



Throughout all learning, the Reception Team will ensure activities and interactions support the **Characteristics of Learning** of:

Playing and exploring: Children investigate and experience things, and 'have a go'. Children actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

[illegible]

Mathematics	Alive in 5! Introducing Zero Find 0 - 5 Subitise 0 – 5 Represent 0 – 5 Find 1 more and 1 less Composition of 0 – 5 Conceptual subitising to 5		Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity	Growing 6, 7, 8! Find and represent 6, 7 and 8 Find 1 more and 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising of 6, 7 and 8	Length, Height and Time Explore length Compare length Talk about time	
Outcome/ Composite	The children will be able to say one number for each item and link numerals and amounts to 8. The children will be able to use more than, less than, longer than, shorter than when talking about number and length.					
Understanding the World	Past and Present (Timelines) We can organise some events using basic chronology. We are learning about historic events from before we were born.	Past and Present (Timelines) We can organise some events using basic chronology. We are learning about historic events from before we were born.	Past and Present We can talk about the lives of people around us and their roles in society. We can compare a police officer from 50 years ago and today and verbally explain what we notice.	Past and Present We can talk about the lives of people around us and their roles in society. We can compare a fire fighter from 50 years ago and today and verbally explain what we notice.	Past and Present We can talk about the lives of people around us and their roles in society. We can compare a doctor from 50 years ago and today and verbally explain what we notice.	Past and Present We can talk about the lives of people around us and their roles in society. We can compare a nurse from 50 years ago and today and verbally explain what we notice.
	People, Culture and Communities We can recognise that people have different beliefs and celebrate special times in different ways.	People, Culture and Communities We can draw information from a simple map - linked to Supertato – create maps for supermarkets and use these to hide the Evil Pea.	People, Culture and Communities We can talk about the lives of people around us and their roles in society. Police Officer – challenge stereotypical/gender assumptions.	People, Culture and Communities We can talk about the lives of people around us and their roles in society. Fire Fighter – challenge stereotypical/gender assumptions.	People, Culture and Communities We can talk about the lives of people around us and their roles in society. Doctor – challenge stereotypical/gender assumptions.	People, Culture and Communities We can talk about the lives of people around us and their roles in society. Nurse – challenge stereotypical/gender assumptions.
	The Natural World We know that there are different countries in the world and we can talk about differences we have experienced or seen in photos. New Year Celebrations around the world.	The Natural World We can talk about differences between materials and the changes we notice. Freeze vegetables in block of ice – what happens when ice taken out of freezer? – linked to Supertato.	The Natural World We can talk about differences between sinking and floating. Make jelly and add some pieces of fruit/vegetables - will they sink or float? What happens to jelly when it is taken out of the fridge? – linked to Supertato.	The Natural World Super Seasons We can describe the differences between the four seasons. We can find out how animals behave differently in each season. We can discuss why some animals hibernate in the winter.	The Natural World Super Sense Challenge We can explain how we use each of our senses. We can use our senses to identify a range of objects.	The Natural World We know that there are different countries in the world and we can talk about differences we have experienced or seen in photos. Chinese New Year (Year of the Horse)
Outcome/ Composite	The children will be able to organise a timeline of historic events from before they were born. They will be able to talk about the lives of people around them and people within our community and compare how job roles have changed over time.					
Expressive Arts and Design	Creating with Materials We can work together to create a Superhero Station for the classroom. We can select and share ideas, resources and skills.	Creating with Materials We can join different materials to create our own Supertato or Super Vegetable.	Creating with Materials We can develop our own plans for a trap for the Evil Pea and choose which materials to use to create these – junk modelling.	Creating with Materials We can develop our own plans for a trap for the Evil Pea and choose which materials to use to create these – junk modelling.	Creating with Materials We can design and develop new storyline for Supertato in role play.	Creating with Materials We can create lanterns for the Chinese New Year.

	<p>Being Imaginative and Expressive We can create our own songs or improvise a song around one we know. We can watch and talk about dance and performance art and express our feelings and responses.</p>	<p>Being Imaginative and Expressive We can listen attentively to music, expressing our feelings. We can move to music and describe how it makes us feel.</p>	<p>Being Imaginative and Expressive We can listen attentively to music and begin to learn some simple Makaton signs to accompany a song. We can explore beat through body movement.</p>	<p>Being Imaginative and Expressive We can listen attentively to music and explore using different percussion instruments to accompany Supertato text.</p>	<p>Being Imaginative and Expressive We can explore pitch and tempo through scarf dancing and body movement. We can perform action songs to a small audience.</p>	<p>Being Imaginative and Expressive We can listen to traditional Chinese music. We can discuss whether this is different or similar to the music we hear at home. We can say how it makes us feel.</p>	
Outcome/ Composite	<p>The children will perform a dance and a song to a small audience using Makaton. The children will create their own Supertato/Super Vegetable using different materials.</p>						
Religious Education	<p>Which stories are special and why? We can talk about what stories are special to us and explain why.</p>	<p>Which stories are special and why? We can listen to religious stories and make connections between the different faiths. (Christianity, Islam and Judaism) Jesus Calms the Storm</p>	<p>Which stories are special and why? We can listen to religious stories and make connections between the different faiths. (Christianity, Islam and Judaism) David and Goliath</p>	<p>Which stories are special and why? We can listen to religious stories and make connections between the different faiths. (Christianity, Islam and Judaism) The story of Zacchaeus</p>	<p>Which stories are special and why? We can listen to religious stories and make connections between the different faiths. (Christianity, Islam and Judaism) The story of the first revelation of the Qur'an</p>	<p>Which stories are special and why? We can say that the Qur'an is a sacred text for Muslims and name and identify its features.</p>	
Outcome/ Composite	<p>The children will be able to recall key stories from religious faiths and make comparisons.</p>						
Curriculum Enhancements/ Visitors/Trips	<p>Visitors from the emergency services to talk about their roles and responsibilities: Police, Fire, Doctor and Nurse. NCMP Programme – Height and Weight measurements</p>						