




Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Young Oaks	Curriculum Theme: Stone Cold! Curriculum Driver- Science Value exploration: Diversity							Term: Spring 2
Locality: <ul style="list-style-type: none">Different types of rocks in our local areaWhat fossils could tell us about the area around us		Exciting: <ul style="list-style-type: none">Shell structure for their own Easter egg			Ambitious and aspirational: <ul style="list-style-type: none">		Purposeful: <ul style="list-style-type: none">Children to present their learning in a variety of ways through curricular links.Share learning with parents/carers as part of a ‘learning together’ afternoon.	
		Sequence of Learning 						
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>	Outcome/Composite
History	Small history link: Prehistoric What do fossils tell us about the past?	Small History link – Prehistoric: Where did the fossils come from?	Significance individual: Mary Anning					
Science	Building on Y2 learning of ‘Everyday Materials’. Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	Describe and compare different types of rock. Enquiry – identification and classification	Explore how and why rocks change over time Enquiry - Comparative and fair testing	Investigate whether rocks let water through them (permeability) Skills- Observe Closely. Gather & Record Results.	Know that rocks break down over time to become part of the soil mixture.	Understand what fossils are and how they are formed.	Explore how fossils tells us that changes have taken place over time. Enquiry – ask scientific questions.	A range of investigations and experiments will be used to build the children’s knowledge or rock, soils and fossils. Children will be able to describe how fossils are formed and will create their own to as part of a presentation to parents.
Computing	Building on key stage 1 learning of using computer programmes to organise and display date i.e. pictograms in Y2. Develop an understanding of what a branching database is and how	Create questions with yes/no answers.	Identify the object attributes needed to collect relevant data.	Create a branching database.	Identify objects using a branching database.	Explain why it is helpful for a database to be well structured.	Compare information shown in a pictogram with a branching database.	Children will create and complete their own branching databases (linked to science) and use these to support their presentations to parents.

	to create one. Gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions.							
DT	Design and make a shell structure.	Explore a range of shell structures and how they are made.	Generate ideas and design for your own shell structure.	Develop ideas further and make prototypes. Use of nets.	Investigate how to make strong and stiff structures.	Make your own shell structure – accurately measuring and cutting.	Test your own product. Evaluate Product.	Children will design and create their own shell structure. Context – link to RE. Design and make their own shell structure to house an Easter Egg.
RE	Why do Christians call the day Jesus died ‘Good Friday’? Easter This is a discrete unit and builds on previous learning in key stage 1 - ‘Why does Easter matter to Christians’	Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live	Offer informed suggestions about what the events of Holy Week mean to Christians	Give examples of what Christians say about the importance of the events of Holy Week	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities	Describe how Christians show their beliefs about Jesus in worship in different ways	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.	Children will be able to explain why Christians call the day Jesus died ‘Good Friday’. DIVERSITY links – compare other celebrations for other faiths.
RSHE	Different type of committed relationships	Commitment and marriage Commitment means and why it is important.	Commitment and marriage Different ways that people show commitment.	All change Changes that happen in families and how changes might affect families.	All change We will be learning how we might manage the change in families.	Family changes: When parents separate Describe how big changes such as separation may affect a family Discuss the family may feel in these changes.	Family changes: When parents separate Explain and discuss who may be able to help us if the changes in our family are making us worried or unhappy.	To be able to identify characteristics of healthy relationships and to explain what commitment means and why commitment is important. To identify changes that can happen in families and how this may affect them.
PE	Real P.E unit 4 Creative main skill :Send & receive additional skill: Partner balance Progressive from year 2 unit 4. .	Recap Y1) : rolling & bounce passing large ball to a partner	Recap (y2) : catch tennis ball bounce pass 2 hands then 1 hand	Strike/kick ball to a partner in a rally both hands/feet	Strike/kick 2 balls to a partner in a continuous rally both hands/feet	Using and applying these skills in ball games and activities		To develop increased accuracy and control when sending and receiving a ball to a partner in a variety of ways. Work creatively to develop partner balances.
	Tennis LTA planning: Yearly net games in PE and ball skills in REAL P.E.	Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game	Develop aiming towards targets individually, in pairs and applying it in a team situation	Developing an understanding of ball flight with targets Introducing words and actions for forehand and backhand when sending and receiving	Introducing the upward toss of the ball and each hand doing a different action Linking upward toss to serving action and developing an overarm tap serve	Applying step patterns with hand and racket actions in combination Applying racket & ball skills in a competitive environment	Applying line judging and scoring with respect in a game situation Applying simple attacking tactics and trying to outwit their opponent in a competitive game	To be able to use ball and racket skills in a tennis game including: serving, forehand, backhand and aiming the ball. To be able to apply simple tactics to attack and defend in a competitive situation.

French	New content: Four seasons and their features.	Introduction of the 4 seasons	Winter (winter clothes)	Spring (spring features)	Summer (summer features)	Autumn (autumn features)	All seasons End of unit assessment	To be able to identify the four seasons and name them and the features comfortably in french.
Music	Consider Wider music genres.	Focus on rhythm – copy and repeat using listening skills.	Introduction to standard written notation: crotchet and crotchet rest.	Layer rhythms using untuned percussion instruments	Explore simple accompaniments using beat and rhythm patterns	Identify the metre in a piece of music		

Reading Opportunities.	<p>Class text: The Boy Who Grew Dragons by Andy Shepherd</p>  <p>Cross Curriculum text: Dinosaur Lady by Linda Skeekers</p> 
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