










Chacewater School LEAP Curriculum



Mighty Oaks **Curriculum Driver:** History **Curriculum Theme:** Vicious Vikings: Fact or Fiction? **British values:** Liberty Term:2

Local **Engaging** **Ambitious** **Purposeful**

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History	Prior Learning: Chronology - prior periods of British history Vicious Vikings - Fact or Fiction?	Who were the Vikings and where did they come from? 	Why have the Vikings gained such a bad reputation? 	How did the Vikings try to take over the country and how close did they get? 	How have excavations changed our view of the Vikings? primary and secondary sources	What can we learn about Viking settlement from a study of place name endings? 	Raiders or settlers: how should we remember the Vikings? 		Debate: present ideas using historical sources
Geography		Place knowledge - Where did the Vikings settle and how do we know? 				Human geography - How did Viking town names change? 			
Computing - Creating Media	Web page Creation: creating websites for a chosen purpose (history link: Viking website)	To review an existing website and consider its structure	To plan the features of a web page	To consider the ownership and use of images (copyright)	To recognise the need to preview pages	To outline the need for a navigation path	To recognise the implications of linking to content owned by other people		Create hyperlinks on their own Viking website that link to other people's work. Evaluate the user experience and that of another learner.
DT	Prior Knowledge - Y3 Textile unit Combining different fabric shapes - sewing (Make a Viking money pouch)	Designing To generate innovative ideas for Viking money pouch by carrying out research	Designing To design a purposeful, functional and appealing product for the intended user based on a simple design specification	Making To produce step-by-step plans, lists of tools equipment, fabrics and components needed	Making To develop prior skills of threading needles and joining textiles using a range of stitches	Making To be able to join sides together, make seams and investigate how to shape curved edges using a range of learnt techniques	Evaluating To compare the final product to the original design specification		Evaluate finished product - Viking Money Pouch

PE & Sport	Invasion Games - hockey	To be able to dribble the ball with control and increasing speed, changing direction and using the correct side of the stick.	To be able to send and receive the ball accurately and at speed.	To be able to receive the ball from one direction and pass to another and to make a square pass (across the pitch) or straight pass (up/down the pitch).	To be able to Choose when to retain possession, dribble or pass and make progress towards the target.	To be able to use appropriate formations in game situations. To Know how to mark opposition and defend their goal.	To be able to Use attacking and defending skills appropriately in hockey games. To be able to Combine skills with control, adapting them to meet needs of the situation.		Apply learnt skills and simple tactics in small hockey game situations
PE & Sport	Real Gymnastics unit 2 R.PE COG: Social FUNS: -On a line (unit 2) - Partner counter balances (unit 2)	Partner counter balances (unit 2): stand on 1 leg holding with 1 hand, lean back stand on 1 leg while holding partner's opposite foot	To be able to create and perform a sequence of partner balances to a beat	On a line/beam (unit2): - walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing lunge walks, opposite elbow at 90 degrees	To be able to explore flight and jumps, over and off of large apparatus - benches, tables and mats	To be able to explore travel around, on, over and through other large apparatus - wall bars, ropes, ladders and monkey bars	To be able to develop a sequence in a pair on the large apparatus using shapes, balances, travel flight and rotation.		Apply learnt skills - jumping and landing a one leg balance
Music	Singing - performance	To be able to learn a number of songs off by heart - recognise some structure	To be able to make decisions and adaptations to songs in order to improve performance	To understand qualities needed for individual performance and develop solo skills	To be able to hold harmony parts and sing with confidence	To be able to consider whole school performance and improve on voice projection in larger acoustic spaces	To be able to sing with confidence and joy, leading KS2	To be able to sing songs by heart, including leading harmony parts and solos in front of an audience	Christmas Carol Concert in the Church
French	To revise the vocabulary previously taught in the 'Presenting myself' To introduce family members	To learn how to say the various nouns for family members in French	To learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding	To ask and answer the target question: As-tu des frères et sœurs ? (Do you have any brothers or sisters?)	To be able to introduce their family members by being able to say what their names are	To learn how to say and recognise numbers 1-70	To revise and consolidate all language covered in the unit and complete the end of unit assessment		By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French.
RE	Prior Learning Y3 U2.7L Why do Hindus try to be good?	to be able to use correct vocabulary to express views about Hindu belief in Brahman	to make clear connections between a Hindu story (The Man in the Well) and what it teaches about life	to be able to explain how the story of 'The Man in The Well' relates to Hindu beliefs about samsara	to be able to give accurate definitions of karma, samsara and moksha	to be able to explain how belief in dharma might impact the way that a Hindu person lives their life	to be able to talk about how Hindus' beliefs shape the way that they live their lives		Understand and be able to discuss key concepts in Hindu beliefs of the best way to live a good life.
RSHE	Similarities and Differences Respectful behaviour online and offline	NatterHub: to understand the importance of	understand why and how people might use an online identity	understand cyber bullying: what it is, how to respond and	Natterhub: To understand how to react to concerns online and what help is	understand what a stereotype is, and how stereotypes can be unfair,	Natterhub: To explore how search engines work and how results are		Be able to keep safe online and know where and how to get help

		respectful communication		where and how to get help	available if we have a concern	negative or destructive	selected and ranked.		
<p>Reading Opportunities</p>	