



Chacewater School LEAP Curriculum

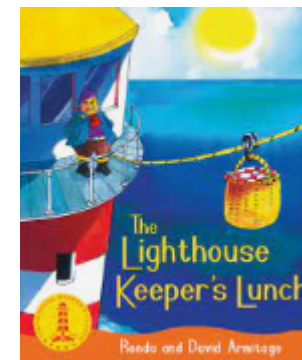
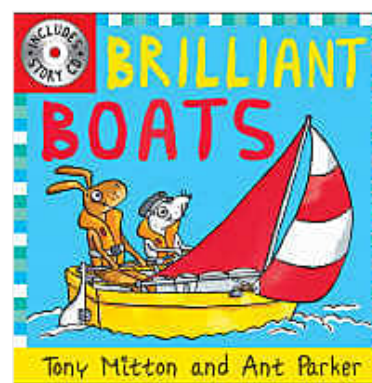
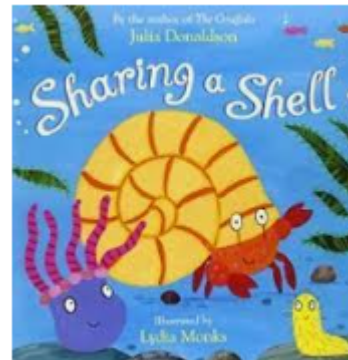
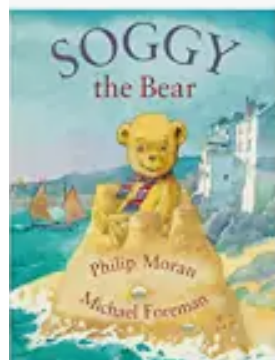


Class: Reception	Curriculum Theme . . .At the beach		Term: Summer Term 2
L - Trip to a local beach Talking about what they might see, hear and feel at the beach	E - Visit to the beach Building boats, finding out about pirates and animals that live on the shore of a beach	A - Begin to understand the need to respect and care for the natural environment and all living things.	P - Learning about how we can take care of the beach and how to be safe on the beach.
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:

Soggy the Bear
Brilliant Boats
Pirates love Underpants
The Lighthouse Keeper's Lunch
Sharing a Shell



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 –

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.

<p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p><u>Examples of how we do this-</u></p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things</p>						
Subject	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Outcome/Composite</u>
	<p><u>Key objective - To make focussed observations of what they can see, hear and feel at the beach.</u></p> <p>Children will use their senses to explore the beach and learn about the features of a beach. Children will learn about beach safety. Children will create models reflecting what they see on the beach.</p> <p><u>Examples of how we do this-</u></p> <p>Children will have the opportunity to go to the beach to provide a practical experience.</p> <p>Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they learn about living things</p>					<p>To make an observation of what they can see, hear and smell when they go to the beach.</p> <p>To understand the importance of being safe at the beach.</p>
Understanding the world: The World	<p>What are the features of a beach?</p> <p>Draw and write your favourite thing to do at the beach.</p> <p>Discuss beach safety</p> <p>Hook Book- Soggy Bear</p>	<p>.Find out about the creatures you find on a beach.</p> <p>What do they look like, what do they eat?</p> <p>Look at different kinds of shells</p> <p>How to keep the beach clean?</p> <p>Hook book - Sharing a shell</p>	<p>How do boats work?</p> <p>Learning about sinking and floating</p> <p>Different types of boats?</p> <p>Hook Book - Brilliant Boats</p>	<p>Learn about what a lighthouse does.</p> <p>How do they help people that are on boats?</p> <p>Where is the nearest lighthouse?</p> <p>Hook Book- The Lighthouse Keepers Lunch</p>	<p>What is a pirate?</p> <p>Look at pirate ships, compare them against other boats.</p> <p>What is the same, what is different?</p> <p>Create treasure maps.</p> <p>Hook Book- Pirates love underpants</p>	

Expressive Arts and Design: Creating with Materials	Painting- Creating a seascape picture (1-2 sessions)		. 3D- Creating boats using junk modelling (1-2 sessions)		Create treasure maps. Group work of making a pirate ship to go in the imaginarium Design and create underpants for the pirates.	
Expressive Arts and Design: Being Imaginative	<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>					
Music	<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>					
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>					
RE	What is religion?	Do we know any religious	Are there any religious stories	What does special mean?	What things make you feel	What times/stories are special and why?

		stories? How do we know?	that we know that can link to personal experiences?		special and why?	
Personal, Social and Emotional Development	<p>During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p> <p>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>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>					
Reading Opportunities	RWI is constructed accordingly:					