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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 roomTidying up Thining of othersSharing **Jigsaw-** Celebrating Difference  | **Learning Outcome:** Building constructive and respectful relationshipExpressing feelings**Jigsaw-** Changing Me | **Learning Outcome:** Show resilience and perseveranceIdentify 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 KS1Be confident show independence and resilience.**Jigsaw-** relationships |
| **Communication and Language** Use new vocabulary in context.Engage in story times and non-fiction booksRe-tell stories Learn rhymes, poems and songs | **Learning Outcomes:**Listening carefully and responding appropriatelyFamiliarising children with areas of provision- including learning dispositions and attitudes. | **Learning Outcomes:**Recalling eventsAsk questionsArticulate thoughts in well- formed sentencesDevelop social phrases | **Learning Outcomes:**Connect on idea to anotherDescribe events in detailUse 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 mighthappen. | 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 2Subitising 1-3Subitising 1-4Linking numeral with value**Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures | **Daily maths meetings/ In Focus/ Continuous provision:** **Number:** Subitising 1-5Subitising 6-10**Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures | **Daily maths meetings/ In Focus/ Continuous provision:** **Number:** Partition 2 Partition 3Partition 4**Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures | **Daily maths meetings/ In Focus/ Continuous provision:** **Number:** Partition 5Partition 10 Composition of 6 and 9Comparing quantities to 10Patterns in numbers to 10 **Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures | **Daily maths meetings/ In Focus/ Continuous provision:** **Number:** Review, recap, revise, apply**Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures | **Daily maths meetings/ In Focus/ Continuous provision:** **Number:** Review, recap, revise, apply**Spatial Reasoning Skills:** Compose and decompose shapesSelect, rotate and manipulate shapesRepeating patternCompare measures |
| ***Literacy: Reading*** **Word:** Read ind letter soundsBlend sounds into wordsRead diagraphs and trigraphsRead CEWsRead simple phrases and sentencesRe-read**Comprehension:** Discuss: characters, settings, feelingsPredictAsk questionsExpression | **Fiction:**The Run Away PeaOi Frog!Goldilocks and the Three Bears One, Two, Three do the DinosaurSlowly, Slowly said the Sloth.**Non- Fiction:**Weather and the SeasonsTree Full of WonderThe Great Big Book of Families | **Fiction:** Jack and the Beanstalk Farmer DuckRosie’s WalkOi DogSquash and a SqueezeThe Great Pet Sale**Non- Fiction:**First Animal Encyclopedia: A First Reference BookI Can Eat a Rainbow | **Fiction:** Up and DownThe Way Back HomeTen Little AliensLost and FoundWhatever NextStuck!How to Catch a StarThe Queen’s Hat**Non-Fiction:**Queen Elizabeth II: The Queen Who Chose to ServeWe Love Festivals – Chinese New Year Lanterns and Fire Crackers: A Chinese New Year  | **Fiction:** Chair Baby ChairThree Little PigsThe Lion InsideOwl BabiesThe 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 BeanstalkThe Very Greedy BeeHanda’s SurpriseAh Spider!Oliver’s Fruit Salad**Non- Fiction:** All about LeavesLeaf ManOur World in Pictures: Trees, Leaves, Flowers & SeedsEating the Alphabet: Fruits & Vegetables from A to ZKew: Lift and Look Fruit and Vegetables | **Fiction:**Sharing a ShellSally and the LimpetRainbow FishSmiley SharkHarry Saves the OceanSpot Goes to the BeachBilly’s Bucket**Non- Fiction:** David Attenborough (Little People, Big Dreams)At the Beach (National Geographic Readers)I Spy – At the SeasideRSPB First Book of the SeashoreSeaside Holidays Then and NowNational 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 soundsRWI assessment 2Set 2 sounds  | **Expected at end Spr 1 : Ditty**ReviseRWI assessment 2Set 3 sounds**Get writing** (if assessed at ‘RWI red’):  | Expected at end Spr 2 : RedRevise 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 BrothersChristopher Columbus  | St Piran’s day – Why do we celebrate this? | Trevithick DayTalk 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 mapsDraw 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 mapsDraw 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 gardenIdentify and name living things within the locality – exploring the natural world around them – close observationGrowing upHarvest- growing cropsUnderstand the effect of changing seasons on the natural world  | Identify and name living things within the locality – exploring the natural world around them – close observationUnderstand the effect of changing seasons on the natural world. | Explore the solar system and starsExplore 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 plantsIdentify 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 sinkingPreserving the planet :Recycling- Reduce, Reuse, RecycleUnderstand 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 GoldsworthyFocus: Pattern/ Texture  | **Artist:** ArcimbaldoFruit and Veg portraits**Focus**: 3D | Artist: Van Gogh  Starry Night**Focus:** Paint and colour  | **Artist:** MatisseThe Snail **Focus:** pattern | Artist: Claude MonetWaterlilliesFocus: Observational drawing  | Artist: Kurt JacksonSeaside 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 pitchMovement:-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 releasingStriking 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 differencePreparing 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/fruitDuchy College visit – greenhouses | Meet the lifeguards – water safety. |
| ***50 things to do before I leave Roskear-(Educational******Visits/vistors/events/cultural capital)***  |  |  |  |  |  |  |