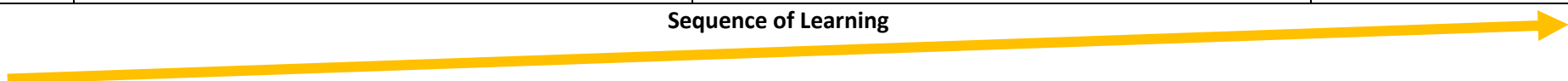




Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Red Oaks	Curriculum Theme: Why leave Earth? Curriculum Driver- Science Value exploration: Diversity							Term: Spring 2
Locality		Engaging			Ambitious and aspirational		Purposeful	
		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
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.	Where is North America and what is it like?	Where and what is the United States of America?	What are the Rockies like?	What happened when Mount St Helens erupted?	Which US state would I like to live in and why?	How does New York compare with my home area?	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	To 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	To explain and understand how the sun moves across the sky	To 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.	To understand how Pierre-Auguste Renoir has mixed colour to create different tones	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	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’?	To be able to find out about local Jewish communities	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.	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.

