



## Chacewater School LEAP Curriculum



Class: **Reception**

Curriculum Theme - **Amazing Animals**

Term: **Spring Term 2**

Curriculum Driver - **Understanding the World - The World (Science and Geography based)**

**L** - Looking at animals that are familiar to us - pets we may have.  
Linking our learning to local places - visiting local places? Do all animals live where we live? Why?  
Local animal charities coming to visit school - Cats protection.

**E** - School trip to visit paradise park.  
Watching the lifecycle of a butterfly and tadpoles in the classroom.

**A** - Begin to understand the need to respect and care for the natural environment and all living things.

**P** - Understand the key features of the life cycle of an animal.  
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

### Sequence of Learning

Main coverage in afternoon sessions - UTW -The World and EAD. These are additional to our continuous revisit of our prime areas.

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

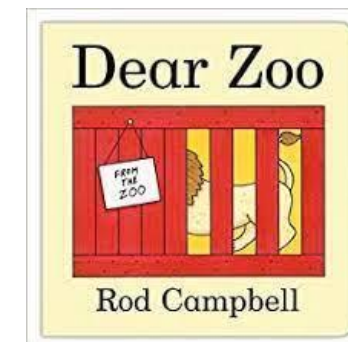
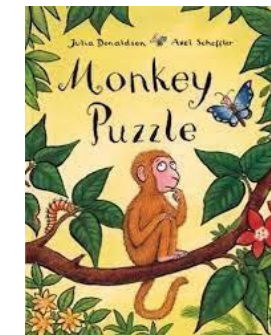
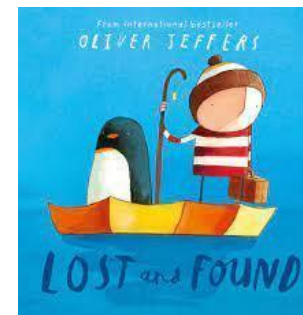
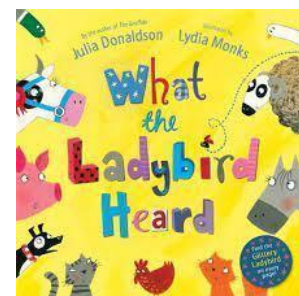
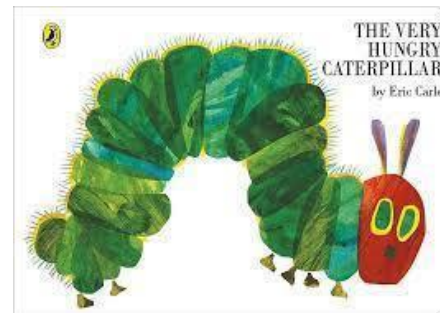
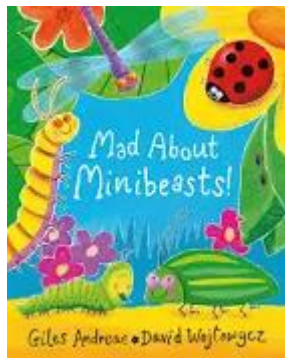
What the ladybird heard

Lost and Found

Monkey Puzzle/ Dear Zoo

The very hungry caterpillar/ Mad about minibeasts

Non fiction books about insects, minibeasts and animals

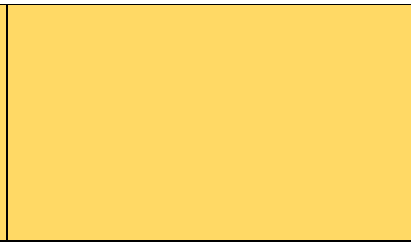
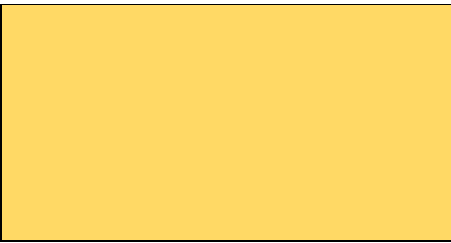
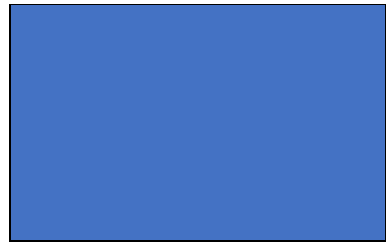


Sequence of lessons may differ from what has been put down as children's interests at the time of teaching can often lead the learning that takes place.

<u>Subject</u> <u>Intent and links to previous learning</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Outcome/Composite</u>
	<p align="center"><b><u>Key objective - Understand the key features of the life cycle of a plant and an animal.</u></b></p> <p align="center">Children will watch and observe animals in our classroom that have a particular life cycle - caterpillar/butterfly and tadpole/frog. Children witness these changes and talk about why this may be happening? Are there any other life-cycles of animals that we could look at? What is the lifecycle of a human?</p> <p align="center"><b><u>Examples of how we do this-</u></b></p> <p align="center">Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars.</p> <p align="center">Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things</p>						
<b>Animal adventures</b>	<p>Living and non-living</p> <p>Recognising that living things move and grow; sorting objects into groups based on whether they are living or non-living. Minibeasts</p> <p>LF: be able to describe minibeasts. Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.</p>	<p>On the farm</p> <p>LF: be able to sort and describe farm animals. Naming and describing farm animals and grouping them based on similarities.</p>	<p>Animal homes</p> <p>LF: be able to sort animals based on where they live.</p> <p>Discovering that animals live in a variety of places around the world.</p>	<p>Newquay Zoo trip Zoo animals</p> <p>LF: to be able to compare their own lives with animals that live in a zoo.</p>			
<p><b>Understanding the world: The World (Science/ Geography) focus</b></p> <p>Children learn about the importance of taking care of living things and do this by witnessing and observing the lifecycle of animals in our classroom - tadpoles and caterpillars.</p>	<p>Animals that are familiar to us.</p> <p>Children look at animals that they know well - such as animals they may see at home / look after themselves.</p>	<p>Animals of significance and importance (farm animals). What do they do?</p> <p><b>Hook Book - What the ladybird heard.</b></p>	<p>What is a habitat? Do all animals live in the same place? How do we know?</p> <p>Do certain animals need different places to live and why? Do all animals live in this country? Why not?</p>	<p>Children look at animals around the world, with a focus on animals in Antarctica - why are these animals special?</p> <p>Children look at simple maps and identify where Antarctica is. Why is Antarctica</p>	<p>What do animals need to survive? Briefly talk about what they eat, meat etc, use vocabulary linked to this if appropriate but not needed to go into it in depth - carnivores, herbivores etc.</p> <p>Are all animals the same? Are they different? Why is this? Draw on</p>	<p>What have we witnessed and observed on our journey learning about animals?</p> <p>Can we confidently talk about the lifecycle of some animals? Are they all the same?</p>	<p>Children know about the importance of taking care of living things and can confidently talk about the lifecycle of animals that they have witnessed - caterpillars and tadpoles. Some children can compare these to other animals we have explored through our hook book texts and learning throughout the topic.</p> <p>Children are able to discuss the world around them and</p>

<p>Children discover the world outside of where they live and begin to talk about the world in regards to where certain animals live. They discuss different habitats; what animals need to survive and look closely at similarities and differences to some animals and ourselves.</p>	<p>What do we know about these animals already?  Hook book - The Hungry Caterpillar.</p>		<p>Draw on animals from the story of the monkey puzzle</p>	<p>different to where we live? What sort of other animals live there?  Draw on work from our hook book - lost and found.</p>	<p>animals that they have already learnt about.  Hook book - Dea Zoo.</p>	<p>Time to let the butterflies go. (May need to launch this book in Summer Term 1)  Trip</p>	<p>understand that not all animals need, live or eat the same things and why this is.</p>
<p><b>Expressive Arts and Design: Creating with Materials (DT Focus)</b> Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p>To be able to develop threading and leaving skills.</p>	<p>To practise and apply weaving skills to a specific material.</p>	<p>To be able to practise and apply weaving skills with hessian.</p>	<p>To be able to use threading or sewing to design a product (bookmark).</p>	<p>To be able to create a textiles product (bookmark) following their own design.</p>	<p>Complete and review their bookmarks.</p>	<p>To create a textiles product (bookmark) following their own design.</p>
<p><b>Expressive Arts and Design: Being Imaginative</b></p>	<p style="text-align: center;"><b>From our role play area and imaginarium we hope that children in the Acorns class will:</b></p> <p style="text-align: center;">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.</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Create collaboratively, sharing ideas, resources and skills - working together. Adults modelling how we play nicely, share ideas, take in turns etc.</p>						
<p><b>Music</b></p>	<p style="text-align: center;"><b>Through various opportunities in the school day, children in the Acorns class will:</b></p> <p style="text-align: center;">Remember and sing entire songs.</p> <p style="text-align: center;">Sing the pitch of a tone sung by another person ('pitch match').</p> <p style="text-align: center;">Create their own songs or improvise a song around one they know.</p> <p style="text-align: center;">Listen attentively, move to and talk about music, expressing their feelings and responses.</p>						
<p><b>Music Charanga The World</b> Listen and explore Explore and create Sing and play Share and perform</p>	<p>Listening and responding to different styles of music</p>	<p>Embedding foundations of the interrelated dimensions of music</p>	<p>Learning to sing or sing along with nursery rhymes and action songs</p>	<p>Improvising leading to playing classroom instruments</p>	<p>Singing and learning to play instruments within a song</p>	<p>Share and perform the learning that has taken place</p>	<p>The World Listen and explore Explore and create Sing and play Share and perform</p>
<p><b>Communication and Language</b></p>	<p style="text-align: center;"><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</p> <p>Learn new vocabulary through the various learning opportunities that take part in class daily.</p> <p>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.</p> <p>Articulate their ideas and thoughts in well-formed sentences - modelled by the teaching staff.</p> <p>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>RE</b> Why is Easter special to Christians?	To be able to discuss what happens at the end of winter and at the beginning of spring	To be able to recognise and recall stories connected with the celebration of Easter +Palm Sunday +Good Friday +Easter Sunday	To be able to discuss why Easter is a special time to Christians	To be able to recognise some symbols Christians use during Holy Week +Palm Leaves-Cross.	To be able to explain why eggs are linked to Easter celebrations.	To be able to show understanding of how Jesus' followers might feel at different stages of the story.	To understand why Easter is special to Christians.
<b>PSED Focus: Self-regulation: Listening and following instructions.</b> children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	Learning the importance of listening by playing recall games.	Listening attentively to a story; answering questions and retelling parts of a story.	Understanding the importance of listening carefully, telling the truth and thinking of others' feelings.	Following instructions or actions and persevering when things get difficult.	Learning to follow instructions involving several ideas or actions and giving simple instructions.		
<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.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>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.</p> <p>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>PE- Real PE Unit 4</b> In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.	Be able to explore and describe different movements.	Be able to sit and roll a ball along the floor around my body using 2 hands.	Be able to sit and roll a ball along the floor around my body using 1 hand (right and left). Be able to sit and	Be able to explore counter balance.	Be able to sit holding hands with toes touching, lean in together then apart. Be able to sit holding 1 hand with toes touching, lean in together then apart. Be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side.		



roll a ball down to  
my toes and back  
up, then around  
my upper body  
using 2 hands.

