



Chacewater School LEAP Curriculum



Class: **Reception**

Curriculum Theme – **Celebrations**
Curriculum Driver – **Understanding the World (UTW)**

Term:
Autumn Term 2

Local

To be involved in the celebrations that happen at Chacewater school.
For example going to the church at Christmas time and inviting the local vicar to come into school to talk to the children.

Engaging

The children will be immersed into class texts that will excite their learning. This will create a range of activities that children can take part in.

Aspiring/ambitious

Children will experience the love of reading by listening to fiction and non-fiction.

Powerful/purposeful

To recognise that people, have different beliefs and celebrate special times in different ways.
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 – UTW These are additional to our continuous revisit of our prime areas.

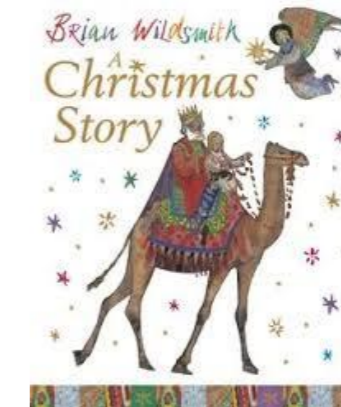
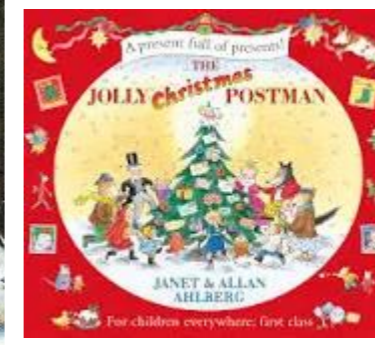
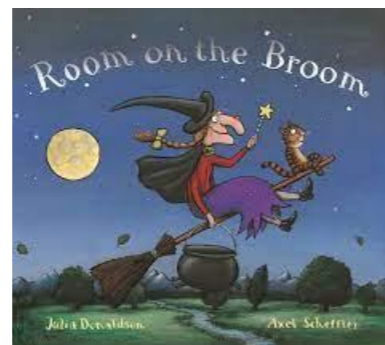
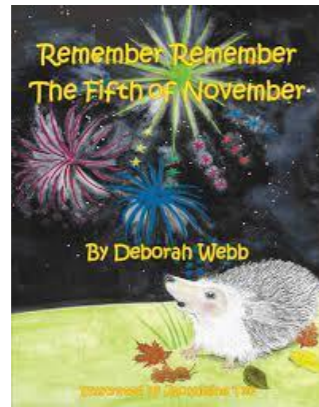
This term our hook books will be:

(Guy Fawkes)

Room on the Broom

Gingerbread Man

Stickman/ The Jolly Christmas Postman / The Christmas Story



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

1
The 5th of November

2
Room on the Broom

3
The Gingerbread Man

4
Stickman

5
Stickman/ The Christmas Story

6
The Jolly Christmas Postman/ The Christmas Story






Outcome/Composite

Key objective –

Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways

During this term, children will learn about different people's beliefs and how they may be celebrated. The children will learn about how there may be a special place within the community that people may go to. The children will gain an understanding of how the celebrations may link to what they have experienced.

Examples of how we do this-

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| <p>A range of activities that will engage children’s different interests</p> <p>Discussion of different beliefs and celebrations.</p> | | | | | | |
| <p>UTW - History - Past and Present celebrations - Why do we celebrate them? What significance do they have?</p> <p>People and communities</p> <p>Seasonal changes - Understand the effect of changing seasons on the natural world around them.</p> | | <p>Hook book – Remember Remember the 5th of November. <i>Comment on images of familiar situations in the past.</i> Bonfire Night/ Fireworks Look at a calendar and explore when we celebrate Bonfire Night... what time of year is it? It is late autumn (nearly winter). What is the weather like? How do we dress for Bonfire night celebrations? Children discuss the celebration of Bonfire Night. Children learn about how to keep safe during Bonfire night.</p>  | | <p>Hook Book – The gingerbread man People and communities</p> | <p>Hook book - Stickman Stickman goes through the seasons- when does Christmas take place- winter. Look at the weather depictions on Christmas Cards- snow, etc. Notice weather changes and explore through Stickman. Link back to Autumn- how have the trees and plants changed? Etc. Children learn about the Nativity and why we Celebrate Christmas</p> | <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> |
| <p>UTW- RE People, Culture and Communities Foundation Stage 2/ Unit 2 Incarnation Why do Christians perform nativity plays at Christmas?</p> | | <p>To know special stories from the story about Jesus.</p>  <p>What special stories do Tom and Tessa know from the bible about Jesus?</p> <p>Jesus’s birth is announced (Luke 1:26 - 38/Matthew 1:18-25)</p> | <p>To understand what Christians do at a Church during Christmas.</p>  <p>What do Tom and Tessa do at Church during Christmas?</p> | <p>To understand what Christians do at Christmas to share God’s love.</p>  <p>What special things do Tom and Tessa do at Christmas to share God’s love?</p> | <p>To know the bible stories which tell Christians that they are precious to God.</p>  <p>Which Bible stories tell Tom and Tessa that they are precious to God?</p> | <p>To understand a special place within the community such as the church.</p> |
| <p>Literacy – Writing opportunities</p> | | <p>Explore the vocabulary of the sounds that fireworks make- watch some videos of displays and come up with a variety of words linked to how they look and sound (Outdoor adventure: explore the smells and taste of hot chocolate Use the stimulus to create a word bank and write your own fireworks plan.</p> | <p>Children look at rhyming words – Children make rhyming soup using a cauldron to work out which words rhyme. Children take inspiration from our hook book story – Room on the Broom.</p> | <p>Children write ingredients needed to make a Gingerbread Man.</p> | <p>Explore the text Stickman through retelling, sequencing and role playing. As you read predict what might happen next and join in. ENHANCEMENT: Role play and small world retelling opportunities Make “missing” posters for Stickman.</p> | <p>Read the story, pausing to allow children to make predictions linked to the fairytale characters they are encountering. Write Christmas lists and letters to Santa and post them for the Jolly Postman to deliver. ENHANCEMENT: A class post-box for children to post their letters/ cards/ lists</p> |

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| <p>Expressive Arts and Design: Creating with Materials (Art focus)</p> | <p>Children create firework pictures linked to the story of Remember Remember the 5th of November – children create these using mixing different paints. Explore firework art- use glitter or sand to create brightly coloured textured paint and create fireworks pictures on black paper.</p> <p>Further explore a range of materials e.g. using stickers, sequins, etc to create sparkly fireworks on the night sky.</p> <p>ENHANCEMENT: Provide black paper and a range of tools and materials for children to create their own fireworks night pictures.</p> | <p>Demonstrate the skills to make a paper lantern- cutting, sticking and decorating. Provide materials for children to make their own at the craft table and use the skills shown.</p> <p>ENHANCEMENT: Leave scissors and paper available for children to make their own lantern or rehearse their cutting skills.</p> | | <p>Printing to create wrapping paper. Model using a printing technique and creating a pattern with your shapes or colours.</p> <p>ENHANCEMENT: Provide printing materials and paints along with long paper for children to explore and then create.</p> | <p>Creating Christmas Cards- provide a range of different examples of Christmas cards for children to explore- then give creative reign for children to create their own Christmas Card.</p> <p>ENHANCEMENT: Range of different materials and tools linked to techniques the children have trialled and allow children to create their own Christmas Cards.</p> | <p>Drawing with lines – Art focus.</p> <p>Create observation and fantasy drawings using line skills</p> |
| <p>Expressive Arts and Design: Being Imaginative</p> | <p>From our role play area and imaginarium we hope that children in the Acorns class will:</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 ambulance, fire, police people etc.</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>To engage in role play.</p> |
| <p>Music</p> | <p>Through various opportunities in the school day, children in the Acorns class will:</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Charanga: My Stories</p> <p>Explore: using your imagination, Christmas, festivals, Let's pretend, Once upon a time</p> <p>In Terms 1 and 2 each 6-week Unit comprises:</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform | | | | | <p>To remember and sings songs and begin to have class favourites.</p> |
| <p>Communication and Language</p> | <p>During the class day and inside and outside provisions, the children in the Acorns class will:</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>Introduce and use new vocabulary: Nativity Christmas</p> <p>Sing traditional and modern Christmas songs. Include some songs from other cultures e.g. Feliz Navidad (Spanish origins)</p> <p>Spend time allowing children to discuss their own ideas and experiences of Christmas- model and support full sentences and clear articulation</p> <p>ENHANCEMENT: Christmas songs to play and sing along too- add in musical instruments e.g. jingle bells etc.</p> | | | | | |
| <p>Personal, Social and Emotional Development</p> | <p>During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> | | | | | |

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| | <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity Safety at Bonfire Night celebrations- how do we keep safe around fire? Is everyone the same? Talk about the similarities and differences between people that we can see- then bridge this into discussing similarities and differences between what people celebrate. Who celebrates Christmas, Hannukah, Diwali, etc.? How do you celebrate Christmas? Provide time for children to talk about their own Christmas traditions and what they like to do with their families/ friends around Christmas time. Create home-school links by asking for photos from home, etc. Bringing in the New Year is all about your hopes for the year ahead and about people having a great year- fortune and wish cookies are part of this. If you can provide each child with a fortune cookie and then create your own wish for the year ahead!</p> | | | | |
| <p>Physical Development - Gross and Fine motor.</p> | <p>During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p>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.</p> <p>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</p> <p>Gross Motor: Provide “heavy work” activities such as moving large presents as a team, creating Santa’s sleigh out of large-scale construction equipment and filling a sack with presents to move around. Fine Motor: Provide opportunities for children to develop their fine motor skills through activities such as bauble balancing (balancing baubles on cardboard tubes), decorating the Christmas tree and creating dough decorations.</p> <p>Set up these activities as enhancements. g coats on and doing up zips – PE and through changing for outdoor adventure.</p> | | | | |
| <p>REAL PE Foundations Unit 2: Social, Play with others.</p> | <p>PSED:I can play with others and take turns. PD:Be able to land with balance and control.</p> | <p>Be able to achieve good take off and height. Be able to land with balance and control.</p> | <p>Be able to explore landing and jumping. Be able to jump with quarter turns, jump from 2 feet to 2 feet. Jump from 1 foot to 2 feet.</p> | <p>Be able to control a seated balance.</p> | <p>Be able to control a seated balance and move an object side to side.</p> |
| <p>Reading Opportunities</p> | | <p>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 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> | | | |