

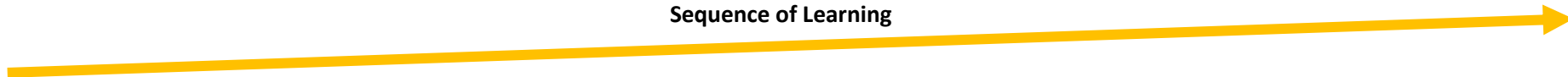


<div><div></div><div>Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum</div><div></div></div>											
Class: Seedlings		Curriculum Theme: The Potting Shed Curriculum Driver- Science Value exploration: Diversity							Term: Spring 2		
Locality: <ul style="list-style-type: none">making use of the village community garden and local gardeners to help us learn about plants and trees.Visiting a mature Cornish Garden as a modern-day plant hunter.			Exciting: <ul style="list-style-type: none">looking at the work of modern plant hunters from Kew Gardens using GPS tracking and drones, inspiring us to be plant hunters ourselves			Ambitious and aspirational: <ul style="list-style-type: none">as head gardeners this half term we will be the first children in the school to work with the Community Garden.our aspiration is to involve our families to build the support for the Garden across the school.			Purposeful: <ul style="list-style-type: none">becoming involved in the development of the Community Garden and becoming advocates for it in school.		
		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	Significant Individuals: Explore the life of George Forrest and learn how he contributed to national and international achievements through his collection of exotic plants.	What is history and why are some people significant? <i>Recap on Autumn 1 investigation about the school and introduce the notion of an Explorer.</i>	Who is George Forrest? Why is he important? What’s his legacy?		How are modern explorers different to historical ones? <i>Compare George’s backpack to Kew Gardens plant hunters.</i>		Let’s Explore! <i>Having made our own explorer backpacks we’ll visit a Garden to search for Rhododendron</i>	Children will be able to say why George Forrest is a significant historical figure. They will have seen some examples of the species he brought back to the UK.			
Geography	Location & Place Knowledge : Countries of the UK, capital cities & surrounding sea	Where do we live? (recap from Aut 1) <i>Chacewater (Truro), Cornwall, England, UK.</i>	Where did George Forrest come from? Falkirk (Edinburgh), Scotland, UK					Children will know they live in England. They will know that George Forrest lived in Scotland. They will understand that England and Scotland are part of the United Kingdom (along with Wales and Northern Ireland)			
Science	Plants <i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees</i>	We’re going on a plant hunt. What’s the most common plant growing on our school grounds?	Mary, Mary, quite contrary how does your garden grow? Can we grow our own plants?	Do all plants have the same features? Using real potted plants to identify and label a diagram: root, stem, leaf, petal	Does the tallest tree have the biggest leaves? Make a collection of leaves from home and school. Identify and measure.	How can we sort the tree leaves we’ve collected? Evergreen & deciduous.	What’s happened to the seeds we planted?	Children will have improved vocabulary and knowledge of plants and trees in their own locality. More families will be involved with the Community Garden.			
Computing	Digital Writing	Exploring the keyboard	Adding and removing text	Exploring the toolbar	Making changes to text	Exploring choices	Pencil or keyboard	Children will create a word-processed label for a plant they have potted.			

Art	Painting: mixing colours	Recap colour mixing Create a sheets of orange, purple, green to then draw on leaves to cut out.	The vase. Select a vase shape and create a decorative pattern using primary colours and paint the background with secondary colour.	The flowers Draw from observation using red, yellow, blue wax crayons to create greens, orange, purple.	Combine Cut a slit in the vase painting to insert the flowers.	Finishing & Presenting Create frames for the paintings Curate a mini exhibition and invite parents.		Children will build on previous skills to develop their fine line control and colour mixing, producing a still life of flowers in a vase.
RE	Unit 1.7 Who is Jewish and how do they live (part 1)	What is Judaism?	What is precious to Jewish people?	How and why do Jewish people celebrate Shabbat?	What stories are told from the Jewish Bible?	What does the story of Chanukah make us think about?		Children will know that Judaism is a religious belief followed by some people. They will be able to name some special objects, stories or events.
RSHE	The importance of family	What is a family? How are they different?	Why are families important?	There are similarities and differences between families.	What do our families do for us?	Why are families so special?	All the ways our families help us.	Children will be able to talk confidently about their own families and understand that families are not always the same.
PE - inside	REAL PE : Unit 3 – Cognitive Skills Understand and follow simple rules and name some things you're good at.	Dynamic balance on a line			Static Balance: Stance			Children will be able to follow simple instructions and name some things they're good at.
PE - outside	Net Games	Explore the 5 fundamental footstep patterns. Send a receive a moving ball with hands and rackets by working cooperatively.	Develop confidence with footstep patterns, sending a receiving ball with hands and a racket and by working cooperatively.	Connect foot patterns with ball bouncing & throws. Introduce space and timing. Develop listening skills and resilience.	Develop hand patterns & sequencing - introducing a volley action over a basic net. Show perseverance by not giving up as the challenge gets more difficult.	Link body and feet movement with direction and introduce forward/backwards/upwards/downward movements with balls and rackets Work as a team showing respect.	Link key words to foot and hand patterns and introduce a scoring system, understanding IN & OUT whilst rallying Demonstrate respect through scoring honestly and fairly	Children will have improved ball and racket control and will begin to understand how to rally with a partner.
Music	Singing: Performance							Children will sing with increasing confidence and control.
Reading Opportunities.	Focus Author We're going on a Bear Hunt Oliver's Vegetables Oliver's Fruits Titch Flowers and Plants (Kew Gardens) Mama Miti							