Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum





Class: Red Oaks Curriculum Theme: Why leave Earth?

Curriculum Driver- Science Value exploration: Diversity

Term: Spring 2

Locality:

- Become geographers and compare New York State and City to Cornwall and Truro
- Find out about Goonhilly and understand why it is important
- Take part in swimming lessons at our local leisure centre
- Learn how to 'bowl' at our local bowling club

Exciting:

- Some children will be taking part in the Cornwall School games
- All children will be taking part in swimming lessons at our local leisure centre and learning to bowl at our local bowling club

Ambitious and aspirational:

- Become a scientist by exploring why some people choose to leave earth.
- Become geographers and compare New York State and City to Cornwall and Truro

Purposeful:

• Children to present their learning in a variety of ways through curricular links.

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<u>Subject</u>	Intent and links to previous	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Outcome/Composite
	<u>learning</u>							
Geography	Previously, children have learnt about the different continents within the World. They have also learnt what physical and human characteristics are. They should be able to use their knowledge of mountains and rivers, to locate these.	Locate North America on a world map and explore the landscape	Identify countries within North America and states within the USA	Explore the physical geography of the Rockies	Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area	Compare the landscape of different US states	Compare New York State, New York City and Cornwall and Truro	Children will be able to locate North America on a world map and be able to identify and understand different human and physical characteristics. They will be able to compare an area in North America with Cornwall and Truro.
Science	Children have learnt about the structure of the Earth and have an understanding that the Earth is spherical.	To describe the Sun, Moon and Earth as spherical bodies, whilst exploring the theories that these are flat	Describing the movement of the Earth, and other planets, relative to the Sun in the solar system	To be able to explain day and night, whilst using the idea of Earth's rotations	Explain and understand how the sun moves across the sky	Describe the movement of the Moon and understand that the moon does not change in size		Children will be able to explain the movement of the Earth and other planets in relation to the sun. They will be able to explain the movements of the Moon and how it causes day and night, whilst also acknowledging that the moon does not change in size.
Computing	Children have previously looked at branching databases in year 3. Children will build on prior knowledge and learn to create their own databases, whilst inputting their own data.	To use a form to record information	To compare paper and computer- based databases	To outline how grouping and then sorting data allows us to answer questions	To explain that tools can be used to select specific data	To explain that computer programs can be used to compare data visually	To apply my knowledge of a database to ask and answer real- world questions	Children will be able to use the knowledge gained from their learning to create a database which shows the answers to real-world problems.
Art	Children can use their prior knowledge about mixing primary colours to create different colours and tones. They will also use their learning skills of how to hold a paint brush and use it effectively.	Mix paints to match the colours in real objects	Make a realistic collage from paper painted with these colours	Use the colours thick and apply with a spatula in the style of a well- known artist	Apply paint smoothly and carefully to create alphabet letters based on a space			To use learnt skills to create, design and paint a final piece.

RE	Prior learning: Year 1 – Who is Jewish and how do they live? Year 4 – How do festivals and family life show what matters to Jewish people'? Children will use the knowledge they already have and expand this but making direct links as to why the Torah is so important to Jewish people.	What can we find out about Jewish communities in the Midlands and further afield?	What do Jews believe about God? How do Jews remember their beliefs about God?	What is a Sefer Torah? How is it used?	Are there particular laws that Jewish people need to follow?	What happens during worship at a synagogue?		Children will be able to answer the question: 'Why is the Torah so important to Jewish people?' using knowledge they have gained over the term.
RSHE	Children have previously learnt what relationships are and how some relationships are different to others and what it means to have a caring family.	To understand the values of healthy relationships	To discuss the characteristics of healthy and unhealthy relationships	To describe the range of different families that exist within communities and the importance of respecting this diversity	To talk about the values, we bring to relationships	To discuss our own thoughts and beliefs about committed relationships	To understand the importance and the reasons of committed relationships in healthy, happy family life	Children will be able to discuss and talk about the values in relationships and understand the reasons for committed relationships.
French	Last term, children learnt how to introduce themselves. They learnt to say who they are, how old they are and where they live. Children will use this knowledge to introduce their family members.	Tell someone the members and names of people from their own families	Continue to count in French, enabling children to say the age of various family members	Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.	Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).			Children will be able to talk about either my own or a fictional family in French clearly and say what relation they are to me, if they are an only child or, if not, the siblings they have and how old they are. They will be able to use the verb 's'appeler' (to be called) in order to talk about what other family members are called and understand how the verb 'avoir' (I have).
Music	Each year, children have been working on their singing, using skills from the previous year to sing and project their voices.	Standard written notation: learning the position of notes on the stave.	Beginning to place notes on the stave to create patterns, and reading simple melody lines, with support	Read a melody in staff notation	Focus on pitch – copy and repeat simple patterns on instruments.			By the end of this sequence, children will perform the songs they have learnt using the skills to perfect their performances.
Reading O	pportunities.	BEETLE * BOY						

Do I need to include this? We are swimming and bowling this term?

PE	Children have previously learnt to	Develop right and	Develop reactions	Develop foot	Introduce the	Developing the	Developing key	Children will be able to
	hold a racket and use their	left side hand and	to a moving ball,	movement and	attacking strategy	volley action and	step patterns in	
	forehand and backhand. They will	foot movements.	building rhythm and	racket control	of playing into	applying it in a	sequences,	
	improve these skills but working		techniques		space using basic	competition	mirroring actions	
	on their footwork and	Developing			overarm serve and		and cooperation	
	coordination to play the ball into	forehand and			return of serve			
	space.	backhand.						