



### Chacewater School LEAP Curriculum

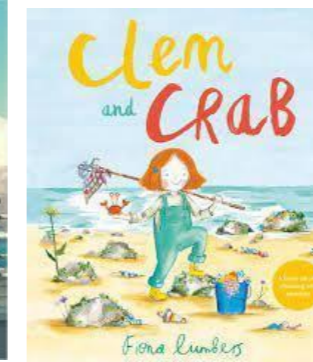
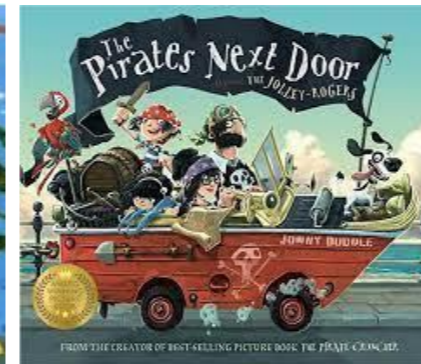
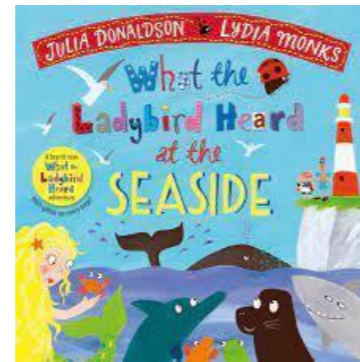
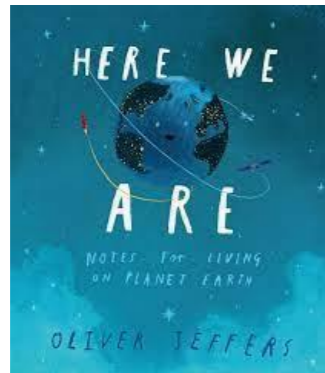


Class: Reception	Curriculum Theme . . .At the Beach		Term: Summer Term 2
<b>L – Visit to the National Maritime Museum: Pirates focus</b> Trip to a local beach. What they've seen / noticed.	<b>E – Visit to the beach</b> Building boats, finding out about pirates and animals that live on the shore of a beach	<b>A - Begin to understand the need to respect and care for the natural environment and all living things.</b>	<b>P – Learning about how we can take care of the beach and how to be safe on the beach.</b>
<b>Sequence of Learning</b>			

**Main coverage– UTW – Past and Present and EAD. These are additional to our continuous revisit of our prime areas.**

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

- Here we are
- What the ladybird heard at the beach
- Sharing a shell
- Pirates next door
- Clem and Crab



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.

**Development Matters (Particular focus on ELG Past and Present)–**

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.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories,  
including figures from the past.

Draw information from a simple map.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.


Understand the past through settings, characters and events encountered in books read in class and storytelling

**Examples of how we do this-**

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Subject	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	Outcome/Composite
	<p><b>Key objective -</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling Talk about the differences between materials and changes they notice.</p> <p><b>Examples of how we do this-</b></p> <p>Children will look at a multitude of different books which will include characters from the past and the present. Children will compare similarities and differences from what they know now and what used to be.</p> <p>We will have numerous opportunities for children to act out their experience and what they have seen, read and heard in books.</p> <p>Explore how different materials sink and float.</p>					
Understanding the world: Past and Present			What things may we see on a beach? Why? Talk about the history of boats, light houses etc that we may see at the beach.		Who first built a boat?  <b>Hook Books – Pirates next door</b>	Children will compare similarities and differences from what they know now and what used to be.
Understanding the world: The World	To learn about the World and where we live. Talking about the UK and where in the world this is.	Children talk about the county in which we live in – Cornwall. Children look at Cornwall and look at maps to help them	Beach cleans – sustainability	Looking at materials – what materials sink, what float? Why is this?  Beach safety	Children recap their learning on materials and look back at the boats they previously made.	Explore how different materials sink and float.  Draw information from a simple map.

	<p>Children talk about the place in which we live now? Chacewater. Children look at the surrounding areas of Chacewater and things they may do/ see when they visit nearby.</p> <p><b>Hook book – Here we are</b></p>	<p>work out what surrounds Cornwall. Why is Cornwall so close to the beach? What is a beach? Who has been to a beach? What beaches have we visited? What may you see at a beach?</p> <p><b>Hook Book – What the ladybird heard at the seaside.</b></p>		<p><b>Hook book – Pirates next door</b></p> <p><b>TAPS</b></p>	<p>Children then talk about the importance of looking after our beaches and what we can do to help these – children talk about the animals that live Beach safety</p> <p><b>Hook book – Clem and Crab</b></p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>
<p><b>UTW: People and Communities</b> <b>Religious Education</b> <u>Christianity, Islam, Judaism</u> <b>Unit F5: What places are special and why?</b></p> <p>This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.</p>	<p>Where is a special place for me?</p>	<p>Where is a special place for Christians to go?</p>	<p>What makes a church so special to Christians?</p>	<p>Where is a holy place for Muslims to go?</p>	<p>What makes a Mosque holy for Muslims? What is important in a Church and a Mosque? How are buildings similar and different?</p>	<p>Pupils find out about Churches, Mosques and their key features.</p> <p>Children look at the local beaches around us to link with the half term theme. Linking to special places for us.</p>
<p><b>Expressive Arts and Design: Creating with Materials</b></p> <p><b>Artist: Patrick Biddulph</b></p> <p><b>Access Art: How can we use our imaginations?</b></p>	<p>Introduce the artist: Drawing Seaside artist: Patrick Biddulph.</p> 	<p>Be able to create closed shapes with continuous lines and curved lines of different size.</p>	<p>Be able to experiment with different types of lines.</p> <p>Chalks/ pencils/ pens. Charcoal</p>	<p>Be able to draw curved lines to create waves.</p> <p>Creating boats using junk modelling and a use of different materials. Which boats sink? Which float? Why is this?</p>	<p>Be able to draw different lines to draw people.</p> <p>Be able to create a landscape seaside in the style of Patrick Biddulph.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<p><b>Expressive Arts and Design: Being Imaginative</b></p>	<p><b>From our role play area and imaginarium we hope that children in the Acorns class will:</b></p> <p>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>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 lifeguards, coastguards</p> <p>Create collaboratively, sharing ideas, resources and skills – working together. Adults modelling how we play nicely, share ideas, take in turns etc.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p>					<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p>
<p><b>Music</b></p>	<p><b>Through various opportunities in the school day, children in the Acorns class will:</b></p>					

	<p>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>				
<p><b>Music Charanga</b> <b>Reflect, rewind and replay</b></p>	<p>Be able to find out about music. Revisit Aut 1</p>	<p>Revisit Aut 2 songs</p>	<p>Revisit Spring 1 and 2 songs and rhymes</p>	<p>Revisit Summer 1/ 2 Funk music</p>	<p>Be able to listen attentively and discuss favourite parts of music. Be able to sing the pitch of a tone sung by another person.</p>
<p><b>Communication and Language</b></p>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b> 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> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>				
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b> 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</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>				
<p><b>Physical Development - Gross and Fine motor.</b></p>	<p><b>During the class day and inside and outside provisions, the children in the Acorns class will:</b> 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> <p><b>Gross motor</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>				

	<p><b>Fine motor</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
<p><b>REAL PE Exercise and Good Health</b> In this unit, the children will develop and apply their ball chasing and floor work balance through thematic stories, songs and games.</p>	<p>To be able to explore ball chasing.</p>	<p>Be able to roll a ball at different speeds so it comes back, using both hands and then 1 hand (left and right).</p> <p>Roll a ball with and without a bounce.</p>	<p>Be able to top a rolling ball with their hands. Stop a rolling ball with their feet.</p> <p>In a mini-front support, use their head to stop a rolling ball.</p>	<p>Be able to chase and collect a bouncing ball.</p>	<p>Be able to explore different floor movements.</p>	<p>Be able to show awareness of the changes to the way I feel when I exercise and understand why exercise is important for good health.</p>
<p><b>Reading Opportunities</b></p>	<p>RWI is constructed accordingly: Refer to reading@ document <b>Super Six this half term:</b></p> 