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| ROSEGROVE INFANT SCHOOL - LONG TERM CURRICULUM OVERVIEW - 2022-23 | | | | | | | | | | | | |
| **RECEPTION** | Subject | Autumn 1 | | Autumn 2 | Spring 1 | | | Spring 2 | Summer 1 | | Summer 2 | |
| **Understanding of the World**  (Reviewed @ 2022) |  | |  |  | | |  |  | |  | |
| KWL –develop ability to think about a topic and raise questions.  Learning wall- displayed in Pearl class. Focus on children’s interests. Display all learning.  Investigations over the year: Ice-melting (salt, ice fishing, water colours), Apple/Track, Towers – one block base, making nests.  Planting: Potatoes | | | | | | | | | | |
| **Understanding the World (*Geography/History/ Science elements/ RE/PSHE*)** | **Ourselves -** ‘**TIME’**  **Local area walk.**  **Where is school?**  **What can we see?**  Learn where we come from and where our school is.  **Babies to Adults** – how time passes and that within time, we grow.  Talk about **’our families’**. What is similar/different? *Share photographs.*  Learn about the **5 senses** and explore through cont. provision.  **What makes us special**? Learn about friendships and feelings.  Talk about **keeping others safe/hygiene**. (Pass the germ experiment).  **Vocab**:  today, yesterday, now, past, birthday.  Talk about ‘past’.  ***Order milestones & events in own lives.*** | | **TOYS**  Look at old/new toys.  Discuss toys children/parents/ grandparents play with. Compare. Investigate how toys work and where they come from, materials.  Look at how Christmas is celebrated and how it was celebrated in the past (gifts, special meals, church). Look at family traditions.  Learn about Diwali and how other cultures celebrate different events/traditions.  What is Bonfire Night? Why is it celebrated? Talk about safety of bonfire night. Bonfire night traditions.  Compare old and new toys.  Compare two items that have the same purpose.  Observe the differences between past & present.  Learn new vocab (switches, batteries, power, push, pull, changed, old, modern). | **FOOD**    Look at food from around the world. Explore where different foods come from, look at countries on a map/globe.  **Compare land and sea** (i.e. **vocab** green vs blue).  Look at the flags of those countries.  Discuss the history of foods and special meals/traditions.  Chinese New Year: Who celebrates it? What it is? Look at the traditions.  Sort healthy/unhealthy and how we look after our body.  Make fruit kebabs/healthy sandwiches and smoothies. Food tasting.  Investigate how food changes over time and use the related **vocab:** i.e. food, decay, melting, freezing foods.  **Other vocab** to describe types of land/different names for the sea/food,  e.g. land, house, farm, countryside, town, beach, coast, sea, ocean, heated, cooled, etc (as above). | | | **OUR COMMUNITY**  **Local area walk.**  **What is in our local area?**  Visit the train station, swimming baths, canal-wider community.  Locate our local area on a map, discuss **vocab**: town, country.  Learn about canals. What are they used for now? What were they used for in the past? Locate the canal in Rosegrove.  Compare our town to a holiday location (Blackpool). Locate both on a map. Talk about coast, land, sea. Use **vocab**: similar & different.  Draw/make **maps** of our local area.  Learn our **addresses**.  Talk about different types of home and name them. Talk about our own homes and who we live with and our extended family.  Complete Road safety.  **People Who Help Us:**  Discuss the people in our local area that help us and the roles they have in the community.  Show interest in the lives of people who are familiar to them (people who help us)  **Aspirations**: what we want to be when we grow up.  ***Visitors to school****- people who help us.*  Look at the **community/people** **over** a period of **time**. Compare changes in significant places locally. | **GROWTH & CHANGE**  **Local area walk.**  **Science focus**  Our bodies: Talk about our bodies, the life cycle of a human in more depth e.g. elderly, teenager, toddler.  What do our bodies need to stay healthy?  Life cycles: chicks, frogs, butterflies- observe first hand.  Plants: Learn basic plant parts (**vocab**: stem, roots, leaf, flower).  What does a plant need to grow?  Talk about plants that we can eat.  **Plant investigation:** Record observations of plants.  Plant sunflower seeds, potatoes.  Grow/care and observe and talk about changes in plants. | | **ANIMALS**  Farm Animals: Their produce and young.  Experience animals of different types (**Vocab**: pets, farm, zoo, woodlands).  Recognise & name the features of an animal (*Visitors to school*).  Care for animals. Visit to the farm.  **Minibeasts:**  Observe minibeasts and create minibeast hotel.  **Vocab** to describe types of land/diff names for the sea e.g.  Land House Farm Countryside Town Beach Coast Sea Ocean.  **COMPASS POINTS:**  Points on a compass.  NSEW are opposites.  **Vocab**: Full turn/Half Turn. | |
| **SEASONS THROUGH THE YEAR – experience each season/outdoor learning.**  **TREES/PLANTS/ENVIRONMENT (USE PHOTGRAPHS/COLLECTIONS).**  **SIMILARITIES/DIFFERENCES**  **LOCAL ENVIRONMENT WALKS AT DIFFERENT TIMES OF THE YEAR** | | | | | | | | | | |
|  | Creative development  Music  (Following Charanga scheme) | **Me !**  **What else for creative development?** | **My stories** | | | **Everyone !** | **Our world** | | | **Big bear funk** | | **Reflect, rewind, replay**  **Or**  **Hey you!** |