



## Chacewater School LEAP Curriculum



Class: Reception Curriculum Theme . . . **Superheroes** Term: Spring Term 1

**L – Links to Cornwall and where we live. Links to people in our community who help us.**

**E – Visits from those who help us. Role play area set up as superhero headquarters. Opportunities to create, make and story tell.**

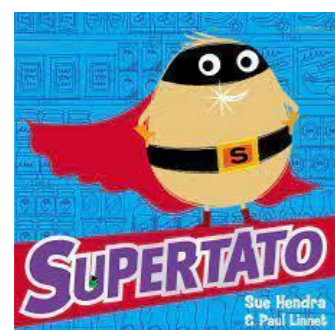
**A - We will learn about those in our community who help us, doctors, nurses, paramedics, fire fighters etc. We will learn about what they do to help others and why they are superheroes.**

**P- Learning about different occupations in the local community and why these are important. For children to understand that superheroes come in all shapes and sizes.**

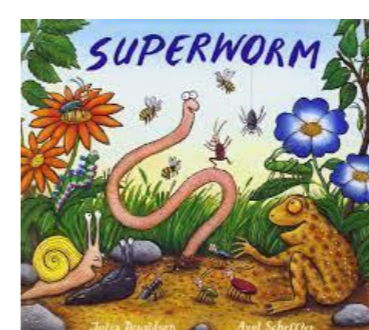
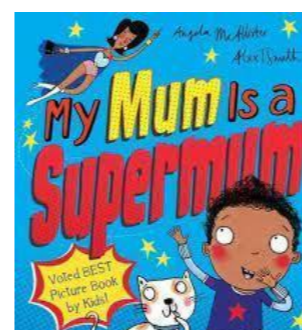
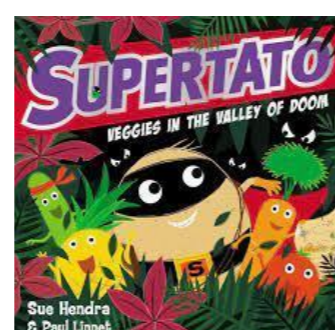
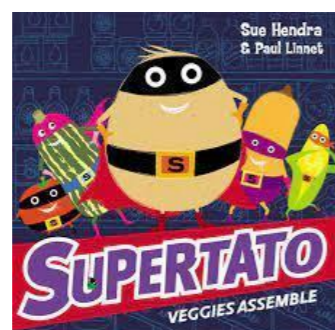
### Sequence of Learning

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

### This term our hook books will be:



Supertato



- Supertato Veggies Assemble
- Supertato Run Veggies Run
- Supertato Veggies in the Valley of Doom.
  - Supertato Carnival Catastro-Pea!
- Superworm
- Superduck
- 10 Little Superheroes

**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	1	2	3	4	5	6	7	Outcome/Composite
<b>Understanding the world: People and Communities</b>	Superheroes don't all wear capes. Who else are superheroes? Links to the community,	Compare and contrast characters from stories.	What is a superhero? How do we know?	If you were a superhero, what powers would you have?	Show interest in different occupations. Compare and contrast	Talk about members of their immediate family	Looking at those who help us in the community – why are they	Show interest in different occupations.	Superheroes don't all wear capes. Whoa re our superheroes and why?

	police, fire and ambulance services. Doctors, nurses etc.	Supertato hook book	What do you think a superhero is? Create their own Supertato. <b>Hook Book- Supertato</b>	How could you help others? <b>Hook Book- Supertato Veggie Assemble</b>	characters from stories. <b>Hook Book- Supertato Valley of Doom</b>	and community – can our family members be superheroes too? <b>Hook Book- My mum is a superhero</b>	superheroes? What do they do? <b>Hook Book- Superworm</b>	Experimenting what it may be like to be these superheroes – visits. <b>Hook Book- 10 Superheroes</b>	For children to know different occupations in our community and those who help us.
<b>Understanding the world: The World</b>		<b>These will be touched upon over the course of our outdoor adventure sessions. The world will be made a focus in our Spring 2/ Summer Term 1 topic coverage.</b> Begin to understand the need to respect and care for the natural environment and all living things. Describe what they see, hear and feel whilst outside. Explore the natural world around them. Create treasure maps linked to supertato story – outdoor adventure.							
<b>Expressive Arts and Design: Creating with Materials</b>	To experiment with different textures, art resources and collaging opportunities to create a treasure map linked to our hook book (Supertato) and inspired by the Artist Piet Mondrian.	What is Art?  Join different materials and explore different textures.	How can we safely use equipment?  Modelling, demonstrating, various opportunities to use scissors, glue etc.	Explore, use and refine a variety of artistic effects to express their ideas and feelings using materials given to them.  Paints, crate paper, sugar paper, junk modelling etc.	develop knowledge of shape and pattern	Create closed shapes with continuous lines and begin to use these shapes to represent objects.  Manipulate simple shapes and limited colours to produce clear prints in an imaginative manner	Join different materials and explore different textures.	Create a collage based on the Artist PietMondrian Broadway Boogie Woogie	
<b>Expressive Arts and Design: Being Imaginative</b>		<b>From our role play area and imaginarium we hope that children in the Acorns class will:</b>  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.							
<b>Music</b>		<b>Through various opportunities in the school day, children in the Acorns class will:</b> 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.							

<b>Music: Chraga</b>	<b>Everyone! - explore: family, friends, people and music from around the world</b>	To be able to find a pulse. To explore high and low pitch. Listen to and sing along with and play action songs. To understand rhythm. Be able to create our own sounds.							
<b>Communication and Language</b>	<p align="center"><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p align="center">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>RE</b>	What times/stories are special and why?  RE – coverage in RE is throughout provision and not an explicit lesson. Coverage on why stories are special are covered throughout the year but also links to our overarching hook books.	What is religion?	Do we know any religious stories? How do we know?	Are there any religious stories that we know that can link to personal experiences?	What does special mean?	What things make you feel special and why?	What stories are special to Christians and why?  Laura James – Jesus calms the storm. The storm on the sea – Rem Brandt	Can we retell any stories that are special?	What times/stories are special and why?  Stories read within allocated story time:  Acorns favourites – read during snack and story time.
RE coverage – monkeys to be sent home with children and evidence of Tapestry to talk about their favourite stories – C&L focus also.									
<b>Personal, Social and Emotional Development</b>	<p align="center"><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p align="center">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 align="center"><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b></p> <p align="center">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 Unit 3 Cognitive</b>	To be able to explore dynamic balance on a line.	To be able to explore dynamic balance on a line and stance movements.	I can follow simple instructions and rules.	To be able to explore different stances.	To be able to explore different stances.	The children will develop and apply dynamic balances on a line and stance through focused thematic stories, songs and games.			

