



Chacewater School LEAP Curriculum



Class: **Reception**

Curriculum Theme – **All About Me**
Curriculum Driver – **Personal, social, emotional Development (PSED) and Communication and Language (CL). These will continue to be a focus throughout the year.**

Term:
Autumn Term 1

Local
To learn all about Chacewater school and what school values the school holds. Explore how this links to the expectation of how to behave in school and make thoughtful choices.

Engaging
The children will be immersed into class texts that will excite their learning. Circle time activities to discuss interests, likes and dislikes.

Aspiring/ambitious
Feel like a valued member of the class and begin to feel as part of the school community. Children will experience the love of reading by listening to different stories. To express ideas of what children are good at and what they want to be when they are older.

Powerful/purposeful
To make relationships with others in the classroom. To communicate their ideas, likes and dislikes. To learn the importance of following school rules and values. They will begin their journey of learning to read. 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.

Sequence of Learning
Main coverage in afternoon sessions – PSED and CL. These are additional to our continuous revisit of our prime areas.

This term our hook books will be:

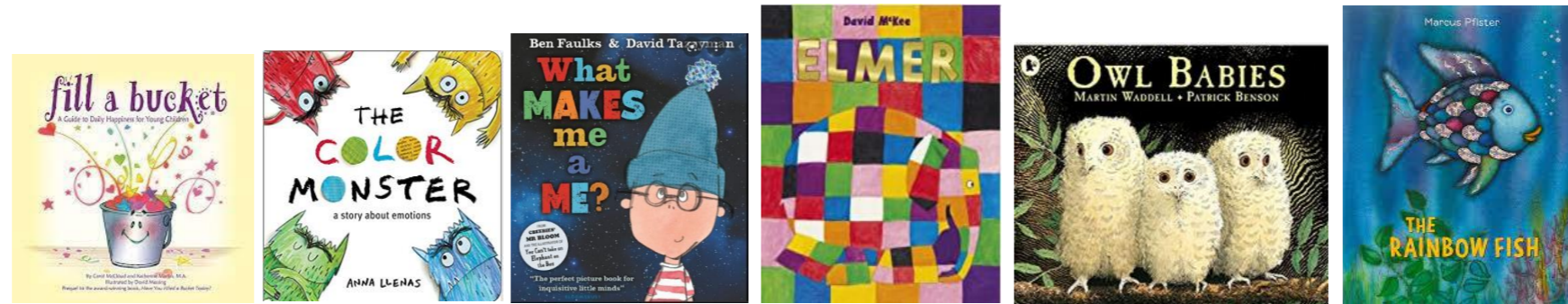
The colour Monster / fill a bucket / The colour monster goes to school.

What makes me a me?

Elmer the Elephant

The Rainbow Fish


Owl Babies



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



Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Communication and Language	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</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>							<p>The children will be able to use new learnt vocabulary throughout the day and in conversation with other adults and peers.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p>	<p>Children transition into school.</p> <p>How do we feel? Why do we feel this way? It's ok to feel like this.</p> <p>Children continue with a staggered start programme to ensure a smooth transition.</p> <p>How can our feelings affect others?</p> <p>Hook Book – The Colour Monster</p>	<p>What makes us us?</p> <p>What do we like? What makes us us?</p> <p>Discussion of our families, where we live, the things we like.</p> <p>Children bring in a home box filled with things linked to them – C&L focus as well.</p> <p>Hook book – What makes me a me?</p>	<p>What makes us different and why?</p> <p>Are we all similar? Are the adults similar in the class? Why are they? Why are they not?</p> <p>Think about the perspectives of others.</p> <p>Hook Book- Elmer the Elephant</p>	<p>What makes us a kind friend?</p> <p>What can we do to be a kind friend?</p> <p>How can we show kindness?</p> <p>Build constructive and respectful relationships.</p> <p>Hook book – The rainbow fish</p>		<p>All about our families. What makes our families different?</p> <p>Links to locality (UTW)</p> <p>Hook Book- Owl Babies</p>		<p>They will be able to see themselves as valuable individuals and understand the importance of kindness.</p> <p>They will be able to express their feelings and consider those of others.</p>
Understanding the World	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar</p>	<p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Over the course of the term, we will look at where we live and our locality. We will look at where our school is located and Chacewater. We will briefly look at this on google maps.</p> <ol style="list-style-type: none"> 1. What does a map look like? LF: name and locate features on a map. 2. What is our school like from above? LF: To consider shapes and positions of features when making a map. 3. Let's build a map! LF: build and describe a model of a familiar place. 4. How can we describe a journey? To describe a journey using found objects. 5. Are all maps the same? To explore a range of maps. 							<p>The children will be able to talk about members of their immediate family and describe people who are familiar to them.</p>

	situations in the past compare and contrast characters from stories, including figures from the past	Apply their knowledge of maps to create their own.					
Religious Education (UTW)	Understand that there are special events in people's lives. Special People – where do we belong?	What makes us feel special? What makes many Christians believe they are special to God?	Why do many Christians believe that children are special to God? 	Where do you belong? How do you know you belong? What groups do religious people belong to?	How do we show people they are welcome? How are babies welcomed into the Christian family?	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. (Harvest festival celebration at St Paul's Church).	
Expressive Arts and Design (Art)	Explore, use and refine a variety of artistic effects to express their ideas and feelings return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	Through continuous provision the children will have access to: explore colour and colour mixing and create closed shapes with continuous lines and begin to use these shapes to represent objects. Be able to explore and investigate the tools and materials in the junk modelling area. Be able to develop scissor skills. Be able to investigate cutting different materials. To learn how to plan and select the correct resources needed to make a model. To verbally plan and create a junk model. To share a finished junk model and talk about the processes in its creation. Explore different ways to temporarily join materials together.					The children through junk modelling will be able to use and refine a variety of effects to express their ideas and feelings. They will be able to create within a group, sharing ideas and skills.
Expressive Arts and Design (Music) (Charanga)		Through various opportunities in the school day, children in the Acorns class will: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups					
Reading Opportunities	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 practise letter formation by using pictures and rhymes that go with each sound. Reading class stories will be planned daily and immersive class texts are used as 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. We follow 'Making a strong start'. This enables children to have a good secure start in their phonics journey through targeted teaching, phonics games and small groups.						

Personal Development	<u>EYFS: Relationships and Health Education</u> Teeth brushing – to support long term oral health and hygiene Healthy eating: Staying healthy	