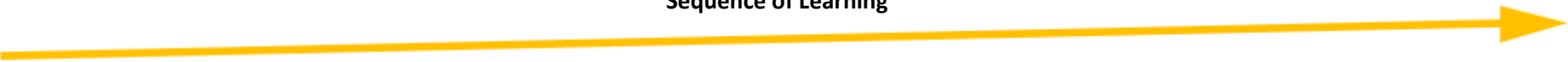







Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



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| Class: Seedlings | Curriculum Theme: The Potting Shed Curriculum Driver- Science Value exploration: Diversity | | | | | | | Term: Spring 2 |
| Locality: | | Engaging: | | | Ambitious and aspirational: | | Purposeful: | |
| | | Sequence of Learning | | | | | | |
| | |  | | | | | | |
| <u>Subject</u> | <u>Intent and links to previous learning</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>Outcome/Composite</u> |
| Science | | <p>What’s the most common plant growing on our school grounds? To be able to name garden plants and trees in our school garden.</p>  | <p>What are the parts of a plant? To be able to identify and name the parts of a plant. Vocabulary: root, stem, leaf, petal, flower, seed. Observe closely</p> | <p>Can we grow our own peas? To be able to create a diary to show our understanding about how to plant and grow peas. Gather/record results</p> | <p>Can we grow our own peas? To be able to create a diary to show our understanding about how to plant and grow peas. Gather/record results</p>  | <p>What are deciduous and evergreen leaves? To be able to recognise deciduous and evergreen leaves and to understand their differences.</p>  | <p>TAPS Assessment Identify and describe the basic structure of a plant and a tree.</p> | <p>Children will have improved vocabulary and knowledge of plants and trees in their own locality. They can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees</p> |
| Computing | Digital Writing- children have previously used software to draw digital art. | To be able to use the keyboard | To be able to add and remove text. | To be able to use the toolbar. | To be able to make changes to text. | To be able to explore choices. | To be able to use a pencil or keyboard accurately. | Children will create a word-processed label for a plant they have potted. |
| Art | Artist: Van Gough Drawing: observational drawing focusing on line, pattern, shape and texture. Painting: mixing colours (primary and secondary) | To be able to draw detailed flowers and plants using line, pattern and shape. Skill: pencil grip, drawing with control, observational - realistic and detailed flowers (petals, stem, leaves). | To be able to show the primary colours and how they can be mixed to find the secondary colours. | To be able to identify artwork from Van Gogh and share my opinion. | To be able to draw real sunflowers from observation influenced by Van Gogh. | To be able to mix colours to show tint and tone and paint and add this to my drawing. | To be able to evaluate my work against an artist’s work. | Children will build on previous skills to develop their fine line control and colour mixing, producing a still life of flowers in a vase with detail and accuracy. They will have the knowledge of the artist Van Gough and be able to evaluate their own work. |
| RE | Unit 1.7 Who is Jewish and how do they live | What is Judaism? | What is precious to Jewish people? | How and why do Jewish people celebrate Shabbat? | What stories are told from the Jewish Bible? | What does the story of Chanukah make us think about? | | Children will know that Judaism is a religious belief followed by some people. They will be able to name some special objects, stories or events. |
| RHSE | The importance of family | What is a family? How are they different? | Why are families important? | There are similarities and differences between families. | What do our families do for us? | Why are families so special? | All the ways our families help us. | Children will be able to talk confidently about their own families and understand that families are not always the same. |
| PE - inside | REAL PE : Unit 3 – Cognitive Skills | Dynamic balance on a line | | | Static Balance: Stance | | | Children will be able to follow simple instructions and name some things they’re good at. |

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| | Understand and follow simple rules and name some things you're good at. | | | | | | | |
| PE - outside | Net Games | To be able to send and receive a moving ball with hands and rackets by working cooperatively. | To be able to develop confidence with footstep patterns. | To be able to control a ball with your foot. | To be able to send a ball over a basic net. | Link body and feet movement with direction and introduce forward/backwards/upwards/d ownward movements with balls and rackets Work as a team showing respect. | Link keywords to foot and hand patterns and introduce a scoring system, understanding IN & OUT whilst rallying Demonstrate respect through scoring honestly and fairly | Children will have improved ball and racket control and will begin to understand how to rally with a partner. |
| Music | Singing: Performance, singing assemblies. | | | | | | | Children will sing with increasing confidence and control. |
| Reading Opportunities. | Focus Author Oliver's Vegetables Oliver's Fruits Titch Flowers and Plants (Kew Gardens) The Gingerbread Man | | | | | | | |