






Rotherhithe Primary School Half Termly Curriculum Plan 2023-24

Reception Spring 2

Theme – Supertato

Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication, Language & Literacy	<p><b>Core Stories:</b> Supertato <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b> To draw and write a Wanted Poster for Evil Pea To write speech bubbles for the characters To write a letter to Evil Pea</p> <p><b>Rhyme Time:</b> One potatoe two potato..</p>	<p><b>Core Stories:</b> Supertato: Veggies Assemble <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b> To design costumes for new Super Veggies To compare different types of traps and plan and create one To label sort different foods for the Supermarket</p> <p><b>Learning Outcomes:</b> <b>Rhyme Time:</b> This is the way</p>	<p><b>Core Stories:</b> Supertato: Run Veggies Run <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b> To know ways to keep fit and healthy To make healthy eating and living posters To design and create a collaborative robot</p> <p><b>Rhyme Time:</b> Peace Pudding Hot</p>	<p style="text-align: center;"><b>SCIENCE WEEK</b></p> <p><b>Learning Outcomes:</b> Children will engage in a variety of experiments requiring:</p> <ul style="list-style-type: none"> <li>• them to make predictions</li> <li>• test ideas</li> <li>• make observations</li> <li>• record findings</li> <li>• reflect on outcomes</li> </ul>	<p><b>Core Stories:</b> Veggies in the Valley of Doom <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b> To predict events in a story To change a section of a story (different character in the treasure box) To draw and label treasure maps Making 'maps' of their bedroom/home/somewhere special to them - can you write instructions on how to find something you keep in your room?</p> <p><b>Rhyme Time:</b> Humpty Dumpty</p>	<p><b>Core Stories:</b> Supertato: Carnival Catastro-pea! <b>Genre:</b> Fiction</p>  <p><b>Learning Outcomes:</b> To write a character profile of Supertato for their own model To write invitations for our Class Carnival</p> <p><b>Rhyme Time:</b> Carnival songs</p>
Maths	<p><b>MM Grouping and sharing U10</b></p> <ul style="list-style-type: none"> <li>•Counting and sharing in equal groups</li> <li>•Grouping into fives and tens</li> <li>•Relationship between grouping and sharing</li> </ul> <p><b>NCETM Subitising</b> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p><b>MM Grouping and sharing U10</b></p> <ul style="list-style-type: none"> <li>•Counting and sharing in equal groups</li> <li>•Grouping into fives and tens</li> <li>•Relationship between grouping and sharing</li> </ul> <p><b>NCETM Cardinality, ordinality and counting</b> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20.</p>	<p><b>MM Number patterns within 15 U11</b></p> <p>Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> <li>•Order and explore number patterns to 15</li> <li>•One more or fewer</li> </ul> <p><b>NCETM Composition</b> Revise composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p><b>MM Number patterns within 15 U11</b></p> <p>-Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> <li>•Order and explore number patterns to 15</li> <li>•One more or fewer</li> </ul> <p><b>NCETM Composition</b> Consolidate learning about composition of 5 and develop automatic recall for the bonds to 5, begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p><b>MM Doubling and halving U12</b></p> <ul style="list-style-type: none"> <li>•Doubling and halving</li> <li>•Relationship between doubling and halving</li> </ul> <p><b>NCETM Composition</b> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10.</p>	<p><b>MM Shape and pattern U13</b></p> <ul style="list-style-type: none"> <li>•Describe and sort 2-D and 3-D shapes</li> <li>•Recognise, complete and create patterns</li> </ul> <p><b>NCETM Comparison</b> compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p>

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<p>Personal Social and Emotional Development <b>School Values</b> Ambition, Creativity, Courage, Empathy, Resilience, and Respect. <b>MindUp!</b> Gratitude Brain Breaks</p>	<p><b>Understanding emotions</b> Children to continue to build on their toolbox of techniques and strategies that help them to be calm.  Explore the red zone and develop children's vocabulary. Discuss Evil Pea's character, why is he in the red zone? Why does he does evil things?</p>	<p><b>Making relationships</b> Were the veggies in the Supertato series good friends why? What makes a good friend? What superpowers do good friends have. Create a list together.</p>	<p><b>Jigsaw!</b> <i>Healthy me</i> Sorting healthy and unhealthy choices. Discussing importance of exercise and healthy eating. To talk about a healthy range of foods. Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.</p>	<p><b>Mindup!</b> Mindful Seeing, Mindful Smelling, Mindful Tasting</p>	<p><b>Sense of self</b> What makes each one of us a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets.</p>	<p><b>Carnival Performance/Easter Performance</b> Building confidence to preform in front of an audience. To be able to adapt to different situations and regulate emotions.</p>
<p>Understanding of the World</p>	<p><b>Developing Experts Food</b>  <b>Lesson 1:</b> learn about your diet and how to stay healthy  <b>Science skill focus: observing</b>  Evil Pea has frozen some of our toys how can we get them out?  Observing the frozen Balloons closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p>	<p><b>Developing Experts Food</b>  <b>Lesson:</b> Learn about chickens and eggs  <b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.  <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Mother's Day</li> <li>• St Patrick's Day</li> </ul> </p>	<p><b>Developing Experts Food</b>  <b>Lesson:</b> Learn about chicken and eggs  <b>Life now and long ago</b> Learn about what life was like when your grown ups were at school. Compare school now and then.</p>	<p><b>Science skill focus: evaluating</b>  Perform taste tests with different foods. Develop vocabulary around tastes eg. bitter, sweet.  <b>Science Week Activities</b>  <b>Developing Experts Food</b>  <b>Lesson:</b> Discover different types of fruit &amp; different types of vegetables</p>	<p><b>Developing Experts Food</b>  <b>Lesson:</b> Discover that cows produce milk.</p>	<p><b>Developing Experts Food</b>  <b>Lesson:</b> Examine different ingredients and make a mixtures for Lent/Easter  <b>Easter Bonnet Performance</b></p>
<p>Expressive Art and Design</p>	<p><b>Drawing</b> Draw and design a superhero costume <i>what superpowers would you have and how would your costume help you?</i></p>	<p><b>3-D work</b> Children to use junk modelling to make 'traps' and 'jails' for the evil pea. <i>How does your trap work?</i></p>	<p><b>Printing</b> Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p>	<p><b>Printing</b> Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p>	<p><b>Textiles and texture</b> Make a potatoe superhero using a variety of tools and techniques. Children to think carefully about the different materials they could use and for what effect</p>	<p><b>Textiles and texture</b> Make a potatoe superhero using a variety of tools and techniques. Children to think carefully about the different materials they could use and for what effect</p>
<p>Physical development</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p>
<p>Music</p>	<p><b>Come to the Carnival</b> Learn about carnivals around the world. Have opportunities to listen to live music. Have opportunities to listen to recorded music. Respond to picture instrument cards to follow directions – to tap, scrape, shake. Learn to describe sounds using onomatopoeia. Learn to sing a wider repertoire of songs</p>					