

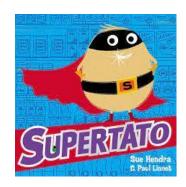
Chacewater School LEAP Curriculum

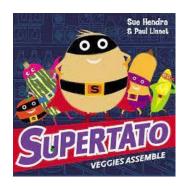


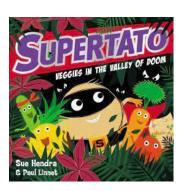
Class: Reception	Curriculum Theme Superheroes						
Local	Engaging	Aspiring/Ambitious	Powerful/Purposeful				
	Seq	uence of Learning					

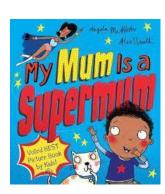
Main coverage in afternoon sessions - UTW - people and communities and EAD. These are additional to our continuous revisit of our prime areas.

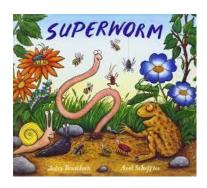
This term our hook books will be:













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.

<u>Subject</u>	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	7	Outcome/Composite
the world:	Superheroes don't all wear capes. Who else are superheroes? Links to the community, police, fire and ambulance services. Doctors, nurses etc.	What is a superhero? How do we know? What do you think a superhero is? Create their own Supertato. Hook Book- Supertato	If you were a superhero, what powers would you have? How could you help others? Hook Book-Supertato Veggie Assemble	Show interest in different occupations. Compare and contrast characters from stories. Hook Book-Supertato Valley of Doom	Talk about members of their immediate family and community - can our family members be superheroes too? Hook Book- My mum is a superhero	Looking at those who help us in the community - why are they superheroes? What do they do? Hook Book-Superworm	Show interest in different occupations. Experimenting what it may be like to be these superheroes - visits. Hook Book- 10 Superheroes		Superheroes don't all wear capes, There are superheroes in our community. For children to know different occupations in our community and those who help us.
Understanding the world: The World			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. 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 t	he natural world arou	ind them.			
Expressive Arts and Design: Creating with Materials	To explore the artwork inspired by Charles Voysey	Look at the work of Charles Voysey- discuss how he uses blue, yellow and green in his pictures	To understand what happens when you mix blue and green paint together	Paint around shapes using yellow, blue paint and then green paint to create a shape picture	Painting yellow and blue strips then blending the colours together using a paintbrush Paint- Seascape picture				Create a seascape inspired by Charles Voysey
Expressive Arts			From our role pl	lay area and imagi	narium we hope that	children in the Ac	orns class will:	<u> </u>	
and Design: Being Imaginative		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.							
Music			Si Cre	Remening the pitch of a to ate their own songs	n the school day, chan the same sung by another passor improvise a song k about music, express	songs. erson ('pitch match' around one they kno). ow.		
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.								
RE	What times/stories are special and why?	What is your favourite story and why?	Do we know any stories about Jesus? What do you think he was like?	Read to the children some bible stories, are they similar to the stories we like?	To understand why bible stories are special to Christians.	Can we retell any stories that are special?			To understand why stories can be special?

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: REAL PE Foundations Stand on line with good stance for 10 seconds. 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, knive 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.						
Reading Opportu	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. 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.						