

<u>Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum</u>



| Class: Red Oaks | Curriculum Theme: Why leave Earth? Curriculum Driver- Science Value exploration: Diversity | | | | | | | | | Term: Spring 2 | |
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| Locality | | E ngaging | | | | Ambitious and aspirational Pu | | | Purposeful | urposeful | |
| | Intent and links to previous learning | | Sequence of Learning | | | | | | | | |
| <u>Subject</u> | | To describe the Sun, | | Where and what is the United States of America? | What are the Rockies like? To be able to explain day and night, whilst using the idea of Earth's rotations | What happened when Mount St Helens erupted? To explain and understand how the sun moves across the sky | Which US state would I like to live in and why? To describe the movement of the Moon and understand that the moon does not change in size | How does New York compare with my home area? | Outcome/Composit | <u>e</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. | | | | | | | | 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. 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. | | |
| Science | Children have learnt about the structure of the Earth and have an understanding that the Earth is spherical. | | | To describing the movement of the Earth, and other planets, relative to the Sun in the solar system | | | | | | | |
| 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 f record inf | | 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 | | to use the knowledge gained o create a database which shows 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. | To unders Pierre-Au Renoir ha colour to different | s mixed create | To be able to create different tones and tints of a chosen colour | To create a collage of outlines using different drawing tools | To be able to create a college of a fruit, using different tones and tints Add a contrasting background | To add detail and shadows with paint | To evaluate final piece of art work against Pierre-Auguste Renoir's painting | piece. | o create, design and paint a final | |
| 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'? | To be able out about Jewish communi | local | To be able to identify and explain Jewish beliefs about God in 'the Sherma' | To be able explain the Jewish beliefs about the Torah and how they use and treat it | To be able to make clear connections between the Jewish commandments and how Jews live | To be able to explain the features and differences of Orthodox and | To be able to compare two synagogues, one Orthodox and one Progressive, | the Torah so importa | to answer the question: 'Why is ant to Jewish people?' using e gained over the term. | |

| | 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. | | | | | Progressive Jewish Practice | discussing their similarities and differences | |
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| PSHE | 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. |
| Digital citizenship | To learn how to be safe and responsible online | To understand how what I do online forms my online identity. | To understand the internet is a valuable tool for learning new skills | To explain how apps or services may collect and share my private information | | | | Pupils understand the rights and responsibilities of being a digital citizenship |
| PE / Sport | REAL Dance NC PE2/1.1d R.PE COG: Social FUNS: - Partner counter balances (unit 2) | To be able to explore standing and floor shapes and develop transitions between | To be able to explore standing and floor shapes and develop transitions between | To be able to explore standing and floor shapes and develop transitions between | To be able to explore standing and floor shapes and develop transitions between | To be able to explore standing and floor shapes and develop transitions between | To be able to explore standing and floor shapes and develop transitions between | To work both individually and in collaboration with others to create a final dance sequence ready for performance |
| PE / Sport | Children have previously learnt to hold a racket and use their forehand and backhand. They will improve these skills but working on their footwork and coordination to play the ball into space. | To develop right and left side hand and foot movements. To develop forehand and backhand | To develop reactions to a moving ball, building rhythm and techniques | To develop foot movement and racket control | To introduce the attacking strategy of playing into space using basic overarm serve and return of serve | To develop the volley action and apply it in a competition | To develop key step patterns in sequences, mirroring actions and cooperation | To be able to take part in a tennis match using the skills learnt from the sequence of learning |
| 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. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | Understand the key elements of different genres of music and name them. Be able to discuss own tastes in music related to genres. | By the end of this sequence, children will perform the songs they have learnt using the skills to perfect their performances. |



