Generate questions for an Interview</b> Labeling diagrams Drawing and labeling maps</p> <p><b>Rhyme Time:</b> Down at the station</p>	<p><b>Core Stories:</b> Brilliant Boats by Tony Mitton and Clean up! By Nathan Byron <b>Genre:</b> Non-Fiction &amp; Fiction</p>  <p><b>Learning Outcomes:</b></p> <p>Compare things that go in/on water eg. Surf boats, canoes</p> <p>Explore different occupations that work on sea Describe the features of a boats and how it works Labeling diagrams Create an Environmental Awareness</p> <p>Instructions how to make a boat</p> <p><b>Rhyme Time:</b> Row row row your boat The big ship</p>	<p><b>Core Stories:</b> Naughty Bus By Jan Oke &amp; Cool Cars By Tony Mitton <b>Genre:</b> Non-Fiction &amp; Fiction</p>  <p><b>Learning Outcomes:</b> Recording a traffic survey Making road safety posters</p> <p>Act out the story “The Naughty Bus” with small world props. Change parts of the story. Create their version of the ‘Naughty Bus’</p> <p>Make maps</p> <p>Explore the role of a Bus Driver</p> <p><b>Rhyme Time:</b> The Wheels on the Bus</p>	<p><b>Core Stories:</b> Flashing fire engines, by Tony Mitton <b>Genre:</b> Non-fiction</p>  <p><b>Learning Outcomes:</b></p> <p>Explore different occupations within emergency services Compare different types of emergency vehicles</p> <p>Generate questions for special visitor Create a class graph</p> <p><b>Rhyme Time:</b> Miss Polly had a Dolly</p>	<p><b>Core Stories:</b> Roaring Rockets by Tony Mitton and Look up! By Nathan Byron <b>Genre:</b> Non-Fiction &amp; Fiction</p>  <p><b>Learning Outcomes:</b></p> <p>Explore the role of Astronaut Write a letter to NASA; generate questions Write instructions how to make a balloon rocket Write predictions for a Science Experience</p> <p><b>Rhyme Time:</b> Zoom Zoom Zoom we’re going to the moon</p>
<p>Maths</p>	<p><b>Unit 7: Numbers within 10</b></p> <ul style="list-style-type: none"> <li>Recognise numbers (within eight) in different representations</li> <li>Count up to ten objects reliably</li> <li>Explore one more and one greater within ten</li> <li>Explore one fewer and one less within ten</li> <li>Place numbers within ten in order</li> <li>Apply knowledge of numbers to ten to solve mathematical problems</li> <li>Use key vocabulary associated with ordinal numbers 1st to 10th</li> </ul>	<p><b>Unit 7: Numbers within 10</b></p> <ul style="list-style-type: none"> <li>Recognise numbers (within eight) in different representations</li> <li>Count up to ten objects reliably</li> <li>Explore one more and one greater within ten</li> <li>Explore one fewer and one less within ten</li> <li>Place numbers within ten in order</li> <li>Apply knowledge of numbers to ten to solve mathematical problems</li> <li>Use key vocabulary associated with ordinal numbers 1st to 10th</li> </ul>	<p><b>Unit 8 : Calendar and Time</b></p> <ul style="list-style-type: none"> <li>Exploring and discussing time and the seasons</li> <li>Exploring and discussing the days of the week and daily events</li> <li>Using everyday language to talk about and sequence daily events</li> <li>Using ordinal language when sequencing events and measure short periods of time in simple ways.</li> </ul>	<p><b>Unit 9 : Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Adding two numbers together by counting on.</li> <li>Subtracting by taking away.</li> <li>Describing the direction on a number track when adding and subtracting.</li> <li>Explaining what happens when we add or take away from zero.</li> </ul>	<p><b>Unit 10: Grouping and Sharing</b></p> <p>To practise counting in equal groups and adding them together To explore counting in groups to find a total To explore sharing objects into twos equal groups To recognise the connection between sharing and grouping and solve practical problems.</p>

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## Reception Spring 1 Theme – Things that Go!



<p><b>Personal Social and Emotional Development</b></p> <p><b>Skills Builder</b></p>  <p><b>School Values</b></p> <p>Ambition, Creativity, Courage, Empathy, Resilience, and Respect.</p> <p><b>MindUp!</b></p> <p>Brain Breaks</p>	<p><b>Sense of self</b> <i>Jigsaw!</i> <i>Dreams and Goals</i> To set goals and learn kind words to encourage people. To talk about the importance of not giving up and resilience.</p>	<p><b>Understanding emotions</b> Discuss how to get to the green zone. Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p><b>Lost and Found</b> Explore the theme friendship and kindness</p> 	<p><b>Road safety</b> Use a social story to discuss how to keep safe on the road. Role play different scenes and talk about what you do if there is an emergency.</p>	<p><b>Emergency</b> <b>Who helps us? What to do when you find yourself in an emergency situation. Children role play, share and discuss what to do.</b></p>	<p><b>Making relationships</b> Make a kindness chain in the classroom using the story "Be Kind" as a stimulus. Role play scenes of how to be kind eg. Helping someone when they fall.</p> 
<p><b>Understanding of the World</b></p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• New Year</li> </ul> <p><b>Science skill focus: predicting</b> Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil) mark how far the train travels each time. Record and evaluate your findings. Compare old and new trains.</p>	<p><b>Environmental Awareness</b> <i>Rocket Says Clean Up!</i> Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p> <p><b>Developing Experts: Forces</b> Explore objects that sink and float.</p>	<p><b>Jobs in the past and now</b> Visit the Docks – Greenland. Local history. Introduction to maps. Jobs in the locality now and long ago. Play Spot the difference.</p> <p><b>Lunar New Year</b> Explore customs and traditions associated with Lunar New Year</p>	<p><b>Important figures:</b> Learn about Amelia Earhart.</p>	<p><b>Developing Experts: Machines</b> Discover different types of transport.</p> <p><b>Around the World</b> Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip. Use google maps to explore.</p> <p><b>Space</b> Explore outer space. Discover why rockets are important.</p>
<p><b>Expressive Art and Design</b></p>	<p><b>Lesson 1: Exploring threading and weaving</b> Children develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames.</p>	<p><b>Lesson 2: Paper weaving</b> Building on lesson one, the children continue to explore weaving techniques, using a weaving base and paper strips.</p>	<p><b>Lesson 3: Sewing with hessian</b> The children apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread.</p>	<p><b>Lesson 4: Designing bookmarks</b> Children learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own.</p>	<p><b>Lesson 5: Creating bookmarks</b> After developing their own design in lesson four, children begin to plan and sew their bookmark design using hessian fabric and thread</p> <p><b>Evaluate which is better fabric vs paper design?</b></p>
<p><b>Physical development</b></p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>

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Music	<b>All by myself Unit Aim:</b> To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	<b>All by myself Unit Aim:</b> To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	<b>All by myself Unit Aim:</b> To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	<b>All by myself Unit Aim:</b> To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.	<b>All by myself Unit Aim:</b> To develop children's ability to tap, play and move to a pulse and begin to recognise high/low pitches.