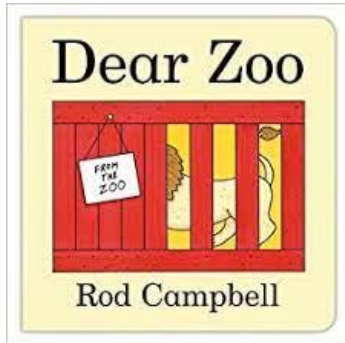


<div><div></div><div>Chacewater School LEAP Curriculum</div><div></div></div>									
Class: Reception		Curriculum Theme - Amazing Animals Curriculum Driver - Understanding the World - The World (Science and Geography based)						Term: Spring Term 2	
L - Looking at animals that are familiar to us - pets we may have. Linking our learning to local places - visiting local places? Do all animals live where we live? Why? Local animal charities coming to visit school - Cats protection.		E - School trip to visit paradise park. Watching the lifecycle of a butterfly and tadpoles in the classroom.		A - Begin to understand the need to respect and care for the natural environment and all living things.			P - Understand the key features of the life cycle of an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		
		<div>Sequence of Learning</div> <div></div>							
<p><u>Main coverage in afternoon sessions - UTW -The World and EAD. These are additional to our continuous revisit of our prime areas.</u></p> <p><u>This term our hook books will be:</u></p> <p>What the ladybird heard Dear Zoo Lost and Found Monkey Puzzle The Tiger who came to tea The snail and the whale Dinosaurs</p> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <p>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.</p>									
Subject	Intent and links to previous learning	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Outcome/Composite

<p><u>Key objective - Understand the key features of the life cycle of a plant and an animal.</u></p> <p>Children will watch and observe animals in our classroom that have a particular life cycle - caterpillar/butterfly and tadpole/frog. Children witness these changes and talk about why this may be happening? Are there any other life-cycles of animals that we could look at? What is the lifecycle of a human?</p> <p><u>Examples of how we do this-</u></p> <p>Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars.</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>									
Understanding the world: The World (Science) focus	<p>Children learn about the importance of taking care of living things and do this by witnessing and observing the lifecycle of animals in our classroom - tadpoles and caterpillars.</p> <p>Children discover the world outside of where they live and begin to talk about the world in regards to where certain animals live. They discuss different habitats, what animals need to survive and look closely at similarities and differences to some animals and ourselves.</p>	<p>Animals that are familiar to us - pets. Visit from Cats protection.</p> <p>Hook book - Dear Zoo.</p>	<p>Animals of significance and importance (farm animals). What do they do?</p> <p>Hook Book - What the ladybird heard.</p>	<p>What is a habitat? Do all animals live in the same place? How do we know?</p> <p>Draw on animals from the story of the monkey puzzle/ The Tiger who came to tea.</p>	<p>Children look at animals around the world, with a focus on animals in Antarctica - why are these animals special?</p> <p>Draw on work from our hook book - lost and found.</p>	<p>What do animals need to survive? Briefly talk about what they eat - carnivores, herbivores etc.</p>	<p>Are all animals the same? Children draw on examples from the story 'Snail and the Whale' - similarities and differences amongst these animals compared to other animals we have learnt.</p> <p>Hook book - snail and the whale.</p> <p>Compare those to animals that no longer exist. Opportunity to look at fossils.</p> <p>Hook book - Dinosaurs.</p>	<p>What have we witnessed and observed on our journey learning about animals?</p> <p>Can we confidently talk about the lifecycle of some animals? Are they all the same?</p> <p>Time to let the butterflies go.</p> <p>Hook book - The Hungry Caterpillar.</p>	<p>Children know about the importance of taking care of living things and can confidently talk about the lifecycle of animals that they have witnessed - caterpillars and tadpoles. Some children can compare these to other animals we have explored through our hook book texts and learning throughout the topic.</p> <p>Children are able to discuss the world around them and understand that not all</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	Why is Easter special to Christians?	What is Easter? What do we already know?	<p>To learn about the story of Palm Sunday.</p> <p>To learn that Christians believe Jesus is a special king.</p> <p>To think about how we treat people who are special.</p>	<p>To learn about the story of the Last Supper.</p> <p>To start to explore why Christians have bread and wine today.</p> <p>To think about special meals in our own lives, and special people we share food and drink with.</p>	<p>To learn the story of Jesus praying in the Garden of Gethsemane.</p> <p>To think about where people go and what they do, when they are worried.</p>	<p>Ø To learn the story of when Jesus died.</p> <p>To learn that Christians believe Jesus died to show people how much God loves them and to rescue them.</p>	<p>To retell the Easter story.</p> <p>To know some of the ways Christians celebrate Easter.</p> <p>To think about ways we celebrate events/ special times in our own lives.</p>	To understand why Easter is special to Christians.
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.</p> <p>Express their feelings and consider the feelings of others.</p> <p>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:						