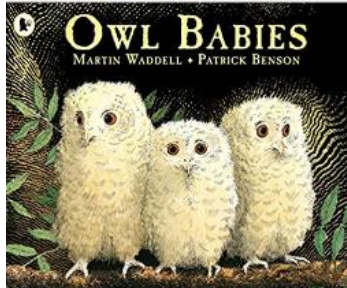
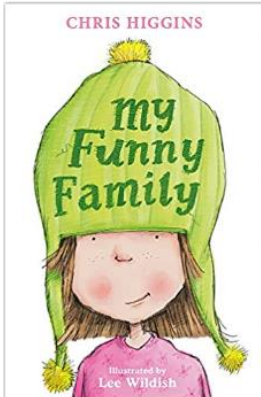
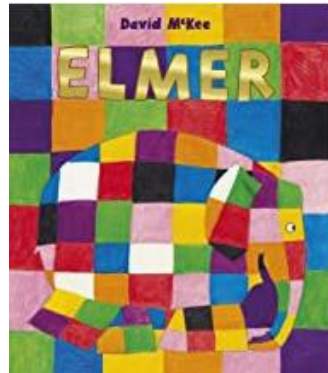
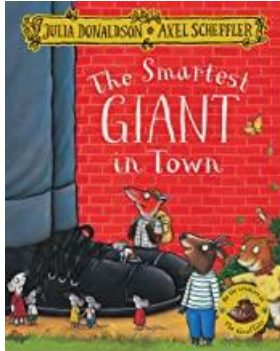
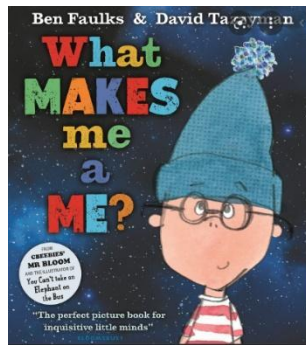
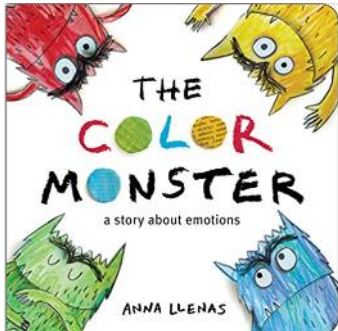




Chacewater School LEAP Curriculum



Class: Reception	Curriculum Theme - All About Me Curriculum Driver - Personal, social, emotional Development (PSED) and Communication and Language (CL)			Term: Autumn Term 1
Local	Engaging	Aspiring/ambitious	Powerful/purposeful	
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.	The children will be immersed into class texts that will excite their learning. Circle time activities to discuss interests, likes and dislikes.	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 and what they want to be when they older.	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: What makes me a me? The colour Monster Elmer the Elephant The Smartest Giant in Town My Funny Family Owl Babies				
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	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/Composition
	<p style="text-align: center;"><u>Key objective -</u></p> <p style="text-align: center;">See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.</p> <p>During this term, children will spend time getting to know each through planning a variety of activities that provide opportunities for this to happen. Children will talk about their likes and dislikes. Children will be supported in building key relationships with peers and adults in their classroom. Activities will be planned to discuss different emotions so it will help children to recognise an emotion that they may be feeling.</p> <p style="text-align: center;"><u>Examples of how we do this-</u></p> <p style="text-align: center;">Circle time activities, turn taking and sharing games.</p> <p style="text-align: center;">A range of activities that will engage children's different interests</p> <p style="text-align: center;">Discussion of emotions and using colour as a way of helping to label emotions.</p>								
PSED- Building Relationships /Self-Regulation	<p>Children learn that we are all different.</p> <p>Children understand that we all like and dislike things and that can be the same or different.</p> <p>Children to learn about different emotions and ways to help to express them.</p>	<p>How do you feel?</p> <p>Do you feel sad, happy, angry, scared?</p> <p>What can we do to help us?</p> <p>Can we help our friends?</p> <p>Hook Book - The Colour Monster</p>	<p>Circle time- name activities so we can get to know each other, what are we good at?</p> <p>Likes/dislikes</p> <p>What do we want to be when we grow up?</p> <p>Making a self- portrait using paper plates, paint and mirrors. Hook book - What makes me a me?</p>	<p>What is kindness?</p> <p>What did the giant do to make him kind?</p> <p>What is a kind friend?</p> <p>How can we be kind like the giant in the story?</p> <p>Hook Book- The smartest giant</p>	<p>What is your favourite colour?</p> <p>Children explore colour mixing to create a range of different colours</p> <p>Create a collage of Elmer.</p> <p>Hook Book- Elmer the Elephant</p>	<p>Who is in my family?</p> <p>Different families</p> <p>Different places to live</p> <p>Hook Book- My Funny Family</p>	<p>How do you think the babies felt when their mum left them?</p> <p>Why do the owls come out at night time?</p> <p>Change of season</p> <p>Children to sequence the story</p> <p>Hook Book- Owl Babies</p>	<p>Children see themselves as an individual.</p> <p>Children to build key relationships.</p> <p>Children to be aware of their feelings and the feelings of others.</p>	
Expressive Arts and Design: Creating with Materials (Art focus)	<p>Drawing with lines - Art focus.</p> <p>Creating a self portrait</p>	<p>Session 1- Steering the line/direction of lines-zig zag, curved, short, long, up, down</p> <p>Session 2- Controlling the line</p>		<p>Session 1- Steering the line/direction of lines-zig zag, curved, short, long, up, down</p> <p>Session 2- Controlling the line</p>				<p>Drawing with lines - Art focus.</p> <p>Creating a self portrait</p>	

Expressive Arts and Design: Being Imaginative	From our role play area and imaginarium we hope that children in the Acorns class will: 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.						To engage in role play.
Music	Through various opportunities in the school day, children in the Acorns class will: 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						To remember and sings songs and begin to have class favourites.
Communication and Language	During the class day and inside and outside provisions, the children in the Acorns class will: 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.						
RE	Understand that there are special events in people's lives.	Being Special: where do we belong? F4					
Personal, Social and Emotional Development	During the class day and inside and outside provisions, the children in the Acorns class will: 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.						
Physical Development - Gross and Fine motor.	During the class day and inside and outside provisions, the children in the Acorns class will: 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.						
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				

		<p>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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