











Chacewater School LEAP Curriculum








Class: Red Oaks	Curriculum Theme: How did trade get global? Curriculum Driver- Geography Value exploration: The rule of Law	Term: Summer 1
-----------------	---	----------------

Locality	Engaging	Ambitious and aspirational	Purposeful
----------	----------	----------------------------	------------

		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Geography	Children will use their historical knowledge of different time periods and their geographical knowledge of different parts of the world. Children will understand what trade is and understand how it impacts us and the world.	1. What is 'trade'? to understand what trade is to begin to understand the scale of trade 	2. Where does our food come from? to understand the terms 'import' and 'export' 	3. What is the global supply chain? to understand Primary, secondary and tertiary stages 	5. What does the UK export? to discover what products the UK exports, and which countries the UK exports the most to 	4. What is fairtrade? To understand the positive impact that buying fairtrade products has on communities in other countries 	6. What are different countries' highest-valued exports? To understand how the human and physical geography of a country determines its highest-value export.	7. Is it better to buy food locally or imported? Field Study	Children will be able to discuss trade with others and recognise that lots of the 'goods' they buy are from different countries
Science	identify and explain the different forces acting on objects and explain Newton's role in discovering gravity Children have previously studied 'space' and have a understanding of gravity	To understand what gravity is and why unsupported objects fall (link back to Earth and space)	Investigate and identify the effect of water resistance on different shapes TAPS Aqua Dynamics gather/record results/evaluate an enquiry	To identify the effect of air resistance that acts between moving surfaces TAPS Spinners take measurements (repeated) 	Investigate the effect ground friction has on movement prediction/take measurements/draw conclusions 	To recognise that some mechanisms allow a smaller force to have a greater effect			Children will have a clear understanding of different forces

									
Computing	Children have previously look at creating media – animation (year 3) and photo editing (year 4). Children will build on these skills to create vector drawings from a specific purpose	To recognise what vector drawings are	To identify the shapes used to make a vector drawing	To use the zoom tool to help add detail to drawings and explain how alignment grids and resize handles can be used to improve consistency	To identify that each added object creates a new layer in the drawing and change the order of layers in a vector drawing	To copy part of a drawing by duplicating several objects			Create a vector drawing for a specific purpose and reflect on the skills used and why
DT	Pulleys and Gears Children will build on their skills from previous years, where they have created cars (Year 2) and moving cards (Year 4)	Understand how gears and pulleys work	Be able to design a gear system	Be able to create and annotate a design sketch	Be able to make a working model (gear)	Be able to evaluate a product against a design			To create a model, which is controlled by gears
PE / Dance	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 develop solo movement patterns themed on circles, incorporating turns and jumps.	To be able to work with a partner to translate the movement of a silk into a dance sequence	To be able to develop musicality, considering the phrasing and feel of the music.	To be able to explore lifts and leans in partnership	To be able to perform learnt dances using a range of movement patterns to an audience		To perform a dance for an audience in preparation for the end of year summer show
PE/Athletics		To be able to evaluate effective running technique and coach others to improve	To be able to exchange a relay baton whilst running at speed	To be able to begin to use a triple jump (hop skip jump) technique Keep tall Swing arms	To be able to develop accurate throwing technique for different equipment e.g javelin, ball, beanbag	To be able to pace themselves when running for distance Run around a curve	be able to compete to beat personal best in throwing, jumping and running events. To be able to evaluate to improve my own performance		To take part in sports day events with confidence and improved skills.
Music		Be able to open and access: Orchestra Games –	Use Orchestra Games to be able to identify wood wind	Use Orchestra Games to be able to identify brass and	Use Orchestra Games to be able to compose a melody.	Use Orchestra Games to be able to compose a rhythm.	Use Orchestra Games to be able to begin understanding how to make a		To be able to use a variety of music technology programmes to learn

		Inside the Orchestra	and stringed instruments.	percussion instruments.			visual map of a piece of music without standard written notation.		how to manipulate sounds on computers.
French	Je peux... (I Am Able...)	name up to 5 action verbs in French	name up to 5 more action verbs in French	use the structure 'je peux' (I am able) with the verbs in French	use the negative structure 'je ne peux pas' (I am not able) followed by verbs in French	use the conjunctions 'et' (and) & 'mais' (but) in French			
RE	GOSPEL: What would Jesus do? How do Christians decide to live?	<p>What do Gospels teach Christians?</p>  <p>To be able to identify features of Gospel texts</p>	<p>What messages did Jesus give in the Sermon on the Mount?</p>  <p>To understand that Christians and some non-Christians try to live by Jesus' teachings</p> <p><i>The Sermon on the Mount (Matthew 5-7)</i></p>	<p>What does Jesus say the foundations of life are?</p>  <p>To understand what Christians, do to build strong foundations for living</p> <p><i>The Wise and Foolish Builders (Matthew 7:24-27)</i></p>	<p>How might Christians respond to Jesus' healing stories?</p>  <p>To recognise how Christians', respond to the stories of 'Jesus' healing miracles</p> <p><i>The Centurion's Servant, Luke 7:1-10</i></p>	<p>What would Jesus do about prayer today?</p>  <p>To understand the four components of prayer</p>	<p>What would Jesus do to make a better world?</p>  <p>To consider the value and importance or being generous with time and money and giving to/working for a charity</p>		Articulate their own responses to the issues studied, recognising different points of view and to know the two greatest commandments and recognise these in Gospels
RHSE	Valuing our bodies and our minds	Understanding bullying behaviour: Different types of bullying: How to be an-upstander	RNLI Beach and Water Safety	Valuing ourselves: explain how we see ourselves can impact our feelings and behaviour, and affect our health and wellbeing	Alcohol, Tobacco and Drugs: explain some facts about legal and illegal substances; describe ways that alcohol, caffeine and smoking can affect the body and mind	Keeping Well: Explain how bacteria and viruses are spread and treated; Describe vaccination and immunisation and their roles in preventing disease	Walk to School - Road Safety - less congestion and traffic, which means less pollution - an opportunity for social contact, physical exercise		Children will be able to explain and discuss why is it important to value their bodies and their minds
E-Safety	Natterhub	Senseless Scrolling:	Feeling Left Out: To	Responsibly Me: Making					

		Enjoying time online and digital wellbeing	understand how to deal with the emotions associated with feeling left out.	mistakes and how to put them right online					
Reading Opportunities	