

Roskear Curriculum 2022/2023

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit of Learning:</b>	<b>Family and Friends</b>	<b>At the Farm</b>	<b>Up Up and Away!</b>	<b>Changes</b>	<b>Plants and Flowers</b>	<b>At the Seaside</b>
<b>Stunning Start</b>	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
<b>PSED:</b>  <b>Oxfam Global citizenship</b>  <b>Jigsaw</b>	<b>Learning Outcome:</b>  Establish rules and routines; Separate with confidence; Talk about events of personal significance Introduce 4Rs/ CoL  <b>Jigsaw-</b> Being me in my world	<b>Learning Outcome:</b>  Caring for our room Tidying up Thinking of others Sharing  <b>Jigsaw-</b> Celebrating Difference	<b>Learning Outcome:</b>  Building constructive and respectful relationship Expressing feelings  <b>Jigsaw-</b> Changing Me	<b>Learning Outcome:</b>  Show resilience and perseverance  Identify and moderate feelings socially and emotionally  <b>Jigsaw-</b> Dreams and Goals	<b>Learning Outcome:</b>  Managing own needs  Knowing the different factors that affect their overall well-being.  <b>Jigsaw-</b> Healthy Me	<b>Learning Outcome:</b>  Transition to KS1  Be confident show independence and resilience.  <b>Jigsaw-</b> relationships
<b>Communication and Language</b>  Use new vocabulary in context.  Engage in story times and non-fiction books  Re-tell stories  Learn rhymes, poems and songs	<b>Learning Outcomes:</b>  Listening carefully and responding appropriately  Familiarising children with areas of provision-including learning dispositions and attitudes.	<b>Learning Outcomes:</b>  Recalling events  Ask questions  Articulate thoughts in well-formed sentences  Develop social phrases	<b>Learning Outcomes:</b>  Connect on idea to another  Describe events in detail  Use talk to work out problems and organise thinking	<b>Learning Outcomes:</b>  Explain how things work and why they might happen	<b>Learning Outcomes:</b>  Listen to and talk about stories to build familiarity and understanding.	<b>Learning Outcomes:</b>  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

	Child 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.
<b>Maths</b>  <b>Number Sense</b>	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Subitising 1 and 2 Subitising 1-3 Subitising 1-4 Linking numeral with value  <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Subitising 1-5 Subitising 6-10  <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes Repeating pattern Compare measures	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Partition 2 Partition 3 Partition 4  <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes Repeating pattern Compare measures	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Partition 5 Partition 10 Composition of 6 and 9  Comparing quantities to 10 Patterns in numbers to 10 <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes Repeating pattern	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Review, recap, revise, apply  <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes Repeating pattern Compare measures	<b>Daily maths meetings/ In Focus/ Continuous provision:</b>  <b>Number:</b> Review, recap, revise, apply  <b>Spatial Reasoning Skills:</b> Compose and decompose shapes Select, rotate and manipulate shapes Repeating pattern Compare measures

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

Understanding the World

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<b>UW (History)</b>	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
<b>UW :Geography</b>  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  <b>My Town- Camborne-</b> visit to our nearest woods (Tehidy)	Draw information from simple maps  Draw a simple map of the school (identify human and physical features)  <b>My Town- Camborne-</b> 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)  <b>My Town- Camborne-</b> 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)  <b>My Town- Camborne-</b> visit to 'Spin' launderette	Knowing about and caring for the environment – recognising some environments are different from the one in which they live  <b>My Town- Camborne-</b> 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)  <b>My Town- Camborne-</b> visit to our nearest beach (Portreath)
<b>UW :RE</b> Recognise that people have different beliefs and celebrate different times in different ways.	<b>Focus:</b> Creation – Being Special : Where do we belong? Share and record occasions when things have happened in their lives that made them feel special.	<b>Focus:</b> Incarnation - Why is Christmas special for Christians?  Retell religious stories (nativity)	<b>Focus:</b> 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)	<b>Focus:</b> Salvation – Why is Easter special to Christians? (church visit)	<b>Focus:</b> Gospel – Why times/stories are special and why?	<b>Focus:</b> People of God – What places are special and why?
<b>Science (UW)</b>	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

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						world
<p><b>Expressive Art and Design</b></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><b>Artist:</b> Arcimbaldo</p> <p>Fruit and Veg portraits</p> <p><b>Focus:</b> 3D</p>	<p>Artist: Van Gogh</p> <p>Starry Night</p> <p><b>Focus:</b> Paint and colour</p>	<p><b>Artist:</b> Matisse</p> <p>The Snail</p> <p><b>Focus:</b> 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: Charanga</p> <ul style="list-style-type: none"> <li>*Active Listening</li> <li>*Creative Sound making</li> <li>*Early Ensembles</li> <li>*Sound creation</li> <li>*Graphic score</li> <li>*Conducting</li> <li>*Composition</li> <li>*Tempo</li> <li>*Movement and music</li> <li>*Creative composition</li> <li>*Performance.</li> </ul>	<p>Music: Nativity</p> <p>School Nativity performance and practice.</p> <p>Singing:</p> <ul style="list-style-type: none"> <li>-Tone of voice</li> <li>-Tones of pitch</li> </ul> <p>Movement:</p> <ul style="list-style-type: none"> <li>-Following the beat</li> <li>-Actions to music</li> <li>-Responding to music</li> <li>-Use of instruments</li> </ul>	<p>Music: Charanga</p> <ul style="list-style-type: none"> <li>*Graphic Score</li> <li>*Tempo</li> <li>*Early ensembles</li> <li>*Dynamics</li> <li>*Timbre</li> <li>*Sequencing sounds</li> <li>*Sequencing patterns</li> <li>*Creative composition</li> <li>*Performance</li> </ul>	<p>Music: Charanga</p> <ul style="list-style-type: none"> <li>*Pitch</li> <li>*High and low</li> <li>*Graphic score</li> <li>*Singing</li> <li>*Voice</li> <li>*Composing</li> <li>*Texture</li> <li>*Arrangements</li> <li>*Appraising and performing</li> </ul>	<p>Music: Charanga</p> <ul style="list-style-type: none"> <li>*Duration</li> <li>*Form</li> <li>*Timbre</li> <li>*Early Ensembles</li> <li>*Speech to song</li> <li>*Lyric creation</li> <li>*Composition</li> <li>*Performance</li> </ul>	<p>Music: Charanga</p> <ul style="list-style-type: none"> <li>*Duration</li> <li>*Form</li> <li>*Timbre</li> <li>*Early Ensembles</li> <li>*Speech to song</li> <li>*Lyric creation</li> <li>*Arrangement</li> <li>*Mixed Ensembles</li> <li>*Composition</li> <li>*Performance</li> </ul>
	<p>DT Association: Hinges and Catches (make special box for a family member)</p>	<p>DT Association: Let's Look at Hats (Christmas Party Hats)</p>	<p>DT Association: Let's Look at Vehicles</p>	<p>DT Association: Let's Look at Products (Cups)</p>	<p>DT Association: Fantastic Fruit</p>	<p>DT: Design and make an ice-cream sundae</p>
<p><b>Physical Development</b></p> <p><b>Real PE/ Leap into Life</b></p>	<p>Establish rules and routines</p> <p>Functional movement: Developing body position, co-ordination, changing directions and speeds.</p>	<p>Keeping safe - feelings and emotions</p> <p>Functional movement: Jumping, developing body control. Take-off, landings</p>	<p>Anti-bullying week</p> <p>Aesthetic movement: Taking weight on different body parts. Transferring weight and building strength.</p>	<p>Respecting Privacy</p> <p>Aesthetic movement: Balance, holding body positions, balance while travelling.</p>	<p>NSPCC PANTS rule</p> <p>Manipulative skills: Rolling and trapping. Catching</p>	<p>Valuing difference</p> <p>Preparing for Transition</p> <p>Manipulative skills: Catching and releasing Striking and kicking</p>
<p><b>Safeguarding (from across the curriculum)</b></p>	<p>Autumn ramble- Tehidy woods (Pooh Sticks)</p>	<p>Duchy College- Rosewarne (meet the farm animals)</p> <p>Learn to say hello and goodbye in a number of different languages (celebrating multilingualism)</p>	<p>Fly a kite</p>	<p>See eggs hatching</p>	<p>Grow veggies/fruit</p> <p>Travelling by boat - To Trelisick Gardens from Falmouth</p>	<p>Have an ice-cream at the seaside.</p>
<p><b>50 things to do before I leave Roskear-</b></p>						

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<i>(Educational Visits/vistors/ events/cultural capital)</i>						
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