

Roskear Curriculum 2022/2023

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Learning:	Family and Friends	At the Farm	Up Up and Away!	Changes	Plants and Flowers	At the Seaside
Stunning Start	Share all about me boxes	Visit to Roskilly's Farm	Chinese New Year Celebration	Trip to Duchy College- Rosewarne	Trip to Trelissick Garden via Boat	Trip to beach
PSED: Oxfam Global citizenship Jigsaw	Learning Outcome: Establish rules 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 Thinking 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 sentence 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.

	Chld to use new vocabulary throughout 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

Roskear Curriculum 2022/2023

<p>Literacy: Reading</p> <p>Word: Read ind letter sounds Blend sounds into words Read diagraphs and trigraphs Read CEWs Read simple phrases and sentences Re-read</p> <p>Comprehension: Discuss: characters, settings, feelings Predict Ask questions Expression</p>	<p>Fiction: The Run Away Pea Oi Frog! Goldilocks and the Three Bears One, Two, Three do the Dinosaur Slowly, Slowly said the Sloth.</p> <p>Non- Fiction: Weather and the Seasons Tree Full of Wonder The Great Big Book of Families</p>	<p>Fiction: Jack and the Beanstalk Farmer Duck Rosie's Walk Oi Dog Squash and a Squeeze The Great Pet Sale</p> <p>Non- Fiction: First Animal Encyclopedia: A First Reference Book I Can Eat a Rainbow</p>	<p>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</p> <p>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</p>	<p>Fiction: Chair Baby Chair Three Little Pigs The Lion Inside Owl Babies The Mixed up Chameleon</p> <p>Non-Fiction: Busy Grow (Campbell Busy Books, 38) National Trust: Big Outdoors for Little Explorers</p> <p>WORLD BOOK DAY (Thursday 3rd March)</p>	<p>Fiction: The Tiny Seed Jasper's Beanstalk The Very Greedy Bee Handa's Surprise Ah Spider! Oliver's Fruit Salad</p> <p>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</p>	<p>Fiction: Sharing a Shell Sally and the Limpet Rainbow Fish Smiley Shark Harry Saves the Ocean Spot Goes to the Beach Billy's Bucket</p> <p>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?</p>
<p>Phonics- RWI</p>	<p>Expected at end Aut 1: group B</p> <p>RWI assessment Set 1 + blending sounds- 1 per day</p>	<p>Expected at end Aut 2: group C</p> <p>Revise Set 1 sounds RWI assessment 2 Set 2 sounds</p>	<p>Expected at end Spr 1 : Ditty</p> <p>Revise RWI assessment 2 Set 3 sounds</p> <p>Get writing (if assessed at 'RWI red'):</p>	<p>Expected at end Spr 2 : Red</p> <p>Revise and assess</p> <p>Get writing</p>	<p>Expected at end Sum 1 : Green</p> <p>Revise and assess</p> <p>Get writing</p>	<p>Expected at end Sum 2: Green and purple</p> <p>Revise and assess</p> <p>Get writing</p>
<p>Literacy- TFW- text Writing</p> <p>Labels, captions and simple sentences</p>	<p>Fiction: The Little Red Hen Genre: Cumalitive Focus: Setting</p> <p>Non- Fiction: Re-count (Little Red Hen)</p>	<p>Fiction: Enornous Turnip Genre: Cumalitive Focus: Opening</p> <p>Non- Fiction: Information text (Turnips)</p>	<p>Fiction: Billy Goats's Gruff- Genre: Defeating the Monster Focus: Character (Heros and villians)</p> <p>Non- Fiction- Instructions - How to trap a troll</p>	<p>Fiction: Gingerbread Man Genre: Journey Focus: Settings</p> <p>Non-Fiction- Instructions (Making Gingerbread biscuits)</p>	<p>Fiction: The Very Hungry Caterpillar Genre: Cumalitive Focus: Description</p> <p>Non- Fiction- Information (Butterflies)</p>	<p>Fiction: The Sleepy Bumble bee Genre: Journey Focus: Character /feelings</p> <p>Non-Fiction: Recount (diary) Mr Bee.</p>

Understanding the World

Roskear Curriculum 2022/2023

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 habitats 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

Roskear Curriculum 2022/2023

<p>Expressive Art and Design</p> <p>Learn rhymes, poems and songs</p> <p>Work collaboratively sharing ideas, resources and skills.</p> <p>Express feelings</p>	<p>Artist: Andy Goldsworthy</p> <p>Focus: Pattern/ Texture</p>	<p>Artist: Arcimbaldo</p> <p>Fruit and Veg portraits</p> <p>Focus: 3D</p>	<p>Artist: Van Gogh</p> <p>Starry Night</p> <p>Focus: Paint and colour</p>	<p>Artist: Matisse</p> <p>The Snail</p> <p>Focus: pattern</p>	<p>Artist: Van Gogh</p> <p>Sunflowers</p> <p>Focus: Observational drawing</p>	<p>Artist: John Dyer</p> <p>Seaside</p> <p>Focus: Paint and colour</p>
	<p>Music: The Pond</p> <p>Week 1</p> <p>*Active Listening</p> <p>*Creative Sound making</p> <p>Week 2</p> <p>*Active Listening</p> <p>*Creative Sound making</p> <p>*Early Ensembles</p> <p>Week 3</p> <p>*Sound creation</p> <p>*Graphic score</p> <p>*Conducting</p> <p>Week 4</p> <p>*Graphic score</p> <p>*Conducting</p> <p>*Composition</p> <p>Week 5</p> <p>*Graphic score</p> <p>*Tempo</p> <p>*Movement and music</p> <p>Week 6</p> <p>*Active Listening</p> <p>*Creative composition</p> <p>*Performance.</p>	<p>Music: Nativity</p> <p>School Nativity performance and practice.</p> <p>Singing:</p> <p>-Tone of voice</p> <p>-Tones of pitch</p> <p>Movement:</p> <p>-Following the beat</p> <p>-Actions to music</p> <p>-Responding to music</p> <p>-Use of instruments</p>	<p>Music: The Pond</p> <p>Week 1</p> <p>*Graphic Score</p> <p>*Tempo</p> <p>*Early ensembles</p> <p>Week 2</p> <p>*Tempo</p> <p>*Dynamics</p> <p>*Timbre</p> <p>*Sequencing sounds</p> <p>Week 3</p> <p>*Sequencing patterns</p> <p>*Graphic Score</p> <p>*Early Ensembles</p> <p>Week 4</p> <p>*Graphic Score</p> <p>*Creative composition</p> <p>Week 5</p> <p>*Graphic Score</p> <p>*Arrangements</p> <p>Week 6</p> <p>*Graphic score</p> <p>*Performance</p>	<p>Music: The Pond</p> <p>Week 1</p> <p>*Pitch</p> <p>*High and low</p> <p>Week 2</p> <p>*Graphic score</p> <p>*Singing</p> <p>Week 3</p> <p>*Voice</p> <p>*Pitch</p> <p>*Composing</p> <p>Week 4</p> <p>*Composing</p> <p>*Voices</p> <p>*Texture</p> <p>Week 5</p> <p>*Graphic score</p> <p>*Arrangements</p> <p>Week 6</p> <p>*Arrangements</p> <p>*Appraising and performing</p>	<p>Music: The Pond</p> <p>Week 1</p> <p>*Duration</p> <p>*Form</p> <p>Week 2</p> <p>*Duration</p> <p>*Timbre</p> <p>*Early Ensembles</p> <p>Week 3</p> <p>*Speech to song</p> <p>*Lyric creation</p> <p>Week 4 *Composition</p> <p>*Arrangement *Mixed Ensembles</p> <p>Week 5/6</p> <p>*Composition</p> <p>*Performance</p>	<p>Music: The Pond</p> <p>Week 1</p> <p>*Duration</p> <p>*Form</p> <p>Week 2</p> <p>*Duration</p> <p>*Timbre</p> <p>*Early Ensembles</p> <p>Week 3</p> <p>*Speech to song</p> <p>*Lyric creation</p> <p>Week 4 *Composition</p> <p>*Arrangement *Mixed Ensembles</p> <p>Week 5/6</p> <p>*Composition</p> <p>*Performance</p>
	Dance- MADE	Dance- MADE	Dance- MADE	Dance- MADE	Dance- MADE	Dance- MADE
	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 Association: Fantastic Fruit	DT: Design and make an ice-cream sundae
<p>Physical Development</p> <p>Real PE/ Leap into Life</p>	<p>Coordination: Footwork</p> <p>(FUNS Station 10)</p> <p>Static Balance: One Leg</p> <p>(FUNS Station 1)</p> <p>Dance- MADE</p>	<p>Dynamic Balance to Agility: Jumping and Landir</p> <p>(FUNS Station 6)</p> <p>Static Balance: Seated</p> <p>(FUNS Station 2)</p> <p>Dance -MADE</p>	<p>Dynamic Balance: On a Line</p> <p>(FUNS Station 5)</p> <p>Static Balance: Stance</p> <p>(FUNS Station 4)</p> <p>Dance-MADE</p>	<p>Coordination: Ball Skills</p> <p>(FUNS Station 9)</p> <p>Counter Balance: With a Partner</p> <p>(FUNS Station 7)</p> <p>Dance-MADE</p>	<p>Coordination: Sending and Receiving</p> <p>(FUNS Station 8)</p> <p>Agility: Reaction/Response</p> <p>(FUNS Station 12)</p> <p>Dance-MADE</p>	<p>Agility: Ball Chasing</p> <p>(FUNS Station 11)</p> <p>Static Balance: Floor Work</p> <p>(FUNS Station 3)</p> <p>Dance-MADE</p>

Roskear Curriculum 2022/2023

<i>Safeguarding (from across the curriculum)</i>	Establish rules and routines	Keeping safe - feelings and emotions	Anti-bullying week	Respecting Privacy	NSPCC PANTS rule	Valuing difference Preparing for Transition
<i>50 things to do before I leave Roskear- (Educational Visits/vistors/ even ts/cultural capital)</i>	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 Travelling by boat - To Trelisick Gardens from Falmouth	Have an ice-cream at the seaside.