



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.

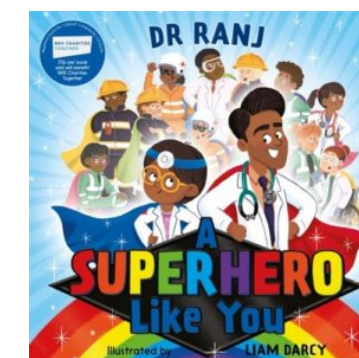
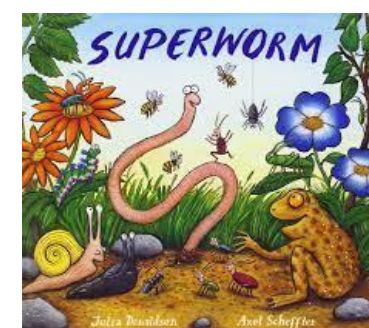
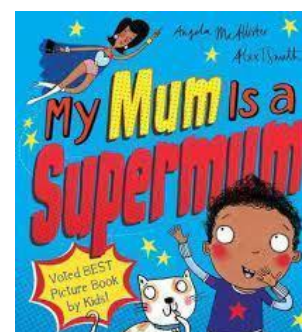
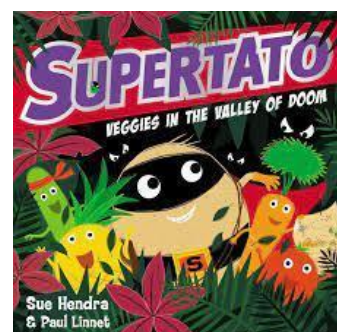
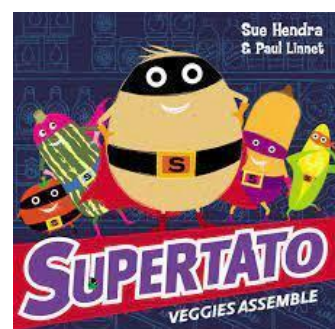
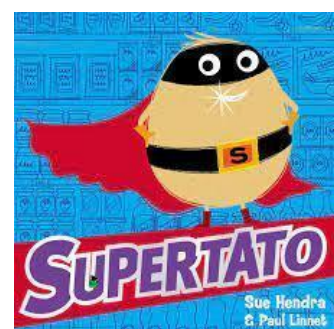
A - We will learn about those in our community who help us, doctors, nurses, paramedics, fire fighters etc. We will learn about what they do to help others and why they are superheroes.

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

Non fiction texts: People who help us, life savers, people need people, real life superheroes, Police Officers on Patrol etc

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
Understanding the world:	Superheroes don't all wear capes. Who else are	Compare and contrast	What is a superhero?	If you were a superhero, what powers	Show interest in different occupations.	Talk about members of their	Looking at those who help us in the	Show interest in different occupations.	Superheroes don't all wear capes. Who are

People and Communities	superheroes? Links to the community, police, fire and ambulance services. Doctors, nurses etc.	characters from stories. Supertato hook book	How do we know? What do you think a superhero is? Create their own Supertato. Hook Book- Supertato	would you have? How could you help others? Hook Book- Supertato Veggie Assemble	Compare and contrast characters from stories. Hook Book- Supertato Valley of Doom	immediate family and community – can our family members be superheroes too? Hook Book- My mum is a superhero	community – why are they superheroes? What do they do? Hook Book- Superworm	Experimenting what it may be like to be these superheroes – visits. Hook Book- A superhero like you	our superheroes and why? For children to know different occupations in our community and those who help us.
Understanding the world: The World	<p style="text-align: center;">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.</p> <p style="text-align: center;">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.</p>								
Expressive Arts and Design: Creating with Materials	Sculpture and 3D Creation Station Revisit skills from Painting AUT 2 as whole school focus Spring 1	To explore playdough and its properties. Explore the properties of playdough and using hands and tools to manipulate it in different ways.	To explore clay and its properties. Exploring and understanding clay through manipulation and experimentation; developing small motor skills.	Explore and create their own super veggie, applying a design and developing small motor skills.	Designing animal sculptures/ designing super veggies Looking at the shapes and patterns in animal sculptures, designing their own animal sculptures, considering how they will create them in clay.	Creating animal sculptures/ super veggies Shaping clay into animal sculptures/ or vegetable 'super veggies' refining their ideas as they follow their designs and problem solving as they work.	Painting animal sculptures developing their clay animals/ veggies choosing colours to decorate them and talking about the processes used to make their sculptures.		Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.
Expressive Arts and Design: Being Imaginative	<p style="text-align: center;">From our role play area and imaginarium we hope that children in the Acorns class will:</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>								
Music	<p style="text-align: center;">Through various opportunities in the school day, children in the Acorns class will:</p> <p style="text-align: center;">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>								

Music: Chranga	Everyone! - explore: family, friends, people and music from around the world	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.					
Communication and Language	<p style="text-align: center;">During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p style="text-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>						
RE	What times/stories are special and why? Children will discuss and learn what makes a story special and why they are special. This links to the overarching half term theme focusing on 'all stories are special'.	What is your favourite story and what do you like about it?	Do you know any Bible stories? What stories do you know that are special to many Christians? What do Christians think Jesus was (is) like?	What stories are special to Christians and Jews? What happens in a story from the Bible? What might the story tell Christians and Jews about God? What do you learn? The story of David and Goliath	How can a story from the Bible show a Christian how to treat other people? What story shows Jesus being a friend and caring for others? Talk about what the story of Zacchaeus teaches many Christians about being friends with the friendless	What stories are special to Christians and why? Laura James – Jesus calms the storm. The storm on the sea – Rem Brandt	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.							
Personal, Social and Emotional Development	<p style="text-align: center;">During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p style="text-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>						
Physical Development - Gross and Fine motor.	<p style="text-align: center;">During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p style="text-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>						
REAL PE Unit 3 Cognitive	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.	