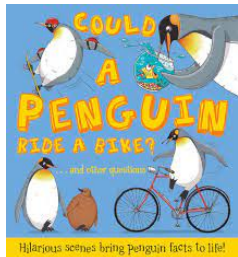


What

Chacewater SchoolLEAP Curriculum									
Class:Seedlings		Curriculum Theme : Animal Allsorts							Term: Spring 1
Local –			Engaging:			Aspirational:			Purposeful:
		Sequence of Learning							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Science	Identify & name common animals . Understand terms carnivore, omnivore, herbivore and group animals. Describe & compare the structure of common animals. Identify, name, draw and label basic body parts and link to senses.	Animal Encounters Using images, books, toys and real examples, identify and name some common animals. Introduce animal grouping names: Fish, Birds, Mammals, Amphibians, Reptiles.		Making Comparisons Revisit animal groups and name features. Say how animals are the same and different.	What do animals eat? Identify and sort into diet groups.	Humans are animals. Identify and label parts of the human body.	The 5 senses Link to body parts. Perform simple tests to answer questions about senses. Assessment Sort animals according to criteria. Describe similarities and differences. Choose ways to sort. TAPS		
Geography		What is the United Kingdom?	What can I find out about the United Kingdom?	What are the UK’s countries like?	What are the UK’s capital cities like?	What do I know about a country within the United Kingdom?			
Computing	Digital Painting Children will develop their understanding of a range of tools used for digital painting.	How can we paint using computers? An introduction to digital painting	Using shape and lines. Create your own digital painting in the style of an artist.	Making careful choices. An introduction to a range of shape tools to create a painting in the style of an artist	Why did I choose that? Developing an understanding of paint tools and how to select the best ones to create a digital painting in the style of an artist.	Painting by myself. Select colours, brush size and brush tools to independently create a digital image in the style of an artist.	Comparing computer art and painting Compare preferences when creating paintings on computers and paper.		
Art	3D – sculpture Create a painted hedgehog sculpture	What is sculpture? Explore local, national and	What is sculpture? Focus on modelling. Practise skills of	Making a design. Link to Science Focus on hedgehogs.	Making our Sculpture. Reflect on the design sheet and modelling techniques. Use tools to create texture		Painting our sculpture Revisit colour mixing from last term. Decorate the hedgehog using accurate colours and features.		

		international examples.	rolling, pinching, piercing.	Create a drawing and label.						
Music	Music Express Animals – Pitch	Understand the term pitch as high and low sounds. Make high and low vocal sounds Relate pitch to high and low body posture.		Understand pitch by singing a song with contrasting high and low melodies Identify and play high and low pitches using percussion instruments		Explore and develop an understanding of pitch using the voice and body movements. Recognise and perform pitch changes and contrasts				
RE	GOD – What do Christians believe God is like?	LF: What is a parable? Tell the story of The Lost Son (Luke 15:1–2, 11–32)	LF: What do Christians believe God is like? Tell the story of The Lost Sheep/The Lost Coin.	LF: How does it feel if you don’t forgive? Listen to ‘You Can Hold On’ by Fischy Music. D	LF: How does it feel when we do forgive? Practice saying ‘I’m very sorry’ / ‘That’s ok – I forgive you’ with our partners.	LF: What is a prayer? What are the four main types? Explain that	LF: Look at Christian prayers used today Read the The Lord’s Prayer,			
RHSE	Our special people We will explore why people are special and how they care for and keep one another safe. Pupils will understand their responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.	Families and People who care for me. Children will learn about special people in their lives and think about why they’re important.		How our special people care for us. Children will learn that our special people care for us and keep us safe. They will understand that those people can help them if they are worried or scared.		Keeping safe. Children will learn about ways to keep themselves and others safe. They will be learning that simple rules keep us safe in different places.				
Reading Opportunities		<div>Library Box: Non-fiction animals The Gruffalo The Mixed Up Chameleon Can a Penguin ride a bike? Wriggle &amp; Roar (linked to dance) Dear Zoo Animal Alphabet (poetry)</div> <div></div>								

