



Chacewater School LEAP Curriculum



Class: EYFS	Curriculum Theme: Come Outside	Term: Summer 1
Sequence of Learning Exploring outdoors, children discover the wonders of the natural world. They plant seeds, mix plants in the mud kitchen and learn to care for our beautiful planet.		
Value exploration: The rule of Law		

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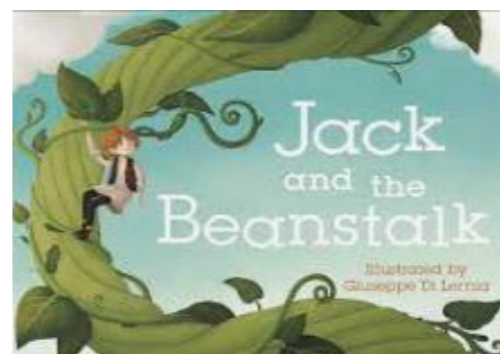
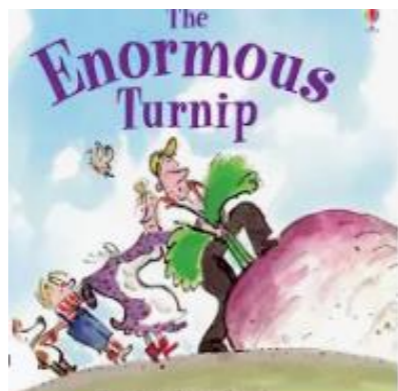
Sequence of Learning



Main coverage in afternoon sessions – UTW –The World and EAD. These are additional to our continuous revisit of our prime areas.

This term our hook books will be

- The Enormous Turnip (2 weeks)
- Jack and the Beanstalk (2 weeks)
- Little Acorn



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.

Subject	Intent and links to previous learning	1	2	3	4	5	Outcome/Composite
Understanding the world: The World	Understand the lifecycle of frogs – butterflies Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Understand the effect of changing seasons on the natural world around them.	Observe lifecycles of frogs and butterflies. Healthy foods/ unhealthy foods. TAPS ASSESSMENT - lifecycles Hook Book - The Hungry Caterpillar	Planting beans and watching them grow. Looking at different vegetables. Making a soup with the vegetables for the children to taste. Hook Book- The Enormous Turnip	Looking at different parts of a plant. What do plants need to grow? Experimenting with different environments for plants. Hook Book- Jack and the Beanstalk	Seasons- what happens during the seasons, look at the changes. Outdoor Adventures- What can you see, smell, touch, hear? Hook Book- Little Acorn	Understand the key features of the plants. Understand what happens in different seasons of the year.	

Expressive Arts and Design Creating with materials DT	In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.	LF: to be able to explore fruits and vegetables and the differences between them.	LF: explore the interior and exterior of the vegetable using their senses to describe the appearance and texture using the 5 senses.	LF: be able to design a fruit and vegetable soup recipe.	LF: learn how to use a knife safely.	LF: to safely use tools to prepare ingredients. LF: To be able to design food packaging.	Design and make their own soup.
Music: Charanga: Big Bear Funk	To be able to understand rhythm through funk music.	Listen and respond to funk music.	Explore and create rhythm through games.	Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs	Improvisation using voices and instruments	Perform a funk song.	
Communication and Language		<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>					
Religious Education	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	LF: talk about what is precious to them; LF: begin to explain why something is precious to them;	LF; understand that Christians believe we are precious to God. Bring a box / tapestry of things that are precious to them/ why they are precious to them.	LF: be familiar with the Christian story of creation as found in The Bible;	LF: know that Christians believe God made the world.	LF: think about how we should look after and treat the natural world. (Focus in outdoor adventure)	To understand why God is important to Christians.
Personal, Social and Emotional Development	Managing Self: My well being	Learn about exercise and explore how exercise affects different parts of the body. PE link	Explore yoga, guided meditation and relaxation.	Understand why it is important to look after oneself.	Explore what it means to be a safe pedestrian.	Explore what it means to eat healthily. Understand the importance of healthy food choices and what a balanced diet is.	In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
Physical Development - Gross and Fine motor.		<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</p>					

		<p>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.</p> <p>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 5: Physical move in different ways	Be able to move confidently in a variety of ways.	Be able to perform a single skill or movement with some control.	Be able to roll a large ball to your partner using both hands.	Be able to throw and catch a large ball using both hands.	Exploring reaction and response Be able to catch a ball after one bounce.	Be able to perform a single movement with control and throw and catch a large ball using two hands.