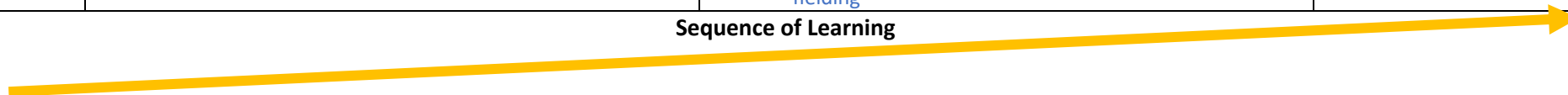




## Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



|   |   |   |  |  |  |   |  |  |  |  |  |
|---|---|---|--|--|--|---|--|--|--|--|--|
| Class:<br>Bur Oaks<br>Year 4  |   | Curriculum Theme: The Three Peaks<br>Curriculum Driver- Geography – Mountains – Locational and Physical<br>Value Exploration: Law |  |  |  |   |  | Term: Summer 1   |  |  |  |
| Locality: <ul style="list-style-type: none"><li>Visit the Community Garden / Millennium Green</li><li>Links with the church - Pentecost the church’s birthday</li></ul> |   |   | Engaging: <ul style="list-style-type: none"><li>Mountain Rescue visitors</li><li>A range of painting resources and techniques explored</li></ul> |  |  | Ambitious and aspirational: <ul style="list-style-type: none"><li>Look at inspirational young people: Greta Thunberg</li><li>Watch England Cricket team batting, bowling and fielding</li></ul> |  |  | Purposeful: <ul style="list-style-type: none"><li>Understand the impact of humans on the environment</li><li>Consider the impact of editing photos</li></ul> |  |  |
|   |   | <div>Sequence of Learning</div>                 |  |  |  |   |  |  |  |  |  |
| Subject   | Intent and links to previous learning   | 1   | 2  | 3  | 4  | 5   | 6  | Outcome/Composite  |  |  |  |
| Geography   | <b>Mountains</b><br>To describe a mountain, how it is formed, the features of a mountain and climate.<br>Year 2: Seven Continents<br>Year 1 & Year 4: Countries / Regions of the UK   | Describe what a mountain is.  | Locate the World’s Seven Summits on a map.   | Describe how a mountain is formed.   | Describe the key features of a mountain.   | Describe mountain climates.   | Locate the UK’s highest mountains - Three Peaks - on a map.  | Be able to locate the Three Peaks on a map of the UK   |  |  |  |
| Science   | <b>Living Things and their Habitats</b><br>To understand living things can be grouped in different ways and that human activity affects the environment.<br>Year 3: Vertebrates<br>Year 2: All living things have characteristics that are essential for keeping them alive | List the characteristics of Living Things.  | Understand living things can be grouped in different ways.   | Identify the 5 Vertebrates groups and characteristics.                                 | Use classification keys - to group the animals/plants we have found in our school outdoor environment<br><br>(observing closely) | Identify Changing Environments: natural changes   | Identify Changing Environments: human changes<br>Research Using Secondary Resources: How do nature reserves positively affect the environment? | Understand the effect of our actions on the environment.   |  |  |  |
| Computing   | <b>Photo editing</b><br>Develop understanding of how digital images can be changed and edited.<br>Year 2: Taking digital images   | Changing digital images - cropping  | Changing the composition of images   | Changing images for different uses - filters   | Retouching images  | Make a ‘fake’ image   | Making and evaluating an advert publication using a fake image   | Consider the impact that editing images can have   |  |  |  |
| Art   | <b>Drawing</b><br>Develop drawing techniques using a range of media   | Make observational drawings of objects to show shape and patterns   | Combine painted background with drawing in felt pen.   | Use pencil, charcoal and chalk to create contrasting effects of line, texture and tone | Blend charcoal and chalk to draw a mountain scene  |   |  | Create drawings using a range of media demonstrating an understanding of texture, tone, line and blending. |  |  |  |
| RE  | <b>Christianity</b><br>When Jesus left what was the impact of Pentecost?<br>Y4 - Holy trinity<br>Y3 - Holy week   | Revise Bible story of Jesus’ death (Easter Holy week)   | Revise Bible story of Jesus’ resurrection  | Understand the story of the pentecost  | Consider Jesus as king and the kingdom of God  | Pentecost - The churches birthday   |  | Understand the impact of the Pentecost in Christianity   |  |  |  |

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|---------------|---|--|--|---|---|---|--|--|
| <b>RHSE</b>   | Healthy Body & Healthy Mind<br>Influences and Personal Choice   | How choices can be influenced by people and things around us.  | How to recognise pressure on us to make unhealthy choices.   | How we can take responsibility and make choices to keep our bodies and minds healthy.   | The potential consequences of unhealthy choices.  | Strategies for recognising and managing strong feelings.  | Choices we can make to keep our minds healthy.   | Identify choices we can make to help keep our minds and bodies healthy.  |
| <b>PE</b>     | Real P.E unit 3 <b>Cognitive</b><br>Main skill : ball skills<br>Additional skill: on a line<br>Progressive from year 3 unit 4.                              | Walk on a line forwards and backwards.<br>Roll ball with two hands up and down then around body when sitting and then stood. | Walk forwards and backwards on a line<br>knee raises & heels to bottom.<br>Roll ball with one hand up and down then around body when sitting and then stood. | Walk forwards and backwards on a line<br>knee raises & heels to bottom, heel-toe landing and opposite arm to 90°.<br>Fluently pass a ball around one leg, around waist and around alternate legs. | Lunge walk on a line with opposite arm to 90°.<br>Pass ball around waist then figure 8 around legs/alternate legs with speed.<br>Criss-cross catches with 1 or no bounce. | Walk on a line challenges with eyes closed.<br>Front to back catches, over head throw and catch behind. |  | To develop increased coordination handling a ball. To develop agility and balance moving on a line.                          |
|               | <b>Striking &amp; fielding</b><br>Builds on Y3 striking and fielding.<br>REAL PE - sending and receiving, react and response fundamental skills             | Sending and receiving a tennis ball as a team to reach a target  | Use an overarm throw towards a target  | Develop batting (cricket bat) and bowling technique   | Develop fielding techniques   | Defence tactics to protect wicket   | Use and apply batting, bowling and fielding skills to play a simple striking and fielding game | Develop techniques to strike a ball with a bat and to field as a team including striking and fielding tactics.               |
| <b>French</b> | <b>In the classroom</b><br>Understand French instructions in the classroom including classroom objects.<br>Y4 - introduced concept masculine/feminine forms | Classroom object noun vocabulary   | Understanding if classroom object nouns are feminine or masculine  | Saying 'I have /I don't have ... ' in my pencil case  | Classroom instructions  | Assessment opportunity: speaking, listening, writing and reading.                                       |  | Recognise and repeat from memory simple classroom objects.<br>Recognise and respond to simple classroom commands and praise. |

**Reading Opportunities.**

