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| **RECEPTION** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Unit of Learning:*** | **Who are my family and friends?** | **What happens at the farm?** | **What can you see in the sky?** | **What changes in Spring?** | **How does your garden grow?** | **What can you find at the seaside?** |
| ***Stunning Start*** | Share ‘all about me’ boxes | Visit to Trevaskis Farm | Chinese New Year Celebration | Hatching eggs | Trip to Duchy College- Rosewarne | Trip to beach |
| ***PSED:***  ***Oxfam Global citizenship***  ***Jigsaw*** | **Learning Outcome:**  Establishrules and routines;  Separate with confidence;  Talk about events of personal significance  Introduce 4Rs/ CoL  **Jigsaw-** Being me in my world | **Learning Outcome:**  Caring for our room  Tidying up  Thining of others  Sharing  **Jigsaw-** Celebrating Difference | **Learning Outcome:**  Building constructive and respectful relationship  Expressing feelings  **Jigsaw-** Changing Me | **Learning Outcome:**  Show resilience and perseverance  Identify and moderate feelings socially and emotionally  **Jigsaw**- Dreams and Goals | **Learning Outcome:**  Managing own needs  Knowing the different factors that affect their overall well-being.  **Jigsaw**- Healthy Me | **Learning Outcome:**  Transition to KS1  Be confident show independence and resilience.  **Jigsaw-** relationships |
| **Communication and Language**  Use new vocabulary in context.  Engage in story times and non-fiction books  Re-tell stories  Learn rhymes, poems and songs | **Learning Outcomes:**  Listening carefully and responding appropriately  Familiarising children with areas of provision- including learning dispositions and attitudes. | **Learning Outcomes:**  Recalling events  Ask questions  Articulate thoughts in well- formed sentences  Develop social phrases | **Learning Outcomes:**  Connect on idea to another  Describe events in detail  Use talk to work out problems and organise thinking | **Learning Outcomes:**  Explain how things work and why they might happen | **Learning Outcomes:**  Listen to and talk about stories to build familiarity and understanding. | **Learning Outcomes:**  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |

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|  | Child to use new vocabulary through out each day. |  | out problems and organise thinking and activities, and to explain how things work and why they might  happen. | the text, some as exact repetition and some in their own words. |  | a deep familiarity with new knowledge and vocabulary. |
| ***Maths***  ***Number Sense*** | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Subitising 1 and 2  Subitising 1-3  Subitising 1-4  Linking numeral with value  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Subitising 1-5  Subitising 6-10  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Partition 2  Partition 3  Partition 4  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Partition 5  Partition 10  Composition of 6 and 9  Comparing quantities to 10  Patterns in numbers to 10  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Review, recap, revise, apply  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures | **Daily maths meetings/ In Focus/ Continuous provision:**  **Number:**  Review, recap, revise, apply  **Spatial Reasoning Skills:**  Compose and decompose shapes  Select, rotate and manipulate shapes  Repeating pattern  Compare measures |
| ***Literacy: Reading***  **Word:**  Read ind letter sounds  Blend sounds into words  Read diagraphs and trigraphs  Read CEWs  Read simple phrases and sentences  Re-read  **Comprehension:**  Discuss: characters, settings, feelings  Predict  Ask questions  Expression | **Fiction:**  The Run Away Pea  Oi Frog!  Goldilocks and the Three Bears  One, Two, Three do the Dinosaur  Slowly, Slowly said the Sloth.  **Non- Fiction:**  Weather and the Seasons  Tree Full of Wonder  The Great Big Book of Families | **Fiction:**  Jack and the Beanstalk  Farmer Duck  Rosie’s Walk  Oi Dog  Squash and a Squeeze  The Great Pet Sale  **Non- Fiction:**  First Animal Encyclopedia: A First Reference Book  I Can Eat a Rainbow | **Fiction:**  Up and Down  The Way Back Home  Ten Little Aliens  Lost and Found  Whatever Next  Stuck!  How to Catch a Star  The Queen’s Hat  **Non-Fiction:**  Queen Elizabeth II: The Queen Who Chose to Serve  We Love Festivals – Chinese New Year  Lanterns and Fire Crackers: A Chinese New Year | **Fiction:**  Chair Baby Chair  Three Little Pigs  The Lion Inside  Owl Babies  The Mixed up Chameleon  **Non-Fiction:**  Busy Grow (Campbell Busy Books, 38)  National Trust: Big Outdoors for Little Explorers  **WORLD BOOK DAY** | **Fiction:**  The Tiny Seed  Jasper’s Beanstalk  The Very Greedy Bee  Handa’s Surprise  Ah Spider!  Oliver’s Fruit Salad  **Non- Fiction:**  All about Leaves  Leaf Man  Our World in Pictures: Trees, Leaves, Flowers & Seeds  Eating the Alphabet: Fruits & Vegetables from A to Z  Kew: Lift and Look Fruit and Vegetables | **Fiction:**  Sharing a Shell  Sally and the Limpet  Rainbow Fish  Smiley Shark  Harry Saves the Ocean  Spot Goes to the Beach  Billy’s Bucket  **Non- Fiction:**  David Attenborough (Little People, Big Dreams)  At the Beach (National Geographic Readers)  I Spy – At the Seaside  RSPB First Book of the Seashore  Seaside Holidays Then and Now  National Trust: Who’s Hiding at the Seaside? |
| ***Phonics- RWI*** | **Expected at end Aut 1: group B**  **RWI assessment**  Set 1 + blending sounds- 1 per day | **Expected at end Aut 2: group C**    Revise Set 1 sounds  RWI assessment 2  Set 2 sounds | **Expected at end Spr 1 : Ditty**  Revise  RWI assessment 2  Set 3 sounds  **Get writing** (if assessed at ‘RWI red’): | Expected at end Spr 2 : Red  Revise and assess  **Get writing** | Expected at end Sum 1 : Green  Revise and assess  **Get writing** | Expected at end Sum 2:Green and purple  Revise and assess  **Get writing** |
| ***Literacy- TFW- text***  ***Writing***  Labels, captions and simple sentences | **Fiction:** The Little Red Hen  **Genre:** Cumalitve  **Focus:** Setting  **Non- Fiction: Re-count** (Little Red Hen) | **Fiction:** Enormous Turnip  **Genre:** Cumalitive  **Focus:** Opening  **Non- Fiction: Information text** (Turnips) | **Fiction:** Billy Goats’s Gruff- **Genre:** Defeating the Monster  **Focus**: Character ( Heros and villians)  **Non- Fiction-** **Instructions** - How to trap a troll | **Fiction:** Gingerbread Man  **Genre:** Journey  **Focus:** Settings  **Non-Fiction-** I**nstructions** ( Making Gingerbread biscuits) | **Fiction:** The Very Hungry Caterpillar  **Genre:** Cumalitive  **Focus:** Description  **Non- Fiction- Information** ( Butterflies) | **Fiction:** The Sleepy Bummble bee  **Genre:** Journey  **Focus:** Character /feelings  **Non-Fiction: Recount** ( diary ) Mr Bee. |

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| ***Understanding the World*** | | | | | | |
| ***UW (History)*** | Talk about member of their family (including grandparents)  Using basic chronology to recognise things happened before they were born. | Compare and contrast familiar situations from the past using basic chronology to recognise things happened before they were born.  (beginning to think about past and present, a long time ago and now – link to farming machinery) | Compare and contrast characters from the past –  The Wright Brothers  Christopher Columbus | St Piran’s day – Why do we celebrate this? | Trevithick Day  Talk about experiences that are familiar to them and how these may have differed in the past: transport  Using basic chronology to recognise things happened before they were born. | Recognise some environments are different from the one in which they live: Local and National region  Cornwall / London |
| ***UW :*Geography**  Naming specific features of the world both human and physical | Human geography: Talk about members of our community (e.g. nurses, doctors, police, hairdressers, secretaries, school cook)  School/ classroom; positional language  **My Town- Camborne**- visit to our nearest woods (Tehidy) | Draw information from simple maps  Draw a simple map of the school (identify human and physical features)  **My Town- Camborne**- visit to Camborne Church (Christmas tree festival) | Know that there are different countries in the world (UK, Greece, China, Egypt) special places/landmarks to visit in the world (linked to structures)  **My Town- Camborne-** visit to Library | Changes in weather - exploring the natural world:  Know that there are different countries in the world (UK and Australia) - recognising similarities and differences between life in this country and life in others (avoid stereotyping)  **My Town- Camborne-** visit to ‘Spin’ launderette | Knowing about and caring for the environment – recognising some environments are different from the one in which they live  **My Town- Camborne**- visit to library and Richard Trevithick statue | Draw information from simple maps  Draw a simple map of a coastal area and an urban area (London) (identify human and physical features, similarities and differences)  **My Town- Camborne-** visit to our nearest beach (Portreath) |
| **UW :RE**  Recognise that people have different beliefs and celebrate different times in different ways. | **Focus:**:Creation –  Being Special :  Where do we belong?  Share and record occasions when things have happened in their lives that made them feel special. | **Focus:**  Incarnation **-** Why is Christmas special for Christians?  Retell religious stories (nativity) | **Focus:** God-  Why is the word ‘God’ so important to Christians?  Introduce the idea that religions teach that each person is unique and valuable too, e.g. by considering religious beliefs about God loving each person (baptism) | **Focus:** Salvation –  Why is Easter special to Christians?  (church visit) | **Focus**: Gospel –  Why times/stories are special and why? | **Focus**: People of God –  What places are special and why? |
| ***Science (UW)*** | Identify and name different habitats: woods and garden  Identify and name living things within the locality – exploring the natural world around them – close observation  Growing up  Harvest- growing crops  Understand the effect of changing seasons on the natural world | Identify and name living things within the locality – exploring the natural world around them – close observation  Understand the effect of changing seasons on the natural world. | Explore the solar system and stars  Explore the natural world: shadows and the sun and rainbows | New Life- eggs and chicks  Changes in materials: Explore a range of materials including including natural materials.  Observe measure and record how materials when heated and cooled.  Understand the effect of changing seasons on the natural world | Life Cycles-plants, butterflies,  Caring for growing plants  Identify and name living things within the locality – exploring the natural world around them – close observation | Looking after marine life ( link back to habitiats in Aut 1) Identify and name living things within the locality – exploring the natural world around them – close observation  .  Floating and sinking  Preserving the planet :Recycling- Reduce, Reuse, Recycle  Understand the effect of changing seasons on the natural world |

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| ***Expressive Art and Design***  Learn rhymes, poems and songs  Work collaboratively sharing ideas , resources and skills.  Express feelings | Artist: Andy Goldsworthy  Focus: Pattern/ Texture | **Artist:** Arcimbaldo  Fruit and Veg portraits  **Focus**: 3D | | Artist: Van Gogh    Starry Night  **Focus:** Paint and colour | **Artist:** Matisse  The Snail  **Focus:** pattern | Artist: Claude Monet  Waterlillies  Focus: Observational drawing | Artist: Kurt Jackson  Seaside  Focus: Paint and colour |
| Music: Charanga  \*Active Listening  \*Creative Sound making  \*Early Ensembles  \*Sound creation  \*Graphic score  \*Conducting  \*Composition  \*Tempo  \*Movement and music  \*Creative composition  \*Performance. | Music: Nativity    School Nativity performance and practice.  Singing:  -Tone of voice  -Tones of pitch  Movement:  -Following the beat  -Actions to music  -Responding to music  -Use of instruments | | Music: Charanga  \*Graphic Score  \*Tempo  \*Early ensembles  \*Dynamics  \*Timbre  \*Sequencing sounds  \*Sequencing patterns  \*Creative composition  \*Performance | Music: Charanga  \*Pitch  \*High and low  \*Graphic score  \*Singing  \*Voice  \*Composing  \*Texture  \*Arrangements  \*Appraising and performing | Music: Charanga  \*Duration  \*Form  \*Timbre  \*Early Ensembles  \*Speech to song  \*Lyric creation  **\***Composition  \*Performance | Music: Charanga  \*Duration  \*Form  \*Timbre  \*Early Ensembles  \*Speech to song  \*Lyric creation  \*Arrangement  \*Mixed Ensembles  \*Composition  \*Performance |
| DT Association: Hinges and Catches (make special box for a family member) | DT Association: Let’s Look at Hats ( Christmas Party Hats) | | DT Association: Let’s Look at Vehicles | DT Association: Let’s Look at Products (Cups) | DT Assocation: Fantastic Fruit | DT: Design and make an ice-cream sundae |
| Functional movement:  Developing body position, co-ordination, changing directions and speeds. | Functional movement:  Jumping, developing body control.  Take-off, landings | | Aesthetic movement:  Taking weight on different body parts.  Transferring weight and building strength. | Aesthetic movement:  Balance, holding body positions, balance while travelling. | Manipulative skills:  Rolling and trapping.  Catching | Manipulative skills:  Catching and releasing  Striking and kicking |
| ***Physical Development***  ***Real PE/ Leap into Life*** | Establish rules and routines | Keeping safe – feelings and emotions | | Anti-bullying week | Respecting Privacy | NSPCC PANTS rule | Valuing difference  Preparing for Transition |
| ***Safeguarding (from across***  ***the curriculum)*** | Autumn ramble- Tehidy woods (Pooh Sticks) | Duchy College- Rosewarne (meet the farm animals)  Learn to say hello and goodbye in a number of different languages (celebrating multilingualism) | | Fly a kite | See eggs hatching | Grow veggies/fruit  Duchy College visit – greenhouses | Meet the lifeguards – water safety. |
| ***50 things to do before I leave Roskear-(Educational***  ***Visits/vistors/events/cultural capital)*** |  | |  |  |  |  |  |