



### Chacewater School LEAP Curriculum



Class: **Reception**

Curriculum Theme – **Celebrations**  
Curriculum Driver – **Understanding the World (UTW)**

Term:  
**Autumn Term 2**

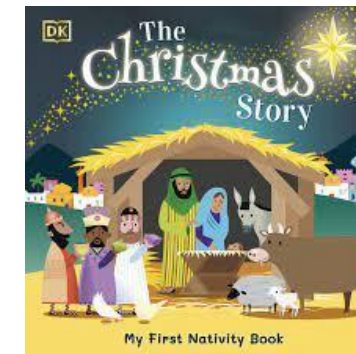
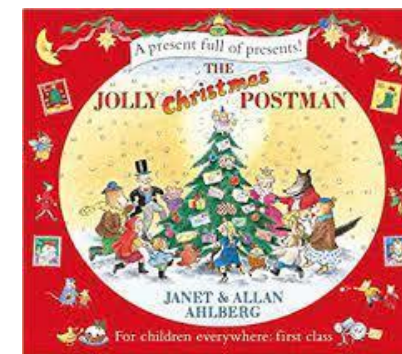
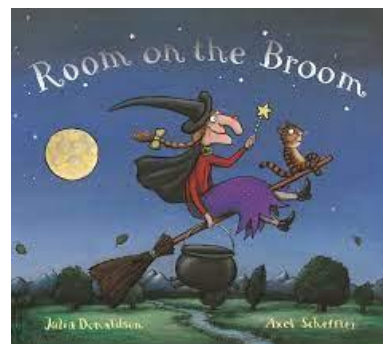
<p><b>Local</b></p> <p>To be involved in the celebrations that happen at Chacewater school. For example going to the church at Christmas time and inviting the local vicar to come into school to talk to the children.</p>	<p><b>Engaging</b></p> <p>The children will be immersed into class texts that will excite their learning. This will create a range of activities that children can take part in.</p>	<p><b>Aspiring/ambitious</b></p> <p>Children will experience the love of reading by listening to fiction and non-fiction.</p>	<p><b>Powerful/purposeful</b></p> <p>To recognise that people, have different beliefs and celebrate special times in different ways. On a daily basis we will review previous learning as this will help children to remember key information. This will be done using a range of retrieval strategies that are fun and engaging for the children.</p>
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#### Sequence of Learning





**Main coverage in afternoon sessions – UTW These are additional to our continuous revisit of our prime areas.**

**This term our hook books will be:**

- Room on the Broom  
(Guy Fawkes)
- Gingerbread Man
- Stickman
- The Jolly Christmas Postman
- The Christmas Story



Sequence of lessons may differ from what has been put down as children's interests at the time of teaching can often lead the learning that takes place.

Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Outcome/Composite
<p><b>Key objective –</b>            Understand that some places are special to members of their community.            Recognise that people have different beliefs and celebrate special times in different ways</p> <p>During this term, children will learn about different people’s beliefs and how they may be celebrated. The children will learn about how there may be a special place within the community that people may go to. The children will gain an understanding of how the celebrations may link to what they have experienced.</p> <p><b>Examples of how we do this-</b></p> <p>A range of activities that will engage children’s different interests</p> <p>Discussion of different beliefs and celebrations.</p>									
<b>UTW-People,</b> People, Culture and Communities	Children understand different beliefs and celebrations.  To understand a special place within the community such as the church	Children to discuss <b>Halloween</b> and what they may do to celebrate it. Children make the characters from the story.  <b>Hook Book – Room on a Broom</b> <b>Guy Fawkes</b> <b>Remembrance Day</b>	Children retell the story of the Gingerbread man and story map it with the class teacher with actions. Children make gingerbread men.  <b>Hook Book- The Gingerbread Man</b>	Children learn the story of the stickman. To create their own stickman/family To start to learn all about the festivities of Christmas  <b>Hook Book- Stick Man</b>	Children write their Christmas letters and cards.  <b>Hook Book- The Jolly Christmas Postman</b>	Children learn about the story of Christmas through singing songs around the story of Christmas. To take part in the Christmas nativity  <b>Hook Book- The Christmas Story</b>		Children understand different beliefs and celebrations.  To understand a special place within the community such as the church	
<b>UTW - History</b>									
<b>UTW- RE</b> People, People, Culture and Communities Foundation Stage 2/ Unit 2 Incarnation	Why do Christians perform nativity plays at Christmas?	To know special stories from the story about Jesus.  What special stories do Tom and Tessa know from the bible about Jesus?  Jesus’s birth is announced (Luke 1:26 - 38/Matthew 1:18-25)	To understand what Christians do at a Church during Christmas.  What do Tom and Tessa do at Church during Christmas?	To understand what Christians do at Christmas to share God’s love.  What special things do Tom and Tessa do at Christmas to share God’s love?	To know the bible stories which tell Christians that they are precious to God.  Which Bible stories tell Tom and Tessa that they are precious to God?			To understand a special place within the community such as the church.	
<b>Expressive Arts and Design:</b> <b>Creating with Materials (Art focus)</b>	Drawing with lines – Art focus.  Create observation and fantasy drawings using line skills	Using the knowledge from previous learning of making of line patterns to create an observation/fantasy drawing relating to one of the hook books in this sequence of learning.							Drawing with lines – Art focus.  Create observation and fantasy drawings using line skills

		Children will create firework pictures using different materials.			
<b>Expressive Arts and Design: Being Imaginative</b>	<p><b>From our role play area and imaginarium we hope that children in the Acorns class will:</b></p> <p>Develop storylines in their pretend play – linked to what they have learnt through the hook books or by taking on a role in their play to someone or something familiar to them. Dressing up costumes are used in the role play to inspire children with this. Return to and build on their previous learning, refining ideas and developing their ability to represent them. – Linked to the hook book work we are doing and how we develop learning about those in the community. Opportunities for the children to dress up as ambulance, fire, police people etc. Create collaboratively, sharing ideas, resources and skills – working together. Adults modelling how we play nicely, share ideas, take in turns etc.</p>				To engage in role play.
<b>Music</b>	<p><b>Through various opportunities in the school day, children in the Acorns class will:</b></p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or improvise a song around one they know. Listen attentively, move to and talk about music, expressing their feelings and responses</p>				To remember and sings songs and begin to have class favourites.
<b>Communication and Language</b>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p>Understand a question or instruction that has two parts – this is modelled by an adult daily Learn new vocabulary through the various learning opportunities that take part in class daily. Ask questions to find out more and to check they understand what has been said to them – opportunities for use of tapestry for children to ask and answer questions independently. Articulate their ideas and thoughts in well-formed sentences – modelled by the teaching staff. Listen to and talk about stories to build familiarity and understanding – regular opportunities to listen to stories, to talk about them, to engage in them, act them out, use of our story stage etc.</p>				
<b>Personal, Social and Emotional Development</b>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating – linked to the hook book 'Supertato' through outdoor adventure and continuous. What is a vegetable? What is a fruit? How do we know? Supertato hook book link.</p>				
<b>Physical Development - Gross and Fine motor.</b>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips – PE and through changing for outdoor adventure.</p>				
<b>REAL PE Foundations Unit 2: Social, Play with others.</b>	<p>PSED:I can play with others and take turns. PD:Be able to land with balance and control.</p>	<p>Be able to achieve good take off and height.  Be able to land with balance and control.</p>	<p>Be able to explore landing and jumping. Be able to jump with quarter turns, jump from 2 feet to 2 feet. Jump from 1 foot to 2 feet.</p>	<p>Be able to control a seated balance.</p>	<p>Be able to control a seated balance and move an object side to side.</p>
<b>Reading Opportunities</b>		<p>As a school we follow the Read Write Inc scheme. This teaches children in a systematic, consistent way. Children will take part in daily speed sounds lessons. When they have learnt a set amount of sounds, we will then teach them how to blend these sounds to read simple words. Children will practice letter formation by using pictures and rhymes that go with each sound.</p>			

		<p>Reading class stories will be planned daily and immersive class texts are used a focus for activities in the afternoons. The classroom has a Reading Garden area where there are a range of books that children can choose from during continuous provision. The children take home weekly library books that you can share together at home.</p>	
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